CDSC 361: Aural Rehabilitation
Spring Semester 2013

COURSE
CDSC 361-01: Aural Rehabilitation
Credits: 3 (3-0)
Prerequisites: CDSC 261 and CDSC 262
Spring Semester 2013 (first half of semester – January 22nd through March 7th)
Days/Times: Tuesdays/Thursdays 1:00-3:30 PM
Location: Sturges 221
Course web site: http://mycourses.geneseo.edu

INSTRUCTOR
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Office Hours: Mondays, 12:00 – 2:00 PM and Wednesdays, 9:00 – 10:00 AM

COURSE DESCRIPTION
The effects of auditory deprivation on communication abilities of children and adults are described. Basic approaches to aural rehabilitation are outlined, including methods of auditory training, procedures for teaching speechreading, use of amplification, and remediation of communication problems of the hearing impaired.

LEARNING OUTCOMES
At the completion of this course, students will be able to:

- Define aural rehabilitation and explain why it is critical for individuals with hearing impairment. *This objective complies with ASHA Standard III.D*
- Explain why aural rehabilitation is continuing to expand. *This objective complies with ASHA Standard III.D*
- Discuss the psychosocial aspects of hearing impairment. *This objective complies with ASHA Standard III.D*
- Identify several of the major self-assessment inventories used in the aural rehabilitation process and discuss how they assist in developing an individualized aural rehabilitation plan and assessing treatment outcomes. *This objective complies with ASHA Standard III.D*
- Identify various styles of hearing aids and assistive listening devices and explain their major components and features. *This objective complies with ASHA Standard III.D*
- Explain the advantages and disadvantages of the various hearing aid styles and assistive listening devices that are available. *This objective complies with ASHA Standard III.D*
- Perform basic troubleshooting measures when presented with a malfunctioning hearing aid or assistive listening device. *This objective complies with ASHA Standard III.D*

- Discuss the process of selecting, fitting and verifying new amplification. *This objective complies with ASHA Standard III.D*
- Explain the components of a cochlear implant and how the device works. *This objective complies with ASHA Standard III.D*
- Discuss issues pertaining to "Deaf Culture" and cochlear implants. *This objective complies with ASHA Standard III.D*
- Discuss the importance of classroom acoustics for hearing-impaired children and identify ways to improve the signal-to-noise ratio and reduce reverberation. *This objective complies with ASHA Standard III.D*
- Explain the major goals of auditory training. *This objective complies with ASHA Standard III.D*
- Discuss different aural rehabilitation programs (e.g: DASL II, SKI-HI). *This objective complies with ASHA Standard III.D*
- Explain the importance of visual stimuli in communication. *This objective complies with ASHA Standard III.D*
- Summarize the various communication options for those with hearing impairment. *This objective complies with ASHA Standard III.D*
- Discuss oral communication and the critical factors that affect its success. *This objective complies with ASHA Standard III.D*
- Discuss different training approaches (e.g.. auditory-verbal, auditory-oral, etc.) *This objective complies with ASHA Standard III.D*
- Use the information from a case history and the results of various assessments (hearing, speech/language, communication handicap) to determine the aural rehabilitation needs of a hearing-impaired individual (child or adult). *This objective complies with ASHA Standard III.D*
- Develop an aural rehabilitation program that will meet the needs of a hearing-impaired individual (child or adult) with peripheral or central auditory deficits. *This objective complies with ASHA Standard III.D*

TEXTBOOK

Tye-Murray, N. Foundations of Aural Rehabilitation, third edition. Delmar Cengage Learning, 2009. Available at the Geneseo University Bookstore. All required readings in the text are listed in the course outline. Additional required readings including journal and web articles may be assigned during the semester.

COURSE REQUIREMENTS

Final grades for this course will be based on student performance on 3 exams. Exam dates are as follows:

- Exam #1: Tuesday, February 5th
- Exam #2: Tuesday, February 26th
- Exam #3: Thursday, March 7th

All exams will be weighted equally (1/3rd of your overall grade). Exams will be primarily objective (multiple choice) in format and will consist of approximately 60-70 questions. Some practical ("hands-on") questions may be incorporated into some of the three exams. Exams will cover information presented in class and the assigned readings. Failure to complete an exam will result in a grade of 0%.

To allow sufficient time for all students, exams will be administered during the second half of the class period. Exams will cover information presented in class and the assigned readings since the previous exam. Exams will not include information presented in class on the day of the exam.

ATTENDANCE

Although attendance is not mandatory, except for scheduled exams, students are expected to attend class regularly. Poor attendance correlates highly with poor exam performance. Individual attendance will be formally monitored for each class session to assist in counseling students who are performing below expectations. For those who attend all 14 class sessions, as documented by instructor attendance records, 1 additional point will be awarded to their final average. Students must attend the entire class in order to be eligible for attendance extra-credit.

MAKE-UP EXAMS

Students are expected to take all exams during class time on the date they are scheduled. Requests for make-up exams will not be granted without written justification provided on the student's behalf by the Dean of Students of the college. All requests for make-up exams must be cleared with your instructor prior to (not after!) the specified exam date. Unless there are extenuating circumstances, make-up exams must be completed within one week after the original exam date. Make-up exams will cover the same material as the original exam but will not necessarily contain identical questions. The instructor reserves the right to modify the format of any make-up exam.

GRADES

Students must complete all exams as specified above. If not completed, an automatic grade of "E" will be earned for the course. Each exam will be worth one-third of your final grade for the course. Final averages for the course will be rounded to the nearest full percentage point. Decimal values of 0.5-0.9 will be rounded up to the nearest whole number. Values of 0.1-0.4. will be rounded down to the nearest whole number (this policy also applies to the grading of exams). Final letter grades will be assigned as follows:

95-100=A	87-89=B+	77-79=C+	60-69=D
90-94=A-	83-86=B	73-76=C	<60=E
	80-82=B-	70-72=C-	

In fairness to all, there will be no exceptions to this grading policy. No extra credit opportunities will be provided other than for perfect attendance as described above.

PERSONAL CONDUCT

Students are expected to be attentive during class and respectful of each other's rights to engage in teaching/learning activities without distraction or interruption. Personal stereos and other forms of entertainment technology are to be turned off prior to class and remain off throughout the class period. Laptop use during class is permitted only for the purpose of taking notes or viewing electronic versions of handouts that are currently being discussed. Texting, web surfing, and emailing are strictly prohibited during class time. Although it is preferred that cell phones remain off during class, students have the right to leave them on, as long as they are set to the "vibrate" mode, in order to receive an important call or message. In the event that a student is expecting an urgent call due to a

medical or family emergency, they are encouraged to take a seat near the door and unobtrusively step outside the classroom when the call comes in.

FORMATIVE AND SUMMATIVE EXPERIENCES
To enhance learning based on student input, this course contains both formative and summative experiences. Formative experiences shall include 1) designated question periods at the beginning of each class and on the *myCourses* web portal, 2) the invitation of students to submit written questions prior to each exam for possible inclusion in that exam, and 3) written and verbal feedback. Summative experiences shall include all exams and assignments.

ACCOMMODATIONS
SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional or learning disabilities. Students should contact the Director in the Office of Disability Services (Tabitha Buggie-Hunt, 106A Erwin, tbuggieh@geneseo.edu) and their faculty to discuss needed accommodations as early as possible in the semester.

NOTE: This course has been designated to ensure that students demonstrate required knowledge and ability as outlined in the ASHA Standards for the Certification of clinical Competence in Speech-Language Pathology.

Course Outline

Topic	Reading Assignments
I. Introduction to aural rehabilitation	
A. Definition of aural rehabilitation	Chapter 1
B. Services and personnel	Chapter 2
C. History of aural rehabilitation	Chapter 14 (pages 562-568)
D. Principles of Evidence-Based Practice	Chapter 15 (pages 599-618)
E. Communication methodologies	
1. Auditory-verbal	
2. Auditory-oral	
3. American Sign Language	
4. Total communication	
5. Cued speech	
E. Statistics relative to hearing loss	
F. The Deaf Community	
II. Communication Strategies	
A. Facilitative strategies	Chapter 7
B. Repair strategies	Chapter 8 (pages 301-307)
C. Training and practice activities	Chapter 9
III. Auditory Training and Speechreading	
A. Terminology and assessment	Chapter 4
1. Spoken Communication	Chapter 5
2. Audibility vs. Intelligibility	Chapter 6
B. Neuroplasticity	Chapter 12 (pages 452-463)
C. Variables affecting speechreading performance	
1. Speaker variables	
2. The speech signal	
3. Environmental variables	
4. Receiver variables	
D. Training and practice activities	
IV. A Model for Auditory Skill Development	
A. Analytic vs. synthetic approaches	Chapter 12 (pages 427-442)
B. Model parameters	
1. Auditory function	
2. Meaningful input	
3. Situational contexts	
E. Training and practice activities	
1. Ling 6 sound test	
2. Sound-object association	

V. Psychosocial aspects of hearing loss

A. Impact of hearing loss on:	Chapter 10
1. Self-concept	Chapter 11
2. Emotional development	Chapter 13 (pages 479-507
3. Family	and 517-520)
4. Social competence	Chapter 14 (pages 531-562)
B. Assessment	Chapter 8 (pages 285-301)
1. W.H.O. classification system	
2. Self-assessment instruments	

VI. Amplification

A. Hearing Aids	Chapter 3 (pages 85-111)
1. Components	Chapter 12 (pages 438-446)
2. Styles	Chapter 13 (pages 507-511)
3. Candidacy	Chapter 14 (pages 568-571)
4. Verification measures	and 580-586)
5. Maintenance and troubleshooting	
B. Cochlear implants	Chapter 3 (pages 111-119)
1. Components	Chapter 12 (pages 446-449)
2. How they work	Chapter 14 (pages 571-575)
3. Candidacy	Chapter 4 (pages 172-176)
4. Surgical procedure	
5. Mapping and follow-up	

VII. Classroom Acoustics

A. Factors to consider and their measurement	Chapter 15 (pages 620-622)
1. Signal-to-Noise Ratio	
2. Reverberation	
B. Implications for those with auditory deficits	
C. Acoustic modifications	

VIII. Assistive Listening Devices & Systems

A. Listening Devices	Chapter 3 (pages 120-132)
1. Hardwire devices	Chapter 12 (pages 449-452)
A. Personal amplifier	Chapter 13 (pages 512-514)
B. Direct audio input	Chapter 15 (pages 618-620)
C. Neckloop	
2. Induction loop systems	
3. FM systems	
4. Sound field amplification	
5. Infrared systems	

B. Telecommunication Devices
   1. Amplified telephones
   2. Amplifiers
   3. TTYs
   4. Pagers
C. Telecommunication Services
   1. Traditional relay services
   2. Video relay
   3. Captioned telephone services
   4. Video remote interpreting
D. Signaling/alerting Devices
E. Other
   1. Captioning services
   2. Hearing ear dogs

IX. Treatment and Management of (C)APD Chapter 14 (pages 548-550)
   A. Environmental modifications
   B. Instructional/classroom strategies
   C. Compensatory strategies
   D. Direct intervention

The following aural rehabilitation curricula and training materials will be incorporated into the various units presented during the course of the semester. For more information refer to the "Clinical Toolbox" folder under the "Course Materials" tab on *myCourses*.

- Analytika
- Auditec Auditory Training Lessons
- Comtrac
- Conversation Made Easy
- Developmental Approach to Successful Listening (DASL) II
- Earobics
- Hear At Home
- Hear We Go
- Hearing Your Life
- Listening And Communication Enhancement (LACE)
- Learn to Talk Around the Clock
- Learning to Hear Again
- Listen, Learn, and Talk
- Making the Connection
- Pronunciation Power
- Seeing and Hearing Speech
- SKI-HI
- Sound and Beyond
- Speech Perception Instructional Curriculum and Evaluation (SPICE)
- Syntrex
- Word Association for Syllable Perception (WASP)