

AUDIOLOGY 820: REHABILITATIVE AUDIOLOGY

Fall 2007

Wednesday 5:30-8:30 p.m.

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Text:

Tye-Murray, N. (2004). *Foundations of Aural Rehabilitation, 2nd Edition*. Clifton Park, NY: Thomson Delmar Learning, Inc. ISBN 0-7668-6329-8.

Additional required readings will be made available. Some of these reading are a part of the guided reading list and others are included to supplement the lectures and the text.

Purpose:

This course will cover the principles and methods of auditory, communication, and social assessment and intervention for adults and children with hearing impairment/deafness and their families.

ASHA Standards/Course Outcomes:

The following ASHA standards will be met or partially met by successful completion of this course:

Standard IV-B

- B2 Patient characteristics and how they relate to clinical service
- B3 Educational, vocational, social, and psychological effects of hearing impairment and their impact on the development of the auditory and vestibular systems
- B6 Phonologic, morphologic, syntactic, and pragmatic aspects of human comm. associated w/ h. loss
- B16 Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems
- B17 Health care and educational delivery systems
- B18 Ramifications of cultural diversity on professional practice
- B20 Laws, regulations, policies, and management practices relevant to the profession of Audiology
- B21 Manual communication, use of interpreters, and Assistive technology

Standard IV-C

- C1 Interact effectively with patients, families, and other appropriate individuals and professionals
- C2 Prevent the onset and minimize the development of communication disorders

Standard IV-D

- D7 Perform audiologic assessment using physiologic, psychophysical and self-assessment tools

Standard IV-E

- E1 Interact effectively with patients, families and other appropriate individuals and professionals
- E2 Develop and implement treatment plan using appropriate data
- E3 Discuss prognosis and treatment options with appropriate individuals
- E4 Counsel patients, families, and other appropriate individuals
- E5 Develop culturally sensitive and age-appropriate management strategies
- E6 Collaborate with other service providers in case coordination
- E7 Perform hearing aid, Assistive listening device, and sensory aid assessment
- E8 Recommend, dispense, and service prosthetic and Assistive devices
- E9 Provide hearing aid, Assistive listening device, and sensory aid orientation
- E10 Conduct aural rehabilitation
- E11 Monitor and summarize treatment progress and outcomes
- E12 Assess efficacy of interventions for auditory and balance disorders
- E13 Establish treatment admission and discharge criteria
- E14 Serve as an advocate for patients, families, and other appropriate individuals
- E15 Document treatment procedures and results

Pre-requisites:

Hearing Aids I is required. An undergraduate course in aural rehabilitation is preferred but not required.

Course Requirements:

1. Lectures and Discussion (Note: Your participation is an important part of this class)
2. Guided reading responses (4 totals)
3. In-Class Projects (5 total)
4. Interview
5. Exam I, Exam II and Final Examination

Guided Reading: Readings will be made available throughout the semester which can include: chapters, articles, materials, and websites. The readings will be made available. In order to insure that students are preparing for each class period, a guided list of questions will be distributed to students prior to dates listed as Guided Reading Discussions. The instructor will call upon students randomly throughout the semester to discuss their interpretations, reactions, and/or application of the assigned materials. Students will need to demonstrate adequate preparation in response to questions when asked in order to receive all points for participation. If you are absent arrangements must be made ahead of time with the instructor in regards to completion of your reactions.

Guided Read./Participation (4 at 10 pts each) **40 Points**

In-Class Projects: There will be five projects assigned throughout the semester. These projects will require individual preparation. I expect individual thought and rationale; however they will be discussed in class. These projects will require additional time outside of class. Specifics related to each assignment will be made in class and sent via email when each project is assigned prior to the class time at which it will be discussed. The projects will be related to (1A) WHO Classification (1B) Assistive devices/case (2) Speechreading assessment; (3) Adult case recommendations/plan; and (4) Pediatric case recommendation/plan with parent/teacher recommendations. Like the guided readings, students will need to demonstrate adequate preparation and knowledge when asked to receive the points. If you are absent arrangements must be made ahead of time with the instructor in regards to project completion.

In-Class Projects (5 at 10 pts each) **50 Points**

Interview & Summary Paper: An interview with someone that you know or are acquainted with who has hearing loss will be required. This can be an interview with a parent of a child with hearing loss, an interview with a spouse or significant other of someone who has hearing loss, or an interview with an older child or adult who has hearing loss. Possible questions that you may use during the interview will be discussed in class and will also be made available. You are also required to administer a self-assessment measure to obtain additional information. This should be a measurable/metric assessment. Some assessment measures are available from a manual called *Handbook of Self-Assessment and Verification Measures of Communication Performance*. Other outcome measures are available from: www.ausp.memphis.edu/harl/applications.html.

A 5-8 paged, double-spaced typed paper summarizing your interview findings and your interpretation of the assessment measure you chose is due. This paper must include and label a description of:

1. Who this person is
2. Who this person was
3. Where this person is in regards to adjusting to and accepting their hearing loss
4. What impact the hearing loss has had on this person's life & how the hearing loss has influenced the behaviors of this person (negatively and positively)
5. What the general finding of the assessment measure you used was
6. How the assessment measure added to the interview
7. What recommendations based upon course material you would make for this individual
8. A one-two paragraph reflection, which describes the assignment, describes what you learned and how you may apply what you learned in the future
9. In addition to the paper, please include a copy of the questions you used and the responses
10. In addition to the paper please include a copy of the assessment measure with the responses

Interview & Assessment Paper **100 Points**

Exams: There will be three exams. The exams will cover information covered prior to that exam. They will be comprehensive in that previously learned foundational material will continue to be necessary to complete each exam successfully. The first two exams will be mostly multiple-choice in nature with possible case related or short answer questions as well. The final examination will likely be an oral exam. Exam material will come from assigned readings, class lecture/discussion, guest presentations, assigned materials, videos, and projects.

Exam I	100 points
Exam II	100 points
Final Exam	150 points

Grades will be determined according to the following:

Participation/Guided reading	7%	40 points	
In-Class Projects	9%	50 points	
Interview	18.5%	100 points	(written assessment)
Exam I	18.5	100 points	
Exam II	18.5%	100 points	
Final Exam	28%	150 points	(oral assessment)

Grading:

- A = 90 – 100%
- B = 80 – 89.99%
- C = 70 – 79.99%
- D = 60 – 69.99%
- F ≤ 59.99

Earning an “A” means you did the following:

- √ Participated in and showed preparedness for all class discussions and activities;
- √ Attended regularly; had no more than one unexcused (without prior notification) absence;
- √ Turned in all course assignments by deadline;
- √ Completed assignments that met all criteria, met expectations, and was of excellent quality;
- √ Received a 90% or better on course requirements

Earning a “B” means you did one or more of the following:

- √ Showed lack of preparation in class discussions/activities on one or two occasions;
- √ Attended less regularly; had two unexcused (without prior notification) absences;
- √ Turned in one course assignment after deadline;
- √ Completed assignments that met partial criteria or that were below expectations;
- √ Scored a 80-89.99% on course requirements

Earning a “C” means you did one or more of the following:

- √ Showed lack of preparation or involvement for classes on three or more occasions;
- √ Attended irregularly; had three or more unexcused (without prior notification) absences;
- √ Turned in two or more course assignments after deadline;
- √ Completed assignments that did not meet criteria or that were significantly below expectations;
- √ Scored a 70-79.99% on course requirements

Attendance Policy:

Attendance is expected and will be directly factored into grading if an unexcused absence involves guided reading questions/discussions or In-class projects that you were not present for. Students will be responsible for all reading and material assigned, whether or not it appears in written form. If you miss all or part of a class, it is your responsibility to obtain notes from a classmate and clarify.

ANY STUDENT IN THIS COURSE WHO, BECAUSE OF A DISABILITY OR CONDITION, NEEDS AN ACCOMMODATION IN ORDER TO COMPLETE THE COURSE REQUIREMENTS SHOULD CONTACT THE INSTRUCTOR AND THE ADA/504 COORDINATOR (913-588-7813; TDD 913-588-7963).

Tentative Schedule\Assigned Readings\Topical Outline:

- AUG 22 Introductions & Dedication; Review of course and expectations
Introduction to Aural Rehabilitation/Habilitation: Ch. 1 (Tye-Murray=TM)
Hearing Loss and its Impact
Communication Modes/Options
Communication Strategies and Conversational Styles: Ch. 2 (TM)
- AUG 29 **Guided Readings #1 Discussion**
Guest Presentation: Rebecca Rosenthal, Executive Director KCDHH
Conversational Fluency and Comm. Handicap Assessment; WHO; Ch. 3 (TM)
Communication Strategies Training: Ch. 4 (TM)
Project #1A Assigned (WHO)
- SEPT 5 **Project #1A Discussion (WHO & Impact)**
Hearing Aids; Listening Devices and Related Technology: Ch.7 (TM)
American's with Disabilities Act (ADA)
Assistive Device Case Studies; TAP; Possible TAP Presentation
Project #1B Assigned
- SEPT 12 Assessing Hearing and Speech Recognition: Ch. 6 (TM)
Auditory Training: Ch. 8 (TM)
Video - *W.A.S.P. Introduction*
- SEPT 19 **Project #1B Discussion (ALD)**
Guided Readings #2 Discussion
Possible Guest: Kansas School for the Deaf
Deaf culture; Psychosocial aspects of D(d)eaftness
Respecting Diversity; Multi-cultural Issues
- SEPT 26 Exam I
Speechreading and Aging Articles made available
Video – *Dreams Spoken Here*
Project #2 is assigned
- OCT 3 **Guided Readings #3 Discussion**
Counseling; Ethnographic Interviewing
Counseling, Psychosocial Therapy & Assertiveness Training: Ch. 5(TM)
Counseling-Based Aural Rehabilitation
Diagnostics; Questionnaires; Rehabilitation Outcome Measurements
Project #3 assigned
- OCT 10 **Project #2 Discussion (Speechreading)**
Speechreading: Ch. 9 (TM)
Speechreading Training: Ch. 10 (TM)
Speechreading and Aging Article Discussion
- OCT 17 **Project #3 Discussion (Adult Case)**
Adults who have Hearing Loss: Ch. 11 (TM)
AR Plans for Hearing Impaired Adults: Ch. 12 (TM)
Older Adults: Ch. 13 (TM)
Guest Presentation: Mr. Leonard Hall

- OCT 24 **Guided Readings #4 Discussion**
Hearing loss in children: Ch. 14 (TM)
Aural (Re)Habilitation Plans for Children: Ch. 15 (TM)
School Aged Children: Educational Teaming
Educational Issues relating to hearing loss
- OCT 29 Exam II
MONDAY Video - *For a Deaf Son*
Project #4 assigned
- NOV 7 Hartley Family Center Guest Presentation
0-3 Intervention Plans; Family Centered Intervention
Presenters: Kathy Halpin
Parental Perspectives: Discussion of "For a Deaf Son"
- NOV 14 **Project #4 Discussion (Child Case)**
Guest Presentation: Educational Audiology
Educational Issues relating to hearing loss
Video - *Cecilia's Story* (or made available) - What it takes to "be successful"
- NOV 21 Thanksgiving Holiday – No Class
- NOV 28 Speech, Language, and Literacy Development: Ch. 16 (TM)
Parent Centered Language and Conversational Instruction: Ch. 17 (TM)
Wrap-up/Catch-up
Auditory Processing Disorders (if time allows)
Video – *Twins* (if time or made available)
- DEC 5 **Final Oral Exam (Individuals will draw for exam order) by class vote final = 12/5**
- DEC 12 **Interview Due**
Interview Discussion

* = Alternate dates can be discussed

There may be additional guest speakers throughout the semester. Confirmation of speakers and dates will occur as the semester progresses. Some dates especially toward semester end are flexible based upon final exam schedule and course mix.

To Do:

You will need to order/request free assistive device catalogs ASAP from the following companies:

Harc Mercantile, Ltd.	800 445-9968	www.harcmercantile.com
Harris Communications	800 825-6758	www.harriscomm.com
Soundbytes	800 667-1777	www.soundbytes.com
ADCO Hearing Products, Inc.	800 726-0851	www.adcohearing.com