

CSDS 202: Introduction to Aural Rehabilitation

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Introduction and Course Description

CSDS 202: Introduction to Aural Rehabilitation	
	California State University, Fresno
Course Information: Habilitative and rehabilitative procedures to assist people with hearing loss: amplification, speech-reading, auditory training, speech and language training; psycho-socio-educational issues.	Instructor Name:
Units: 3	Office Number:
Time:	E-Mail:
Location:	Telephone:
Website: Canvas	Office Hours:

Course Description: Introduction to Aural Rehabilitation is a graduate level course required of those individuals seeking to complete the Master's Degree Requirements in Communicative Sciences and Deaf Studies. It may also be taken by those individuals seeking to complete a credential program. The course is designed to familiarize graduate students in CSDS with the habilitative and rehabilitative procedures to assist the hearing impaired and includes topics on amplification, speech reading, auditory training, early intervention/speech and language training, and psycho-socio-educational issues. Moreover, this course is designed for graduate students to demonstrate the principles and methods of prevention, assessment, and intervention for people with hearing loss across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders.

Primary Learning Outcomes: Students who have successfully completed this course will demonstrate competencies in the following areas:

- Explain basic concepts and components of aural/audiological rehabilitation (Speech-Language Pathology Services Credential Standards 1, 3)
- Describe assessment procedures for determining aural rehabilitation needs, including means for assessing hearing status, auditory, visual, and audiovisual speech recognition, hearing-related disabilities, and conversational fluency (Speech-Language Pathology Services Credential Standard 1, 4)
- Describe the importance of auditory and visual cues in spoken communication

- Describe how hearing loss affects conversational fluency (Speech-Language Pathology Services Credential Standard 3)
- Describe auditory, speech reading, and communication strategies training (Speech-Language Pathology Services Credential Standard 5)
- Describe counseling, psychosocial support, and assertiveness training
- Describe how to develop and implement aural rehabilitation plans for children, adults, and their family members. (Speech-Language Pathology Services Credential Standard 5)
- Familiarity with the diagnosis and treatment of auditory processing disorders. (Speech-Language Pathology Services Credential Standards 3, 5)

Prerequisites: This is a graduate level course open to students who have gained entrance to the master’s program of study in the Department of Communicative Sciences and Deaf Studies, leading to master’s degrees in CSDS, with an option in speech-language pathology. Prerequisites include CSDS 128 and CSDS 131.

Required Textbooks and Materials

Tye-Murray, Nancy (2015). *Foundations of aural rehabilitation* (4th ed.). Clifton Park, N.Y.: Delmar.

All other materials are accessible through the Canvas website, including assigned readings, power point presentations and YouTube presentations. It is the goal of the instructor to empower students with the ability to access resources to answer questions which may arise during the course of classroom lecture.

Dates	Topics	
08-27	<ul style="list-style-type: none"> • Course and Syllabus Introduction and Overview: Introduction to Aural Rehabilitation – Adults and Children 	
09-03	<ul style="list-style-type: none"> • Module 1: Diagnostic Audiologic Assessment - Birth to 4 months Diagnostic Audiologic Assessment - Older Infants, Children, Adolescents and Adults <ul style="list-style-type: none"> ○ Part I – Hearing Assessment ○ Part II – Basic Audiological Assessment ○ Part III - Speech Audiometry • Module 2: Common Ear/Auditory Pathologies Review of Anatomy and Physiology of the Ear Central Auditory Processing Sciences (CAPD) 	
09-10	<ul style="list-style-type: none"> • Module 3: Newborn Hearing Screening in California • Module 4: Pediatric Audiology (Infants, Toddlers, Young Children) 	
09-17	<ul style="list-style-type: none"> • Workshop: Establishing and Maintaining Rapport in Communicative Sciences – Affective Counseling Skills- Part I and II 	
09-24	<ul style="list-style-type: none"> • Workshop: Gathering Information and Solution-Focused Goal Setting- Part III • Module 5: Counseling Parents of Infants/Children with Hearing Loss "Lost Dreams & Growth: Parent Concerns" - Parts 1, 2 and 3 	

	<ul style="list-style-type: none"> • Lost Parental Dreams: Introduction to Grief Counseling 	
10-01	<ul style="list-style-type: none"> • TPQ Discussion Groups (Modules 1 – 5) • Due: TPQs (Modules 1 – 5) uploaded to Canvas October 1st by 6 pm 	
Between 10/04 at 6 am and 10/07 at midnight	<ul style="list-style-type: none"> • Online Midterm #1 Examination (Modules 1 through 5): • Due: Tentatively scheduled to be taken online (via Canvas) from Friday, October 4th at 6 am until Monday, October 7th at midnight. 	
10-08	<ul style="list-style-type: none"> • Module 6: Amplification (Hearing Aids and Earmolds) • Module 7: Assistive Listening Devices/Hearing Assistance Technology Systems (HATS) 	
10-15	<ul style="list-style-type: none"> • Module 8: Cochlear Implants • Module 9: Bone Anchored Hearing Devices 	
10-22	<ul style="list-style-type: none"> • Guest Speaker: Dr. Lori Smith – Educational Audiologist/FUSD <p>Topics: Hearing Aids, Assistive Listening Devices/Technology, Cochlear Implants and Bone Anchored Hearing Devices</p>	
10-29	<ul style="list-style-type: none"> • Module 10: IFSP and Early Intervention/Aural Habilitation Planning • Guest Speaker: Antonina Cardinali, Auditory-Verbal Therapist and D/HH Specialist Topic: Auditory-Verbal Approach & Early Intervention 	
11-05	<ul style="list-style-type: none"> • Guest Speakers: Dr. Nancy Delich – Fresno State Social Work Ed Professor Rod Vandemere – VCH Information Technology Specialist <p>Topic: Panel Discussion - Cochlear Implants</p> <ul style="list-style-type: none"> • Due: Research Paper uploaded to Canvas and written research paper in class by 6 pm on November 5th. 	
11-12	<ul style="list-style-type: none"> • Module 11: Group Adult Audiologic/Aural Rehabilitation (GAR) with Communication Partner Program • Steps in Designing an Adult Audiologic/Aural Rehabilitation Plan <ul style="list-style-type: none"> ○ Self Assessment of Conversational Fluency and Communication Difficulties/Hearing Loss Related Quality of Life/ Functional Assessment ○ Development of an Aural Rehabilitation Plan <ul style="list-style-type: none"> ▪ Joint Goal Setting/Shared Decision Making ▪ Communication Partner ▪ Problem Identification/Group Goal Discussions - Activity Limitations/Participation Restrictions 	
11-19	<ul style="list-style-type: none"> • Module 11: Group Adult Audiologic/Aural Rehabilitation (GAR) with Communication Partner Program (Continued) • Adult Audiologic/Aural Rehabilitation Interventions and Strategies <ul style="list-style-type: none"> ○ Hearing Assistance Technology Systems (HATS) ○ Communication Strategies Training ○ Self Efficacy Training ○ Frequency Communication Partner Training 	

	<ul style="list-style-type: none"> ○ Speechreading Training ○ Auditory Training ○ Psychological Support and Personal Adjustment including Assertiveness and Stress Reduction Training ○ Efficacy of GAR Program 	
11-26	<ul style="list-style-type: none"> ● TPQ Discussion Groups (Modules 6 – 11) ● <u>Due:</u> TPQs (Modules 6 – 11) uploaded to Canvas on November 26th by 6 pm ● 	
Between 11/29 at 6 am and 12/02 at midnight	<p>Online Midterm #2 Examination (Modules 6 through 11):</p> <p><u>Due:</u> Tentatively scheduled to be taken online (via Canvas) from Friday, November 29th at 6 am until Monday, December 2nd at midnight.</p>	
12-03	<ul style="list-style-type: none"> ● Aural Habilitation/Rehabilitation Project and Sample Plan Presentations ● <u>Due:</u> Aural Habilitation/Rehabilitation Program PowerPoint Project uploaded to Canvas on December 3rd by 6 pm ● <u>Due:</u> Aural Habilitation/Rehabilitation Sample Plan uploaded to Canvas on December 3rd by 6 pm 	
12-10	<ul style="list-style-type: none"> ● Aural Habilitation/Rehabilitation Project and Sample Plan Presentations 	
12-17 Final 8-10:00 pm or TBD	<ul style="list-style-type: none"> ● Aural Habilitation/Rehabilitation Project and Sample Plan Presentations 	

Course Assignments and Examinations:

The following assignments, lab competencies, examinations and attendance points will be considered toward your final grade for the course:

Assignment	Point Value
TPQ Module Activities	50
Midterm Examination #1	100
Midterm Examination #2	100
Research Paper	100
Aural Habilitation/Rehabilitation Program Presentation	100
Aural Habilitation/Rehabilitation Sample Plan Presentation	50
Total Points Possible	500
Note: Additional coursework may be assigned	

All assignments are weighted equally and grading is calculated by points and converted to a percentage basis:

- | | |
|-------------------|--------------|
| A = 90 – 100% | C = 70 – 79% |
| B = 80 – 89% | D = 60 – 69% |
| F = 59% and below | |

Grades of I, W, CR/NC will be issued only as noted in the General Catalog

All assignments will be due at the beginning of class and considered late after the first 5 minutes of class. Late assignments will not be accepted nor graded and be given a value of zero. All assignments must be submitted as a hard copy AND uploaded to the Canvas. The presentations cannot be made up except under extenuating circumstances as determined by the instructor.

1. Thought Provoking Questions (TPQs) Module Activities: (50 points)

There will be 11 module-related activities (i.e., 11 module-related TPQs journal entries) related to the readings, lectures, and course materials worth 5 points for each module. You are responsible to complete 10 of the 11 module-related activities and post it as a journal entry to Canvas. An additional 5 points will be earned if you complete an 11th module-related activity assignment. The TPQ module activities are designed to focus on the key points of each module, prepare you for the midterm examinations, and provide demonstration of knowledge for the course competencies. **They are due to be posted on Canvas by 6 PM on the date below unless otherwise specified:**

Due: 10/01 Module 1:	Journal Entry #1 (Newborn Hearing Screening)
Due: 10/01 Module 2:	Journal Entry #2 (Diagnostic Audiologic Assessment)
Due: 10/01 Module 3:	Journal Entry #3 (Common Ear/Auditory Pathologies) -Speech-Language Pathology Services Credential Standard 3
Due: 10/01 Module 4:	Journal Entry #4 (Pediatric Audiologic Assessments)
Due: 10/01 Module 5:	Journal Entry #5 (Counseling Parents of Infants with Hearing Loss)
Due: 11/26 Module 6:	Journal Entry #6 (IFSP/Aural Rehab/Earl Intervention)
Due: 11/26 Module 7:	Journal Entry #7 (Amplification)
Due: 11/26 Module 8:	Journal Entry #8 (Assistive Listening Devices)
Due: 11/26 Module 9:	Journal Entry #9 (Cochlear Implants)
Due: 11/26 Module 10:	Journal Entry #10 (Bone Anchored Hearing Devices)
Due: 11/26 Module 11:	Journal Entry #11 (Adult Aural/Audiologic Rehabilitation)

2. Small Group Discussion of Thought Provoking Questions (TPQs):

Students are expected to come prepared and actively participate in small group discussions of their completed TPQs for successful completion of this course. Groups will consist of 4-6 students and will be facilitated by one of the students in the class. The TPQ discussion groups will also serve to prepare students for the midterm examinations. The dates for small group discussions of TPQs are:

- **TPQs for Modules 1 – 5:** October 1st
- **TPQs Modules 6 – 11:** November 26th

3. Examinations: (Two Midterm Examinations – 100 points each)

Two midterm examinations will be administered **online**. Exams will comprise of multiple choice, true or false, and/or matching style questions. Content will be taken from class lectures, class presentations, and assigned readings. The examinations are worth **100 points each**. Each of the two scheduled midterm examination is timed, and you will have up to two hours to take the examination. Exam dates follow each of the two scheduled Thought Provoking Questions Discussion Group sessions.

- **Due Date:** Test Date for Midterm #1 (Modules 1 through 5): Tentatively scheduled to be taken online (via Canvas) from Friday, October 4th at 6 am until Monday, October 7th at midnight.

- **Due Date:** Test Date for Midterm #2 (Modules 6 through 11): Tentatively scheduled to be taken online (via Canvas) from Friday, November 29th at 6 am until Monday, December 2nd at midnight.

4. Research Paper: (100 points)

You will research a current issue related to spoken aural/auditory rehabilitation for deaf or hard of hearing children or adults. Your research paper requires that you integrate at minimum 5 research articles of original source research and follow APA format including title page, abstract, research paper, and references (See grading rubric below). Assignment must be utilize APA style (6th edition) and uploaded to Canvas.

Topics must be approved by your instructor as you begin your research. Possible topics include, but not limited to the following: bimodal hearing, new hearing technology, efficacy of CART, cochlear implants, hearing aid features, classroom acoustics, speech acoustics, brain development with auditory & visual languages, efficacy of technological devices for the school environment, hearing assistance technology systems (HATS), communication strategies training with adults, communication partner training with adults, audiovisual speech perception and speechreading training with adults, auditory training with adults, music appreciation training with adults, self efficacy/assertiveness training with hard of hearing children or adults, counseling and psychological support with families of hard of hearing/deaf children or hard of hearing adults and their communication partners, stress reduction training with hard of hearing adults, and tinnitus intervention with adults.

Due Date: Research Paper uploaded to Canvas and written research paper in class by 6 pm on November 5th.

Research Paper Grading Criteria: The following rubric provides criteria used in the project grading:

Yes	No	
		A. APA Format (20 points)
		A minimum of 5 references from appropriate sources.
		The reference page is formatted according to APA guidelines.
		APA format is used throughout the paper to cite references.
		APA format is used on the title page.
		Running head is used in APA format.
		Direct quotes, if used, are used according to APA format.
		Block quotes, if used, are used according to APA format
		All other APA requirements are used.
		B. Organization (10 points)
		There are identifiable sections of the project (introduction, body, and conclusion).
		Ideas in the paper are supported by appropriate references.
		The main ideas in the paper are clear.
		The conclusion provides a clear summary of the paper and concluding remarks.
		There is a flow to the organization of the paper.
		C. Writing Style (20 points)
		The paper demonstrates university level spelling.
		The paper demonstrates university level grammar.
		The paper demonstrates university level punctuation.
		D. Content (20 points)
		The quality of the subject being discussed demonstrates critical thinking.
		The assigned topic is explored appropriately.

	Research is explored and defined from multiple perspectives.
	F. Clarity of Expression / Style (10 points)
	The paper demonstrates graduate level work.
	The paper includes application of the course material.
	G. Presentation (20 points)
	The presentation information is accurate.
	The presentation is easy to follow.
	The presentation displays important information using diagrams, tables, charts or other visual supports.

Grades have the following meanings:

A	90 - 100 points: An outstanding paper that represents all the required elements completed in an insightful manner. The quality of this assignment clearly demonstrates a clear understanding of culture, integration with course content, careful reflection, important insights and university level presentation
B	80 - 89 points: A very good project that clearly meets the criteria. It is less developed than the “A” project and may slight some elements. It may have minor problems with areas in the grading criteria, development, clarity, depth of analysis, level of integration with course concepts, and presentation.
C	70 - 79 points: A good project that is satisfactory in meeting the criteria. The presentation is weaker in depth, substance, expression, and/or development than the A or B papers. The insights may be general and less integrated.
D	60 - 69 points: A minimally acceptable project that does not represent university level development of ideas, critical thinking, and integration.
F	0 – 59 points. This assignment was not handed in or has major deficiencies and does not meet the minimum requirements for a passing grade.

5. Aural Habilitation/Rehabilitation Program PowerPoint Project: (100 points)

Select one of the three examples for your Power Point Class Preparation in either A or B below.

A. Early Intervention/Aural Habilitation PowerPoint Presentation:

Create a Power Point presentation to share with parents on the topic of preparing an early intervention/aural rehabilitation activity/session for their child with one of the following types of hearing loss and amplification fittings:

1. 18-month old child with a bilateral moderate-to-severe sensorineural hearing loss due to a progressive hereditary family history of hearing loss and fitted with binaural postauricular hearing aids
2. 18-month old child with a bilateral moderate-to-severe conductive hearing loss due to congenital microtia with atresia and fitted with a softband bone anchored hearing device with bilateral speech processors
3. 18-month old child with a bilateral profound sensorineural hearing loss due to meningitis and fitted with bilateral cochlear implants.

You will need 20-30 slides that will provide parents with information on a home-based early intervention/aural habilitation activity/session for their child (i.e., listening skills, receptive and expressive language skills, communication pragmatics, daily maintenance of hearing instruments). Each slide will need a unique title. Use a consistent font for each title.

- Try not to have more than two to three sentences per slide.
- Use bullets for important concepts.
- No more than 5 – 10 words per bullet.
- No more than 5 bullets per slide.
- Use only graphics that fit with the message of the slide.

You may consult with other students, but each student must have a unique presentation. The assignment is worth 100 points. **You will present your completed Power Point presentation to your classmates in class (15 minute presentation) on December 3rd, December 10th and December 17th**

Due Date: Aural Habilitation/Rehabilitation Program PowerPoint Project uploaded to Canvas on December 3rd by 6 pm

B. Adult Aural Rehabilitation Program PowerPoint Presentation:

Create a Power Point presentation to share with a hard of hearing adult and his/her communication partner on the topic of preparing an aural rehabilitation activity/ session for them with one of the following types of hearing loss and amplification fittings.

1. 45-year old university professor with a bilateral mild-to-moderate sensorineural hearing loss due to a progressive hereditary family history of hearing loss and fitted with binaural postauricular hearing aids.
2. 62-year old retired counselor with a bilateral severe-to-profound sensorineural hearing loss due and fitted with cochlear implant to one ear and a postauricular hearing aid on the other ear (i.e., bimodal fitting).
3. 50-year old self-employed marketing specialist with a sudden unilateral profound sensorineural hearing loss and fitted with a unilateral bone anchored hearing device with speech processor.

You will need 20-30 slides that will provide the hard of hearing adult and his/her communication partner with information on an aural/audiologic rehabilitation activity/ session (e.g., self efficacy, assertiveness training, speech recognition skills, auditory training, communication facilitation/repair strategies, hearing assistive technology). Each slide will need a unique title. Use a consistent font for each title.

- Try not to have more than two to three sentences per slide.
- Use bullets for important concepts.
- No more than 5 – 10 words per bullet.
- No more than 5 bullets per slide.
- Use only graphics that fit with the message of the slide.

You may consult with other students, but each student must have a unique power point presentation. The assignment is worth 100 points. **You will present your completed Power Point presentation to your classmates in class (15 minute presentation) on December 3rd, December 10th and December 17th.**

Due Date: Aural Habilitation/Rehabilitation Program PowerPoint Project uploaded to Canvas on December 3rd by 6 pm.

6. Aural Habilitation/Rehabilitation Sample Plan: (50 points)

Utilizing your Aural Habilitation/Rehabilitation Program Power Point presentation project above, design (A) a home visit/session for Early Intervention/Aural Habilitation with a hard of hearing infant/child - OR - (B) an Aural Rehabilitation session with a hard of hearing adult and/or his/her communication partner.

If you chose to design a home visit plan for (A) Early Intervention, your plan must have an activity (e.g., listening skills, receptive and expressive language skills, communication pragmatics, daily maintenance of hearing instruments) with family members that demonstrate the concepts from the information in your PowerPoint presentation. Conversely, if you chose to design an aural rehabilitation plan for (B) Adult Aural Rehabilitation Program, your plan must have an activity (e.g., self efficacy, assertiveness training, speech recognition skills, auditory training, communication facilitation/repair strategies, hearing assistive technology) with the hard of hearing adult and his/her communication partner that demonstrate the concepts from the information in your PowerPoint presentation. **You will present your completed Aural Rehabilitation session to your classmates as part of your Power Point Presentation in class (5 to 10 minute presentation).** The order of presentations will be determined by the instructor and provided to you.

Due Date: Aural Habilitation/Rehabilitation Sample Plan uploaded to Canvas on uploaded to Canvas on December 3rd by 6 pm

The following rubric provides criteria used in the project grading:

Content 80%	4	3	2	1
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration. \	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow. Main ideas in the power point presentation are clear.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.

MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.
Presentation	Presentation is clear, cogent, cohesive, and engaging.	Lack a clear presentation style or organization.	Unclear, disorganized presentation.	Almost no appearance of basic presentation skills.

Nonverbal Skills 10%	4	3	2	1
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes

Verbal Skills 10%				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.

ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.
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Attendance, Exam and Assignment Policies (Including Make-ups): Attendance is “mandatory” and roll may be taken. Only documented and approved absences will be excused from losing points on assignments. Approved absences are determined by instructor and must have been made prior to missing class by notifying the instructor by email, in person, or a phone message. If the absence is not approved, no make-ups will be allowed for assignments, lab competencies, or examinations. It is the student’s responsibility to request a make-up and complete it within a timely manner (one week of returning). If you are absent from class, it is the student’s responsibility to check on announcements made while you were away.

Study Expectations: It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study a minimum of an average of 6 hours outside of class each week. Some students may need more outside study time and some less.

For free tutoring on campus, contact the [Learning Center](http://www.fresnostate.edu/studentaffairs/lrc/) (http://www.fresnostate.edu/studentaffairs/lrc/) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052.

Dates	Topics
08-27	<p>Course Orientation, Syllabus Overview and Introduction to Aural Rehabilitation</p> <p>Objective: The purpose of this module is to provide an overview of aural habilitation/rehabilitation including services, scope of practice of service providers, and the World Health Organization (WHO) International Classification of Functioning, Disability and Health (IFC) conceptual framework.</p> <p>Student Learning Outcomes: Student will:</p> <ol style="list-style-type: none"> 1. Explain the services and service providers of aural/audiologic rehabilitation services. 2. Describe impact of hearing loss for children and adults. 3. Contrast typical auditory development for children with normal hearing and auditory development for children with hearing loss. 4. Describe the scope of practice for Speech-Language Pathologists in Aural Habilitation/Rehabilitation. <p>PowerPoint Presentation: “Course Overview Syllabus Review”</p> <p>PowerPoint Presentation: “Introduction to Aural Rehabilitation and Service Provider</p>

	<p>Scope of Practice”</p> <p><u>Assigned Reading</u></p> <ul style="list-style-type: none"> • READ: Tye-Murray, Ch.1 Introduction to Aural Rehabilitation pp. 1-40. <p><u>Canvas Table of Contents - Auditory Development - Assigned Reading</u></p> <ul style="list-style-type: none"> • <u>PowerPoint Presentation:</u> Course Overview Syllabus Review • <u>PowerPoint Presentation:</u> Introduction to Aural Rehabilitation and Service Provider Scope of Practice” • <u>PowerPoint Presentation:</u> “Overview of The World Health Organization International Classification of Functioning, Disability and Health Conceptual Framework in Aural Habilitation/Rehabilitation 	
09-03	<p><u>Module 1: Diagnostic Audiologic Assessment</u></p> <p><u>Objective:</u> The purpose of this module is to cover the initial assessment of hearing which includes pure-tone air and bone conduction testing, speech audiometry, otoscopy and immittance audiometry.</p> <p><u>Student Learning Outcomes:</u></p> <p>At the end of this module, the student will:</p> <ol style="list-style-type: none"> 1. Learn the value of otoscopy. 2. Be able to describe the equipment used for immittance audiometry. 3. Be able to explain the findings of immittance audiometry. 4. Describe the techniques and procedures used to establish pure tone air and bone conduction thresholds. 5. Understand the importance of special considerations for pure tone testing. 6. Interpret basic audiometric findings. 7. Be able to describe the purpose of speech audiometry. 8. Be able to identify the various speech audiometry tests. 9. Be able to explain the techniques and procedures associated with speech audiometry. 10. Be able to apply the audiometric findings to expected outcomes. <p><u>PowerPoint Presentation:</u> “Hearing Assessment Part I”</p> <p><u>PowerPoint Presentation:</u> “Hearing Assessment Part II”</p> <p><u>PowerPoint Presentation:</u> “Hearing Assessment Part III”</p> <p><u>PowerPoint Presentation:</u> “Interpreting Audiograms”</p> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <u>Read:</u> Tye-Murray Ch.3 Assessing Hearing Acuity and Speech Recognition pp. 85-120 • <u>Journal Entry #2 - POST Answers to Thought Provoking Questions (5 points)</u> 	

Canvas Table of Contents - Hearing Assessment Parts I, II and III – Assigned Reading

Hearing Assessment Part I

- **Module 2: PowerPoint Presentation:** “Hearing Assessment Part I”
This PP presentation covers otoscopy and immittance testing.
- **Otoscope Tutorial Link**
Tutorial for otoscope
- **Tympanogram Interpretation Link**
Helpful information on interpreting a tympanogram. Examples are provided.
- **Help With Jerger's Classification System Link**
This tutorial can aid in interpreting tympanograms based upon Jerger's Classification System.

Hearing Assessment Part II

- **Module 2: PowerPoint Presentation:** “Basic Audiological Assessment – Air Conduction and Bone Conduction”
This PP covers air and bone conduction threshold testing, including masking, and test interpretation.
- **Audiogram Interpretation Link**
This helps to reinforce the concept of what's a conductive, sensorineural or mixed hearing loss. They use a slightly different cutoff for mild hearing loss so please focus on what's on the PP.

Hearing Assessment Part III

- **Module 2: PowerPoint Presentation:** “Speech Audiometry”
This PP presentation covers speech audiometry

Module 2: Common Ear Pathologies

Objective: The purpose of this module is to learn of the common ear pathologies, their impact on hearing, and the treatment of these pathologies.

Student Learning Outcomes:

At the end of this module, the student will:

1. Describe common disorders of the outer, middle and inner ear.
2. Be familiar with symptoms that may be associated with ear disorders.
3. Identify the impact each disorder has on hearing sensitivity.
4. Have knowledge of the standard treatment procedure for common disorders of the outer, middle and inner ear.
5. Explain the overall effects of noise auditorily and non-auditorily.
6. Characterize disorders of the central auditory system.

PowerPoint Presentation: “Review of the Anatomy and Physiology of Auditory System”

PowerPoint Presentation: “Common Ear Pathologies”

PowerPoint Presentation: “Central Auditory Processing Disorders in Children (CAPD)”

Assignments

- **Journal Entry #3** - POST Answers to Thought Provoking Questions (5 points)

Module 3: Canvas Table of Contents - Common Ear Pathologies - Assigned Reading

- **Module 3: PowerPoint Presentation: Ear Pathologies**
This PP covers the common ear pathologies
- **Module 3: PowerPoint Presentation: Anatomy and Physiology of the Auditory System**
This PP covers the anatomy and physiology of the outer ear, middle ear, inner ear and central auditory pathway system.
- **Module 3: PowerPoint Presentation: Central Auditory Processing Disorders (CAPD) in Children**
This PP covers concepts and procedures involved in diagnosis and management of children with CAPD
- **National Institute on Deafness and Other Communicative Disorders (NIDCD) – Otitis Media**
This is a good informative website on otitis media
- **California Speech-Language-Hearing Association’s Guidelines for the Diagnosis & Treatment for Auditory Processing Disorders**
Website provides assessment and treatment/management guidelines by CSHA for CAPD
- **American Speech-Language-Hearing Association (ASHA) Technical Report: Central Auditory Processing Disorders**
Website provides assessment and treatment/management guidelines by ASHA for CAPD
- **American Academy of Audiology (AAA) Clinical Practice Guidelines: Diagnosis, Treatment and Management of Children and Adults with Central Auditory Processing Disorder**
Website provides assessment and treatment/management guidelines by AAA for CAPD
- **Overview of Central Auditory Processing Disorders by Jennifer B. Shinn, PhD**
Website provides additional overview information on CAPD
- **Kids Health Otitis Media**
Website provides information on otitis media
- **National Institute on Deafness and Other Communicative Disorders (NIDCD) – Otitis Media**
This is a good informative website on otitis media
- **National Institute on Deafness and Other Communicative Disorders (NIDCD) – Auditory Processing**
Website provides additional information on auditory processing disorders.
- **National Institute on Deafness and Other Communicative Disorders (NIDCD) – Auditory Neuropathy**
Website provides information on auditory neuropathy

09-10

Module 3: Newborn Hearing Screening

Objective: The purpose of this module is to provide an overview of laws, standards and procedures associated with newborn hearing screening. [L][L][L][L][SEP][SEP]

Student Learning Outcomes: At the end of this module, the student will have an understanding of the laws, standards, and procedures associated with newborn hearing screening. [L][L][L][L][SEP][SEP]

Power Point Presentation: “Newborn hearing screening in California”

Assignments

- **Read:** Tye-Murray Ch.13 Detection and Confirmation of Hearing Loss in Children pp. 485-518
- **Journal Entry #1 - POST Answers to Thought Provoking Questions (5 points)**

Canvas Table of Contents - Auditory Development - Assigned Reading

- **Module 1 Power Point Presentation:** Newborn hearing screening in California
- Roberts, S. D. (2011). Patient- and family-centered care: Today’s standard of care delivery. *CSHA Magazine*,40(5), 6-7.
Article on history and principles of family centered care.
- California Newborn Hearing Screening Program
Link to the California Department of Health Care Services California Newborn Hearing Screening. Statewide comprehensive program that helps identify hearing loss in infants and guides families to the appropriate services needed to develop communication skills
- National Center for Hearing Assessment and Management (NCHAM)
Excellent website with resources about identification, diagnostic and early intervention service for infants and toddlers with hearing loss. The goal of the National Center for Hearing Assessment and Management (NCHAM) at Utah State University is to ensure that all infants and toddlers with hearing loss are identified as early as possible and provided with timely and appropriate audiological, educational, and medical intervention.
- California Best Practices Document
A publication of the Early Start Work Group in California, 2005
- JCIH Guidelines
Links to all Joint Council on Infant Hearing Guidelines
- Joint Council on Infant Hearing Supplement
Supplement published in 2013
- Audiology for Parents Link
FAQs asked by parents and answered by Cheryl DeConde Johnson, EdD.
- A Parent’s Wish for Audiologists Link
From the parent organization Hands & Voices.
- Hearing Loss Association Link
This web site is designed for adults who have a hearing loss. There is good basic information about hearing aids, cochlear implants, implantable devices, hearing assistive technology, captioning, telephones, and hearing

	<p><i>loops. We will discuss all of these things more in-depth during this course'</i></p> <p><u>Module 4: Pediatric Audiology Techniques</u></p> <p>Objective: The purpose of this module is to cover the needs and special considerations of the pediatric client in the audiologic assessment.</p> <p><u>Student Learning Outcomes:</u> At the end of this module, the student will:</p> <ol style="list-style-type: none"> 1. Have an understanding of auditory development for the purpose of evaluating hearing sensitivity. 2. Be able to describe the techniques and procedures that are implemented when assessing hearing of the pediatric client. 3. Be familiar with the special tests often used to assess the pediatric client's hearing. 4. Be capable of simple interpretation of the objective hearing tests used with pediatric clients. <p><u>PowerPoint Presentation:</u> “Pediatric Audiology Techniques”</p> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <u>Journal Entry #4 - POST Answers to Thought Provoking Questions (5 points)</u> <p><u>Module 4: Canvas Table of Contents - Pediatric Audiology - Assigned Reading</u></p> <ul style="list-style-type: none"> • <u>Module 5: PowerPoint Presentation:</u> “Pediatric Audiology” <i>This PP covers the basics of testing hearing of the pediatric client. Make sure you turn it on.</i> 	
09-17	<p><u>Workshop: Establishing and Maintaining Rapport in Communicative Sciences – Affective Counseling Skills - Part I & II</u></p>	
09-24	<p><u>Workshop: Gathering Information and Solution-Focused Goal Setting - Part III</u></p> <p><u>Module 5: Counseling Parents/Families</u></p> <p>Objective: ^[L1]_[SEP]^[L1]_[SEP] The purpose of this module is to explore the impact of the Deaf/hard of hearing infant or child on the parent and family and to understand the adjustment and/or acceptance required of parents and family members.</p> <p><u>Learning Outcome:</u> By the end of the module, the student will be able to identify and implement skills and strategies to listen and support parents of children who are Deaf and hard of hearing.</p> <p><u>Power Point Presentation:</u> “Lost Parental Dreams: Introduction to Grief Counseling”</p> <p><u>Video:</u> "Lost Dreams & Growth: Parent Concerns" - Parts 1, 2 and 3</p> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <u>Read:</u> Tye-Murray Ch.10 Counseling, Psychosocial Support and Assertiveness Training pp. 343-384. 	

	<ul style="list-style-type: none"> • Journal Entry #5 - POST Answers to Thought Provoking Questions (5 points) <p>Module 5: Canvas Table of Contents - Counseling Strategies – Assigned Readings</p> <ul style="list-style-type: none"> • Module 5 PowerPoint Presentation: “Lost Parental Dreams: Introduction to Grief Counseling” • Module 5 View Video Segments: "Lost Dreams & Growth: Parent Concerns" - Parts 1, 2 and 3 • Luterman articles, “The Counseling Relationship” and “Helping the Helper” <p>Module 5: Counseling Parents/Families (continued)</p> <p>Objective: ^{TTTT}_{SEPISEPI} The purpose of this module is to explore the impact of the Deaf/hard of hearing infant or child on the parent and family and to understand the adjustment and/or acceptance required of parents and family members.</p> <p>Learning Outcome: By the end of the module, the student will be able to identify and implement skills and strategies to listen and support parents of children who are Deaf and hard of hearing.</p> <p>Power Point Presentation: “Lost Parental Dreams: Introduction to Grief Counseling”</p> <p>Video: "Lost Dreams & Growth: Parent Concerns" - Parts 1, 2 and 3</p> <p>Assignments</p> <ul style="list-style-type: none"> • Read: Tye-Murray Ch.10 Counseling, Psychosocial Support and Assertiveness Training pp. 343-384. • Journal Entry #5 - POST Answers to Thought Provoking Questions (5 points) <p>Module 5: Canvas Table of Contents - Counseling Strategies – Assigned Readings</p> <ul style="list-style-type: none"> • Module 5 PowerPoint Presentation: “Lost Parental Dreams: Introduction to Grief Counseling” • Module 5 View Video Segments: "Lost Dreams & Growth: Parent Concerns" - Parts 1, 2 and 3 <p>Luterman articles, “The Counseling Relationship” and “Helping the Helper”</p>	
10-01	<p>Thought Provoking Questions Discussion Groups (Modules 1 – 5)</p> <p>Due: Modules 1 through 5 TPQs uploaded to Canvas on October 1st by 6 pm.</p> <p>Online Midterm #1 Examination (Modules 1 through 5): Tentatively scheduled to be taken online (via Canvas) from Friday, October 4th at 6 am until Monday, October 7th at midnight.</p>	
Between 10/04 at 6 am and 10/07 at	<p>Online Midterm #1 Examination (Modules 1 through 5):</p> <p>Due: Tentatively scheduled to be taken online (via Canvas) from Friday, October 4th at 6 am until Monday, October 7th at midnight.</p>	

midnight		
10-08	<p><u>Module 6: Amplification</u></p> <p><u>Objective:</u> The purpose of this module is to cover amplification styles, components, features, maintenance and troubleshooting.</p> <p><u>Student Learning Outcomes:</u> At the end of this module, the student will:</p> <ol style="list-style-type: none"> 1. Have knowledge on the components of amplification devices. 2. Differentiate among the various amplification styles. 3. Describe important features that are available among current hearing aid technology, including their strengths and limitations. 4. Identify the various styles of earmolds and acoustic modifications. 5. Discuss the fitting strategies and techniques employed with hearing aid fitting. 6. Describe the unique needs of the pediatric client with regards to amplification. 7. Perform a listening check with a behind the ear hearing aids. 8. Identify troubleshooting techniques for hearing aids. 9. Describe the care and maintenance of hearing aids. <p><u>PowerPoint Presentation:</u> “Amplification”</p> <p><u>PowerPoint Presentation:</u> “Earmolds”</p> <p><u>PowerPoint Presentation:</u> “Amplification Hearing Aid Fitting”</p> <p><u>PowerPoint Presentation:</u> “Amplification Hearing Aid Care and Troubleshooting”</p> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <u>Read:</u> Tye-Murray Ch.4 Listening Devices and Related Technology pp. 121-147 • <u>Journal Entry #6 - POST Answers to Thought Provoking Questions (5 points)</u> <p><u>Module 6: Canvas Table of Contents - Amplification - Assigned Reading</u></p> <ul style="list-style-type: none"> • Module 6: PowerPoint Presentation: “Amplification” <i>This PP covers amplification. There is audio on many, but not all of the slides.</i> • Phonak Pediatric Hearing Aids <i>This website provides a wealth of resources for Phonak pediatric hearing aids and wireless accessories.</i> • Oticon Pediatric Hearing Aids and Accessories <i>This website provides a wealth of resources for Oticon pediatric hearing aids and wireless accessories.</i> • Module 6: PowerPoint Presentation: “Earmolds” <i>Short PP covering the topic of earmolds. Turn on your audio. This outline describes how to make an ear impression.</i> • Module 6: PowerPoint Presentation: “Amplification Hearing Aid Fitting” of earmolds. <i>Turn on your audio. This outline describes how to make an ear impression.</i> • Module 6: PowerPoint Presentation: “Amplification Hearing Aid Care and Troubleshooting” <i>This PP covers hearing aid care, listening check, and troubleshooting</i> 	

	<p><u>Module 7: Assistive Listening Devices (ALDs)/Hearing Assistive Technology Systems (HATS)</u></p> <p><u>Objective:</u> The purpose of this module is to become knowledgeable about assistive listening devices (ALD's)/Hearing Assistive Technology Systems (HATS) and alerting devices.</p> <p><u>Student Learning Outcomes:</u> At the end of this module, the student will:</p> <ol style="list-style-type: none"> 1. Be able to describe the various technology available for assistive listening devices. 2. Differentiate among the strengths and limitations of ALD's/HATS. 3. Be familiar with the current auditory training systems. 4. Be able to explain various alerting devices available for the deaf and hard of hearing individuals. <p><u>PowerPoint Presentation:</u> “Amplification Assistive Listening Device (ALD)”</p> <p><u>PowerPoint Presentation:</u> “Auditory Trainers”</p> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <u>Read:</u> Tye-Murray Ch.4 Listening Devices and Related Technology pp. 157-168 • <u>Journal Entry #7 - POST Answers to Thought Provoking Questions (5 points)</u> <p><u>Module 7: Canvas Table of Contents - Assistive Listening Devices – Assigned Reading</u></p> <ul style="list-style-type: none"> • <u>Module 7: PowerPoint Presentation:</u> “Amplification Assistive Listening Device (ALD)” <i>This PP will cover assistive listening devices and alerting devices. There is audio to this PP.</i> • <u>Module 7: PowerPoint Presentation:</u> “Auditory Trainers” <i>PP covering auditory trainers and classroom acoustics.</i> • <u>Auditory Trainer Fitting Protocol</u> <i>This may be used to assess pre and post fitting of an auditory trainer.</i> • <u>Listening Environment Profile</u> <i>This may aid in determining if the acoustics of a classroom warrant the use of an FM system. Although made for Phonic Ear, the concept can be applied to all FM systems.</i> 	
10-15	<p><u>Module 8: Cochlear Implants</u></p> <p><u>Objective:</u> The purpose of this module is to review cochlear implants.</p> <p><u>Student Learning Outcomes:</u> At the end of this module, the student will:</p> <ul style="list-style-type: none"> • Identify types of hearing loss for cochlear implants. • Describe how sound is transmitted through the devices to the user. • Discuss the fitting criteria and range of audiological outcomes for cochlear implant. • Recognize Federal and State regulations regarding maintenance of cochlear implants. 	

PowerPoint Presentation: “Cochlear Implants and the Schools”

Assignments

- **Read:** Tye-Murray Ch.4 Listening Devices and Related Technology pp. 147-157
- **Journal Entry #8 - POST Answers to Thought Provoking Questions (5 points)**

Module 8: Canvas Table of Contents - Implanted Devices - Assigned Reading

- **Module 8: PowerPoint Presentation: “Cochlear Implants and the Schools”**
This Power Point presentation provides an overview of cochlear implant management in the public schools.
- **Module 8: PowerPoint Presentation: “Basic Review of Cochlear Implants”**
This Power Point presentation provides a review of the basic information of how a CI works. The components of a CI and how the sound travels through the CI are concepts you should have memorized.
- **Boys Town FAQs for Primary Care Providers Link**
FAQ for Primary Care Physicians on Cochlear Implants from Boys Town National Research Hospital
- **Food and Drug Administration (FDA) Web Site**
Food and Drug Administration Website on Cochlear Implants
- **Link to MED-EL Products**
From the MED-EL web site for prospective cochlear implant users
- **Link to Cochlear Americas Products**
Cochlear America's web site for the latest cochlear implant, Nucleus 6.
- **Link to Advanced Bionics Products**
From the Advanced Bionics web site for prospective cochlear implant users
- **Audiograms with a CI**
Audiograms posted on the Internet by individuals with a cochlear implant. There is no audio for this ppt.

Module 9: Bone Anchored Hearing Devices

Objective: The purpose of this module is to review bone anchored hearing devices.

Student Learning Outcomes: At the end of this module, the student will:

1. Identify types of hearing loss for bone anchored hearing devices
2. Describe how sound is transmitted through the devices to the user
3. Discuss the fitting criteria and range of audiological outcomes for bone anchored hearing devices
4. Recognize Federal and State regulations regarding maintenance of bone anchored hearing devices

PowerPoint Presentation: “Bone Anchored Hearing Devices for Children with Unilateral Congenital Auditory Atresia Under 5 years of Age”

Assignments

- **Journal Entry #9 - POST Answers to Thought Provoking Questions (5 points)**

Module 9: Canvas Table of Contents – Bone Anchored Devices – Assigned Reading

- **Module 9: PowerPoint Presentation: “Bone Anchored Hearing Devices for Children with Unilateral Congenital Auditory Atresia Under 5 years of Age”**

	<ul style="list-style-type: none"> • The bone anchored hearing device <i>Snik, A., Leijendeckers, J., Hol, M., Mylanus, E., & Cremers, C. (2008). The bone-anchored hearing aid for children: Recent developments. International Journal of Audiology, 47(9), 554-559. doi:10.1080/14992020802307354</i> • Another bone anchored hearing device <i>Håkansson, B., Reinfeldt, S., Eeg-Olofsson, M., Östli, P., Taghavi, H., Adler, J., & ... Granström, G. (2010). A novel bone conduction implant (BCI): Engineering aspects and pre-clinical studies. International Journal of Audiology, 49(3), 203-215. doi:10.3109/14992020903264462</i> • Overview of Bone Anchored Hearing Systems: Current Developments and Challenges <i>This is an excellent article providing an overview of bone anchored hearing devices, candidacy including conductive/mixed hearing loss and single sided deafness, current challenges and future directions.</i> • Baha 4 Sound Processor User Manual <i>Attached is user manual for the Baha® 4 Sound Processor from Cochlea Americas</i> • Instructional Videos on the Cochlear Baha 4 sound processor and bone anchored hearing device <i>Instructional videos from Cochlea Americas about the Baha 4 speech processor including sound processor operations, taking care of your sound processor, audio accessories and telephone, testing and pairing your processor and Baha softband</i> • Trouble shooting the bone anchored hearing device (Baha) <i>Attached is a link to a short document with information for trouble shooting the Baha® 4 Sound Processor from Cochlea Americas</i> • Cochlear Baha Candidate Selection <i>This website shows the audiological indications for Cochlear Baha System Candidacy.</i> • Oticon Medical Bone Anchored Hearing Systems <i>This link takes you to the Products section of the Oticon Medical Bone Anchored Hearing System</i> • Ponto Plus Bone Anchored Hearing Device <i>This website provides an overview of the Ponto Plus wireless speech processor and Ponto Streamer</i> • Ponto Softband for Infants and Children <i>This website provides an overview of Oticon Medical Ponto Softband Options for Infants and Children that are too young for an implant</i> • Ponto Streamer and Connect Line Accessories <i>This website provides an overview of the Oticon Medical Ponto Streamer and ConnectLine Accessories</i> 	
10-22	<ul style="list-style-type: none"> • Guest Speaker: Dr. Lori Smith – Educational Audiologist/FUSD • Topic: Hearing Aids, Assistive Listening Devices/Technology, Cochlear Implants and Bone Anchored Hearing Devices 	
10-29	<ul style="list-style-type: none"> • Guest Speaker: Antonina Cardinali, Auditory-Verbal Therapist • Topic: Auditory-Verbal Approach & Early Intervention <p><u>Module 10: Aural Habilitation/Rehabilitation Planning & Early Intervention</u></p> <p><u>Objective:</u> The purpose of this module is two fold. First is to synthesize information about hearing loss, children, parents, and school professionals and formulate a plan for</p>	

	<p>addressing a child's auditory needs in the academic setting. Second is to learn about Early Intervention laws and strategies for working with families.</p> <p>Student Learning Outcomes: At the end of this module, the student will:</p> <ol style="list-style-type: none"> 1. Recognize Federal and State laws and regulations for Early Intervention 2. Identify components of an IFSP Plan 3. Describe key components in development of an early intervention/aural rehabilitation plan for Deaf/hard of hearing infants and young children <p>Assignments</p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> • Tye-Murray, Ch.14 Infants and Toddlers pp. 519-562 • Tye-Murray, Ch.15 School-Age Children pp. 563-610 • Tye-Murray, Ch.16 Auditory and Speechreading Training for Children pp. 611-654 • Tye-Murray, Ch.17 Speech, Language and Literacy pp. 655-696 • Journal Entry #10 - POST Answers to Thought Provoking Questions (5 points) <p>Module 10: Canvas Table of Contents - Aural Habilitation/Rehabilitation Planning & Early Intervention - Assigned Readings</p> <ul style="list-style-type: none"> • California Best Practices for Early Start for Infants and Toddlers who are Deaf or Hard of Hearing • Pediatrics Joint Committee Update • Folder - Sample Section of SKI-HI • Hearing Aids and Babies <i>This is a link to My Baby's Hearing a web site of Boys Town National Research Hospital.</i> • Hearing Aid Choices for Babies <i>My Baby's Hearing, Boys Town National Research Hospital</i> • Interpreting Audiograms and Reading reports <i>For each audiogram provided, determine the pure-tone air conduction thresholds, bone conduction thresholds, air-bone gap, comment on the immittance audiometry and the speech audiometry.</i> • Interpreting Audiograms <i>Review audiograms</i> 	
11-05	<p>Guest Speakers: Dr. Nancy Delich – Fresno State Social Work Ed Professor Rod Vandemere – VCH Information Technology Specialist</p> <p>Topic: Panel Discussion - Cochlear Implants</p> <p>Due: Research Paper uploaded to Canvas and written research paper in class by 6 pm on November 5th pm.</p>	
11-12	<p>Module 11: Group Adult Aural Rehabilitation Assessment and Planning</p> <p>Objective: The purpose of this module is two fold. First is to synthesize information about the adult's hearing loss, speech recognition skills, activity limitations and participation restrictions, and psychosocial skills, and formulate a plan for reducing or eliminating the deleterious effects of hearing loss on the client's everyday life activities. Second is to learn about the various strategies included in an adult aural rehabilitation</p>	

program to enhance communication.

Student Learning Outcomes: At the end of this module, the student will be able to describe the key components in the development of an aural rehabilitation plan for a hard of hearing adult and describe the various interventions/strategies involved in adult aural rehabilitation. This Module will focus on the following:

1. Describe the conceptual framework of the WHO International Classification of Functioning, Disability and Health (ICF) including impairment, activities and activity limitations, participation and participation restrictions, personal factors and environmental factors; and
2. Describe how the WHO ICF conceptual model can be applied to the development of aural rehabilitation services in children and adults.
3. Self Assessment of Conversational Fluency and Communication Difficulties/Hearing Loss Related Quality of Life/ Functional Assessment
4. Informed Counseling
5. Development of an Aural Rehabilitation Plan
6. Joint Goal Setting/Shared Decision Making
7. Issues to Consider in Group Aural Rehabilitation (GAR) Training
8. Problem Identification/Group Goal Discussions - Activity Limitations/Participation Restrictions
9. Intervention Strategies/Techniques
 - Hearing Aid/Cochlear Implant Technology Orientation including Hearing Assistance Technology Systems (HATS)
 - Hearing Aid/Cochlear Implant Technology Orientation including Hearing Assistance Technology Systems (HATS)
 - Communication Strategies Training
 - Self Efficacy Training
 - Frequency Communication Partner Training
 - Speechreading Training
 - Auditory Training
 - Psychological Support and Personal Adjustment including Assertiveness and Stress Reduction Training
10. Efficacy of GAR Program

PowerPoint Presentation: “Overview of The World Health Organization (WHO) International Classification of Functioning, Disability and Health (ICF) Conceptual Framework: Considerations in Aural Rehab with Adults and Children”

PowerPoint Presentation: “Steps in Designing and Implementing an Adult Audiologic/Aural Rehabilitation Plan”

Assignments

- **Read:**
 - Tye-Murray Ch. 2 Adults Who Have Hearing Loss, p.43-83
 - Tye-Murray Ch. 8 Assessment of Conversational Fluency and Communication Difficulty, p.277-276
 - Tye-Murray Ch. 11 Aural Rehabilitation Plans for Adults, p.385-431
 - Tye-Murray Ch. 12 Aural Rehabilitation Plans for Older Adults, p.433-477

	<ul style="list-style-type: none"> • Journal Entry #11 - POST Answers to Thought Provoking Questions (5 points) 	
11-19	<p>Module 11: Group Adult Aural Rehabilitation Intervention Services</p> <p>PowerPoint Presentation: “Adult Audiologic/Aural Rehabilitation Interventions and Strategies”</p> <p>Assignments</p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> • Tye-Murray Ch. 5 Auditory-only Speech Perception and Auditory Training for Adults, p.169-189 • Tye-Murray Ch. 6 Audiovisual Speech Perception and Speechreading Training for Adults, p.191-238. • Tye-Murray Ch. 9 Communication Strategies and Conversation Styles, p.239-276 • Tye-Murray Ch. 7 Communication Strategies Training, p.311-341 • Tye-Murray Ch. 10 Counseling, Psychosocial Support and Assertiveness Training, p.343-384 <p>Module 11: Canvas Table of Contents - Group Adult Aural Rehabilitation Planning and Intervention Services - Assigned Readings</p> <ul style="list-style-type: none"> • PowerPoint Presentation: “Adult Audiologic/Aural Rehabilitation Interventions and Strategies” 	
11-26	<p>Thought Provoking Questions Discussion Groups (Modules 1 – 5)</p> <p>Due: TPQs (Modules 6 – 11) uploaded to Canvas on November 26th by 6 pm</p> <p>Online Midterm #1 Examination (Modules 1 through 5): Tentatively scheduled to be taken online (via Canvas) from Friday, October 4th at 6 am until Monday, October 7th at midnight.</p>	
Between 11/29 at 6 am and 12/02 at midnight	<p>Online Midterm #2 Examination (Modules 6 through 11):</p> <p>Due: Tentatively scheduled to be taken online (via Canvas) from Friday, November 29th at 6 am until Monday, December 2nd at midnight.</p> <p>Note: Thanksgiving Recess (November 27th – 29th)</p>	
12-03	<p>Final Project: Aural Habilitation/Rehabilitation Project and Sample Plan Presentations</p> <ul style="list-style-type: none"> • Due: Aural Habilitation/Rehabilitation Program PowerPoint Project uploaded to Canvas on December 3rd by 6 pm • Due: Aural Habilitation/Rehabilitation Sample Plan uploaded to Canvas on December 3rd by 6 pm 	
12-10	<p>Final Project: Aural Habilitation/Rehabilitation Project and Sample Plan Presentations</p>	
12-17 Final 8-10:00 pm or TBD	<p>Final Project: Aural Habilitation/Rehabilitation Project and Sample Plan Presentations</p>	

Students with Disabilities University Policies

Disruptive Classroom Behavior

“The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained...Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live...Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class” (Academic Policy Manual, 419).

Cheating and Plagiarism

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Honor Code

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

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Computers

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the [University Bookstore](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.