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CSD 450.01: Introduction to Aural Rehabilitation

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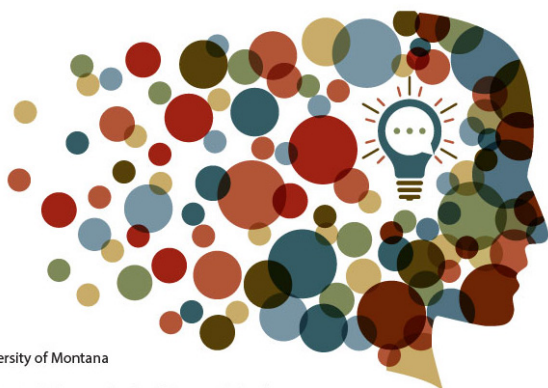
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University of Montana

Department of Communicative Sciences & Disorders

CSD 450: Introduction to Aural Rehabilitation.

Location and Time: Curry 008. Mon 5:30pm- 8:20pm.

Spring 2022 | 3 credits | In person/lecture | CRN 35968

Contact Information

Kevin Duffy, Au.D.

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Phone: 406-541-3873 (Reception at Rocky Mountain ENT)
406-541-3953 (Direct Work Line)

Appointments: Please schedule

Course Catalogue Description

CSD 450 – Fundamental skills in speech reading, various types of hearing aids, and the tools necessary to assess and implement auditory training. Management of the client with hearing impairment including psycho-social development and educational intervention. Both children and adults are included.

Course Format

This course is offered in a face-to-face/lecture format. The course content is divided into weeks. Each week invites active student engagement in several types of activities, including reflecting on the readings and lectures, engaging in discussions, and completing individual assignments.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the hearing mechanism and the process by which sound is received and processed in the auditory system. They will also be able to confidently review an audiogram, identify the type and degree of hearing loss and explain the same to clients.
2. Describe the impact of various disorders of auditory function on communication, learning, psychosocial development and vocational functioning.
3. Understand the cultural issues that exist for individuals with hearing loss.
4. Understand the various assistive devices available to persons with hearing loss, including hearing aids, cochlear implants and other assistive devices and will be able to discuss the candidacy for these devices.
5. Develop and implement a rehabilitative intervention plan based on communication skills and needs of the individual with hearing loss and his/her family or caregiver. This will include young children, school-aged children and adults.
6. Understand the appropriate environmental acoustic conditions necessary for effective communication and will be able to recommend and describe modifications needed to enhance the environment so that effective communication can take place.

ASHA Knowledge and Skills Acquisition

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. ASHA has specified that in order to be competent and prepared for a clinical fellowship upon graduation, you must achieve a level of 80% or better on each associated standard of knowledge and skill. These knowledge and skills will be assessed as delineated in the syllabus (e.g., examination, paper, presentation, project). Within this course, if a student is struggling in any knowledge and skill area, an additional learning opportunity (e.g., additional spoken or written summarizations of knowledge, project/paper revisions) may be provided to help support competency development. Regardless of the final grade in this course, if students continue to fail to achieve a competency level in an associated knowledge and skill area, then a formal remediation plan will be developed and implement. See formal remediation policy at the [department website](#).

Course Guidelines and Policies

Required Textbook

Currently no textbook required. All required readings will be posted on Moodle.

Assignment Submission Format

All written assignments must be submitted in **.pdf format** via Moodle. This will allow for instructor feedback directly in the document for student review. References should be formatted in accordance with the Publication Manual of the American Psychological Association.

Absences

Students must notify Dr. Duffy of serious circumstances that result in a missed exam or final in order to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing an exam, students must consult with Dr. Duffy regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances.

Late assignments

Work submitted late will result in the reduction of **5% per day** the assignment is late. Students are encouraged to turn assignments in on-time.

Academic Honesty

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Section V of your [University of Montana Student Conduct Code](#): “Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents.”

Plagiarism

Plagiarism is further defined in the University of Montana’s Student Conduct Code as “Representing another person’s words, ideas, data, or materials as one’s own.” Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

Grades

Examinations (250 points total)

Understanding of the course material will be assessed with one regular exam (100 points) and one final exam (150 points). Exams will be based on materials from the videos, course materials, websites, readings, and assignments.

Hearing Loss Simulation (50 points total)

The purpose of this assignment is to gain a better understanding and appreciation for the challenges facing individuals with hearing loss. You will wear earplugs for 24 hours, going about your daily routine. Write a brief synopsis of your experience. 2-3 pages in length. 1.5 spaced, APA format.

Reflection on Deafness in Film of Literature (50 points total)

Choose one movie from the list provided. Briefly summarize the story and how the deaf character is presented. Include your own reactions to the character, how he/she is portrayed in the video and the factors that impact the character (positive and negative). Relay your personal responses to the piece. You may choose a book or piece of literature instead of a movie. 2-3 pages in length. 1.5 spaced, APA format.

Aural Rehabilitation Treatment Plan (100 points total)

Throughout the course, in groups, you will develop an aural rehabilitation treatment plan designed for a specific population. You will be responsible for the lesson plan, materials and resources needed for your population. You will be expected to present your plan in class. Be prepared to distribute materials to the class (via Moodle or paper) so that each class member will accumulate a notebook of ideas for use in future clinical situations.

Participation (25 points total)

There will be five readings assigned as well as activities for learning. These will be posted on Moodle throughout the course. Each will be five points and count as participation.

Grading Criteria

Students may earn a total of 475 points from exams, assignments, and participation. The grading scale is as follows:

- A 93% or higher
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%
- F 59% or lower

Calendar

Please see the following table for an overview of course sessions, topics, and deadlines. Assignments and papers will be due **no later than 11:59 PM** on the date they are due. Assignments turned in after the deadline, even if on the same date, will be considered one day late and will be subject to a deduction in points

CSD 450 Spring 2022: Tentative Class Calendar is subject to change as needed.

Week	Dates	Topic	Assigned	Due
01	01/16	MLK JR. DAY- NO CLASS		
02	01/23	Course Introduction/Syllabus Review, Introduction to Aural Rehabilitation Concepts, and review of Hearing/Ear Anatomy and Physiology.	Participation/Reading #1	
03	01/30	Review on Types of Hearing Loss. Hearing Assessment and Understanding an Audiogram.	Hearing Loss Simulation	Participation/Reading #1
04	02/06	Effect of Hearing Loss and Optimizing Access	Participation/Reading #2	
05	02/13	Moving Exam to 2/28 Optimizing Access, Amplification and Implants		Participation/Reading #2
06	02/20	PRESIDENT'S DAY- NO CLASS		
07	02/27	Amplification and Implantable Devices	Film Review	
08	03/07	EXAM		Hearing Loss Simulation Due
09	03/06	Implant Outcomes, Pathologies with case studies	Participation/Reading #3	
10	03/20	SPRING BREAK; NO CLASS		
11	03/27	Basic Communication, Auditory Skills Development, Communication Methodologies, and Cultural Issues.	Treatment Plan Overview	Participation/Reading #3
12	04/03	Guest Lecture with Kitty Griffin, SLP (TBD)	Participation/Reading #4	
13	04/10	Guest Lecture with Dr. Peter VonDoersten (cochlear implants) (TBD) Adult Aural Rehabilitation and Aural Rehab Plan Components Part 1		Participation/Reading #4
14	04/17	Adults Part II & Early Intervention and Aural Rehab in Children	Participation/Reading #5	Film Review Due
15	04/24	Tinnitus, Hyperacusis, and Prevention		Participation/Reading #5
16	05/01	Treatment Plan Presentations- No Lecture		Treatment Plan
17	05/08	FINAL EXAM (5:30-7:30).		

Student Resources

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development.

Place of Course in Program

Purpose

The purpose of this three-credit course is to provide students with a working knowledge of hearing loss, its effects and treatment options. Students will be able to interpret basic auditory tests, understand the hearing mechanism, assess patient needs and develop appropriate treatment plans. Pediatric and adult populations will be discussed. This course fulfills the aural rehabilitation requirement for a major in Communicative Sciences and Disorders.

Conceptual Framework for Learning Community and Diversity

As part of the Phyllis J. Washington College of Education and Human Sciences, this course provides a learning community that a) integrates ideas, b) encourages cooperative endeavors and c) respects diversity and individual worth. These concepts are illustrated through the following course experiences: a) drawing on personal experiences and education for the development of a comprehensive aural rehabilitation treatment plan, b) participating in class discussions where interactions will be based on course concepts and c) writing assignments using a culturally unbiased manner and participating in course content related to services with individuals from diverse backgrounds. Additional information is available regarding our [Conceptual Framework](#).

Mission of the School of Speech, Language, Hearing, and Occupational Sciences

The mission of the School of Speech, Language, Hearing & Occupational Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and

program delivery to provide services to traditionally under-served regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.

Disability Modifications

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction for students with disabilities in collaboration with instructors and the Office for Disability Equity, which is located in Lommasson Center 154. The University does not permit fundamental alterations of academic standards or retroactive modifications. <https://www.umt.edu/disability/>

COVID Safety

- Mask use is required within the classroom
- Each room is provided with a cleaning kit. The expectation is that students will clean their personal work space when they arrive for class, and before they leave the classroom
- Classrooms may have one-way entrances/exits to minimize crowding
- Students should be discouraged from congregating outside the classroom before and after class
- Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts
- Class attendance will be recorded to support contact tracing efforts
- Drinking liquids and eating food is discouraged within the classroom (which requires mask removal)
- Information on the nearest “refill” stations for cleaning supplies/hand sanitizer if applicable
- Stay home if you feel sick and/or if exhibiting COVID-19 symptoms
- If the student is sick or displaying symptoms, please contact the Curry Health Center at (406) 243-4330
- Up-to-Date COVID-19 Information from the University of Montana

- UM Coronavirus Website: <https://www.umt.edu/coronavirus>

COVID-19 Procedures for SLHOS – August 2021 Updates:

1. The UM **requires face masks** for all indoor courses including lectures, discussions, and teaching labs. Lecturers may remove their masks when speaking.
2. For Campus-based courses (i.e., not fully online or hybrid distance courses), the mode of delivery is face-to-face instruction. There is an expectation that students are attending in-person classes and not connecting via Zoom (unless they have ADA accommodation or health reason). It is expected that the instructor keeps original modality. Any changes in course modality will need to be approved by the Dean.
3. The UM would like assigned seating and attendance information in the event there is a need to do **contact tracing**. Lacking some method for identifying who is seated near someone who is positive, the entire class could be quarantined. This could clearly impact multiple courses in the SLHOS programs if that occurs. For classes in the Curry Health 008 and 073 classrooms, here are some specific recommendations.
 - Students should choose a seat to use all semester. Every-other-chair seating is requested whenever possible; cleaning the area before and after class is recommended.
4. **Missed classes due to Covid-19:** Campus does not require instructors to provide zoom or recorded lectures just because a student requests it. It does say students who miss class due to isolation or quarantine should be given accommodations similar to what is usually done for a medical absence.

Land Acknowledgement

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people, a number of whom are within our community today. Today, we honor the path they have always shown us in caring for this place for the generations to come.