

# Course Syllabus

CMSD 4030 Rehabilitative Audiology  
Fall 2006

## **Instructor--**

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## **Graduate Assistant:**

Amy Fleming  
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## **Room & Class Times:**

Tues/Thurs 11:00-12:15PM  
Aderhold G5

## **Course Holidays:**

*October 26, 2006-Gator Festival*  
*November 23, 2006-Thanksgiving*

## **Course Prerequisites:**

CMSD 4710 (Introduction to Audiology) and permission of department.

All CMSD classes are available for Honors options. Please schedule an appointment with me to discuss an appropriate honors project.

**UGA Undergraduate Course Description:** Theories and procedures used in the rehabilitation of children and adults with hearing loss.

## **Course Objectives:**

1. Students will be able to define basic concepts of Aural/Audiologic Rehabilitation.
2. Students will be able to discuss and analyze current areas of research in Audiologic Rehabilitation including family-centered therapy, multicultural aspects of rehabilitation with individuals with hearing loss, and classroom integration strategies.

3. Students will be able to define Prevention in relation to hearing loss and identify prevention related activities in the area of Audiologic Rehabilitation.
4. Students will be able to identify points of controversy in the field of Audiologic Rehabilitation and evaluate the merit of the arguments presented.

The ability to analyze, synthesize, and evaluate materials and information related to audiologic rehabilitation will be demonstrated through successfully passing two tests, completing case management projects, writing a review of a book/movie related to hearing loss, through completion of a research paper, and through completion of a group project in the area.

*These objectives are based upon the ASHA Standards for Student Learning Outcomes. Specifically, Stand III-B related to the impact of cultural and linguistic diversity on communication; Standard III-C demonstrated knowledge of hearing, including the impact on speech and language, social aspects of communication, and communication modalities; Standard III-D knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders; and Standard III-G knowledge of contemporary professional issues.*

### **Grading—(500 Points)**

#### **Grading Scale for this Class**

<b>A</b>	<b>463-500 points</b>
<b>A-</b>	<b>413-462 points</b>
<b>B+</b>	<b>375-412 points</b>
<b>B</b>	<b>338-374 points</b>
<b>B-</b>	<b>288-337 points</b>
<b>C+</b>	<b>250-287 points</b>
<b>C</b>	<b>213-249 points</b>
<b>C-</b>	<b>126-212 points (C- is a D in UGA Quality points!!!)</b>
<b>D</b>	<b>125 and below</b>

**Mid-Term Examination** (100 points) Thursday, October 05, 2006

**Comprehensive Final** (100 points) Tuesday, December 12, 2006 from 12:00-3:00 PM

**Case Projects** (50 points), Tuesday, December 5, 2006

Cases are posted on WebCT. Please answer the questions following all cases. As our department is a huge proponent of research-based, efficacious clinical practice, back your answers up with references.

**Mini-Review Paper** (50 points) due Thursday September 14, 2006

Two page paper, double spaced, Times New Roman Font-12 point with one inch margins.

This will be a thought paper on your perceptions on either a book or movie on a topic related to this class. For example, you could review the movie, "Mr. Holland's Opus." The first several paragraphs of the review would be a brief synopsis of the plot (music teacher with deaf child learns to accept both deafness and his life choice to teach) while the bulk of the paper would be devoted to your thoughts and insights regarding the book or movie. You can either discuss several elements of the book/movie (how deaf individuals are portrayed, parental acceptance of Deafness, use of sign language) or devote your paper to one topic (audiology counseling and how it could be better).

*Please have your books and movies approved by me prior to turning them in as I do not want the whole class to read Hunchback of Notre Dame!*

**Research Paper 22% (100 points) Tuesday, October 24, 2006**

Topics must relate to class discussion or readings. Papers must be written in APA style. Papers must be 10 double-spaced pages (I will take a range of 9-11 pages---this DOES NOT count the reference pages) with a one inch margin, using Times Roman 12 point font. Papers must have a minimum of 10 original REFEREED references.

**Please have ALL topics approved by me prior to beginning paper. You will lose points if your paper topic is not approved by me** Ideas for papers (you may also have an original idea just get it approved):

- |  |                                  |
|--|----------------------------------|
| Deaf Culture   | Auditory Integration Training    |
| Famous Folks who happened to be deaf                   | Auditory Verbal Therapy          |
| Deaf Organizations                                     | Auditory Processing Disorders    |
| Early intervention                                     | History of hearing aids          |
| Deaf Education in the United States                    | Assistive Listening Devices      |
| History of Sign Language                               | New technologies in hearing aids |
| Disability Rights Movement in relation to hearing loss | Implantable hearing aids         |
| Impact of hearing loss in different cultural groups    | Vibrotactile hearing aids        |
| Anything on Cochlear Implants                          | Tadoma Method                    |
| AR for elderly individuals                             | Anything on Speechreading        |
|  | Cued Speech                      |
|  | Educational Audiology            |

**Team Project (100 points) presentations begin Tuesday, November 21, 2006**

You will be assigned to a group of 5-6 students who will work as a team to complete the project. Your other team members will rate you regarding your participation in the project. Their feedback will be part of your grade. This will be an area for you to be creative. Projects will be shared with the class in a brief twenty-minute creative presentation by your team. The project must be comprehensive enough to warrant giving a grade to 5 or 6 people. Each group will have a message board on Web-CT for their use. Ideas for projects:

- Design a series of brochures describing hearing aids or assistive listening devices,
- Outline a therapy program for a child with a hearing loss
- Develop a class website related to audiologic rehabilitation
- Develop a curriculum for an adult self-help group or hearing loss prevention class
- Create a series of posters about hearing aids, assistive technology, noise awareness, annotated bibliography related to a topic on hearing loss (biblio-therapy),
- Develop home based language-learning activities for the family of a child with hearing loss
- Develop a website related to Audiologic Rehabilitation
- Create a book describing Cochlear Implants book--- should be written for a child, or adult, or parents in mind
- Develop a teacher's handbook related to having a child with a hearing loss integrated into her classroom

## **Texts--**

Required:

Schow, R.L. & Nerbonne, M.A. (2002). Introduction to Audiologic Rehabilitation, 5<sup>th</sup> ed., Allyn and Bacon, Boston.

## **Web CT—**

There are many resources and links provided on the web page for this class. Be sure to review the class website in addition to your reading materials.

## **Course Outline and Readings--**

### **Introduction**

Chapter 1  
Chpt 10 p. 379-383

### **Hearing Loss and Its Effects**

Attitudes regarding hearing loss, controversy of culture vs. disability

Chpt 1, Chpt 3, p. 86, Chpt 7 p. 245-257

*Supplemental readings Never The Twain Shall Meet, Deaf Like Me,  
A Child Sacrificed to the Deaf Culture, Deaf in America:Voices from a Culture*

Speech Perception-What does an audiogram mean in relation to daily function?

Chpt 1

Chpt 4 p. 113-123

*Hull, R. (1997) Aural Rehabilitation 3<sup>rd</sup> Ed. Chapt. 2  
Introduction to the Handicap of Hearing Impairment*

Children with hearing loss

Chapter 6, 8, 9, Chpt. 7 pp. 258-264

Chpt 11 Case Studies

Adults with hearing loss

Chapter 10

Chapter 12 Case Studies

Noise induced hearing loss

*Tye-Murray, N. (1998). Foundations of Aural Rehabilitation.*

Working with Elderly Clients with hearing loss

Chpt 10

Chpt 12 Case Studies

### **Audiologic Treatment/Rehabilitation**

Hearing Aids and Assistive listening devices

Chapter 2

*Holmes, AE, Kaplan, H, Saxon, JP (2000). Assistive devices and systems:  
amplification technology for consumerw with hearing loss. Journal of  
Rehabilitation 66(3), 56-59.*

Cochlear implants

Chapter 3

*Chute, P, Nevins, ME (2002) Parents Guide to Cochlear Implants. Gallaudet Press  
Niparko, JK (et al) (2000). Cochlear Implants: Principles and Practices*

Auditory Training

Chapter 4

Speechreading

Chapter 5

*Kaplan, H, Bally, S., Garretson (1987). Speechreading: A way to improve understanding*

Communication strategies—covered by a handout. Tinnitus Management & Vestibular Rehabilitation will be covered as time permits.

**Attendance Policy:** It is in the best interest of the student to attend class, however attendance will not be taken. Any time class is determined to be “empty” a pop quiz for extra credit may be given.

**Examination Make-up Policy:** A medical excuse or excuse from the Dean of Student Affairs office is necessary for a make-up examination. Make-up examinations will be in an alternate format.

**Cellular Telephones:** All cell phones must be off or on silent ring during class. Please do not answer your phone during class.

**Honor Code and Academic Honesty Policy:** All academic work must meet the standards contained in ‘A Culture of Honesty.’ All students are responsible for informing themselves about those standards before performing any academic work. An example of what might constitute a violation of these policies specific to this class would be cutting and pasting information from a web based document for your class project without giving credit to the author of the website or buying/borrowing/recycling a research paper.

Based upon complaints voiced by previous classes regarding academic honesty, hats, coats, backpacks, notes, books, and notebooks must be left at the door during examinations. NO CELL PHONES permitted during examinations. Please show yourself and your classmates some respect and do not wear pajamas to class.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Make up examinations are only given with a letter from the Office of Student Affairs or a medical excuse from a physician. Make up examinations will not be the same format as the original examination.

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