

California State University, Fresno
Department of Communicative Disorders and Deaf Studies

CDDS 202
Introduction to Aural Rehabilitation (3 units)

I. Course Description

CDDS 202 – Introduction to Aural Rehabilitation is a graduate level course required of those individuals seeking to complete the Master’s Degree Requirements in Communicative Disorders and Deaf Studies. It may also be taken by those individuals seeking to complete a credential program. The course contains a lecture and lab component.

This course will familiarize you with the principles and habilitative and rehabilitative procedures to assist the hearing impaired: amplification, speech-reading, auditory training, speech and language training; psycho-socio-educational issues. Pre-requisites are CDDS 128 and CDDS 131.

II. Course Objectives

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

- Knowledge and understanding of basic concepts and components of aural/audiological rehabilitation
- Understanding of 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
- Knowledge about the importance of auditory and visual cues in spoken communication
- Knowledge about how hearing loss affects conversational fluency
- Knowledge about auditory and speech reading training and communication strategies training
- Knowledge about counseling, psychosocial support, and assertiveness training
- Understanding of how to develop and implement aural rehabilitation plans for children, adults, and their family members.

III. Textbook and Additional Requirements

A. *Required Text:* Tye-Murray, Nancy (2008). *Foundations of Aural Rehabilitation* (3rd ed.). Clifton Park, N.Y.: Delmar

B. *Additional reading:* Material may be made available in class, posted to blackboard, or you may be required to read articles from a specified website or journal.

IV. Course Assignments and Examinations

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 electronic transmission is not allowed. The presentations cannot be made up except under extenuating circumstances as determined by the instructor.

A. Journal Article Summaries/Critiques – Due _____

You may select four journal articles from the reference section of Foundations of Aural Rehabilitation: Children, Adults, and Their Family Members (3rd ed.), or you may submit your own list of four journal article references to the instructor. The four articles must pertain to a single topic relevant to aural rehabilitation. Write a two – three page summary of the four articles, summarizing each one and synthesizing the major findings into your conclusions. Identify similarities and differences in research methods and experimental designs, note any discrepancies in the findings, and then identify directions for additional research. Assignment must be typed.

Grading will be as follows:

Organization/Clarity/Flow of Paper	30 points
Depth of Content as per instructions	30 points
Appropriate References	20 points
Grammatical Usage	10 points
Spelling	10 points
Total Point Value	100 points

B. “Loss and Grief” Article

Read the posted article and answer the questions about the grief cycle. Answers must be typed and are due at the beginning of class on Monday, November 22, 2010.

Assignment is worth 25 points.

C. Presentation

Prepare and share with the class a 5 to 10 minute presentation on curriculum, material, software, or assessment tools used in the area of aural rehabilitation or auditory processing. This assignment can be done with a partner of your choosing. Please notify instructor by Monday, August 30, 2010 who you have chosen as a partner. We will determine topics from a list provided and this will be completed in class on Wednesday, September 1, 2010.

Along with the presentation, provide a useful handout summarizing your talk and make a copy available to each student in class. If submitted to the professor by Wednesday, November 24, 2010 in electronic format, this summary can be posted on Blackboard for your convenience. Assignment is worth 75 points. Presentations will be on December 6 and 8 and the order of presentations will be determined by the instructor.

Include the following information in your presentation (total points = 75):

Criteria to be graded	Point Value
Complete description of the material	20
Application and targeted audience	10
Model the use or provide examples	10
Include the strengths and/or limitations	10
Provide your own critique of the value of the material	10
Describe any special instructions or equipment that may be needed	5
Be creative in your presentation method and style	5
Appropriate amount of time	5

D. Lab Competencies

The following assignments will be used to evaluate lab competencies and are to be completed during assigned lab time and may be given individually to each student in an oral manner. A student with an unexcused absence or more than 5 minutes late to class will not be allowed to make up the lab competency.

Lab competency #1 – Assist instructor in completing an earmold impression on another student and then serve as a subject to receive an earmold impression, under instructor's supervision. This assignment will be conducted on Wednesday, September 8 and Monday, September 13. Value: 20 points.

Lab competency #2 - Demonstrate the following to the instructor: Identify the major components of a BTE hearing aid including make, model and serial number; insert a battery; adjust the volume control; adjust the power controls; identify a right versus left earmold; attach an earmold to a BTE hearing aid; properly connect an earmold and hearing aid. This assignment will be performed on Wednesday, September 29, 2010. Value: 30 points.

Lab competency #3– Demonstrate to the instructor the ability to perform a listening check on a BTE hearing aid and suggest ways of troubleshooting potential problems. Assignment performed on Wednesday, October 6, 2010. Value: 30 points

Lab competency #4 – Demonstrate the following to the instructor: Identify the major components of a FM auditory trainer; adjust the volume control and power controls; and, identify the various configurations. Assignment will be performed on Monday, October 25, 2010. Value: 30 points.

E. Examinations

Two examinations and a final examination will be administered. Exam will comprise of short answer, short essay, 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. The final exam is worth 150 points and is cumulative. A student with an unexcused absence or more than 5 minutes late to class will not be allowed to make up the examination. Tentative exam dates are Monday, October 11, 2010 and Monday, November 8, 2010. The final examination is scheduled for Wednesday, December 15, 2010 beginning at 5:45 p.m.

F. Attendance

Attendance is mandatory for lecture and lab and roll may be taken. Students who leave early from class or show up more than 5 minutes late for class will be assigned an unexcused absence. Two absences are allowed before points will be deducted at 5 points per class from the possible 30 points. Those students who miss 2 or less class periods will be given the full 30 points.

No make-ups will be allowed for assignments, lab competencies, or examinations unless an excused absence has been cleared with the instructor in advance and is due to an extenuating circumstance as judged by the instructor. You must notify instructor before class via email or phone call of your absence it is your 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 your responsibility to check on announcements made while you were away.

V. Grading

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

Assignment	Point Value
Assignment A (journal article)	100
Loss and Grief Assignment	25
Assignment B (presentation)	75
Lab competency #1 (ear impression)	20
Lab competency #2 (BTE components)	30
Lab competency #3 (listening check)	30
Lab competency #4 (auditory trainer)	30
Examination #1	100
Examination #2	100
Final Exam	150
Attendance	30
Total Points Possible	690

Note: Additional coursework may be assigned	
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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

VI. Classroom Behavior

Please double check that cell phones and/or pagers are turned off prior to entering class, otherwise you may be asked to leave the classroom for the remaining class period. Be respectful, courteous and considerate of others and your instructor. Disruptive behavior in the classroom will not be permitted. Students found disrupting the class will be disciplined as per the university academic policy.

You may use a personal computer in the classroom, but this convenience is for fostering your absorption of knowledge that is imparted during classroom instruction. Computers should not be used for games, instant messaging, web searches, emailing, or for other non-classroom related activities during class time. Instructor may at anytime ask to view a student's screen and disallow their application in the classroom when misuse occurs.

The syllabus and following tentative schedule are subject to change in the event of extenuating circumstances.

Tentative Schedule – Fall 2010 – CDDS 202

Date	Topic	Assigned Reading complete before class	Point Value
	<i>Syllabus</i> <i>Introduction</i>	Chapter 1	

	<i>Hearing Acuity and Speech Recognition</i> Lab: Demo of Hearing Loss	Chapter 2	
	<i>Hearing Acuity and Speech Recognition – cont.</i> Lab: Speech Tests PRESENTATION PARTNER DUE TO INSTRUCTOR		
	<i>Auditory Training</i> Lab: Earmold Impression Video SELECT PRESENTATION TOPIC	Chapter 4	
	Holiday		
	LAB COMPETENCY #1: Earmold Impression Session		20
	LAB COMPETENCY #1: Earmold Impression Session		
	<i>Auditory Training – cont.</i> <i>Cochlear Implants</i> Lab: Cochlear Implant Components	Chapter 3, Pages 111 – 119	
	<i>Cochlear Implants – cont.</i> Lab: CI Mapping		
	<i>Cochlear Implants – cont.</i> Lab: CI Maintenance and troubleshooting		
	<i>Amplification</i> Lab: Hearing Aid Components and Earmold Features	Chapter 3, pages 88 – 111	

	<i>Amplification – cont.</i> Lab: Electroacoustic Analysis/REM LAB COMPETENCY #2: Hearing Aid Components		30
	<i>Amplification – cont.</i> <i>Assistive Listening Devices</i> Lab: Listening Check and Troubleshooting	Chapter 3, 120 – 132	
	Assistive Listening Devices – cont. Lab: ALD demo LAB COMPETENCY #3: Listening Check and Troubleshooting		30
	FIRST EXAMINATION		100
	Lab: ALD hands-on		
	<i>Auditory Trainers</i> Lab: Auditory Trainers Components		
	<i>Auditory Trainers – cont.</i> <i>Speechreading</i> Lab: Auditory Trainers Troubleshooting Journal Article Assignment Due	Chapter 5	100
	<i>Speechreading Training</i> Lab: Speechreading Material LAB COMPETENCY #4: Auditory Trainer Components/Configurations	Chapter 6	30

	<i>Communication Strategies and Conversational Styles</i> Lab: Role Playing	Chapter 7	
	<i>Assessment of Conversational Fluency and Communication Difficulties</i>	Chapter 8	
	<i>Communication Strategies Training</i> Lab: Therapy ideas	Chapter 9	
	SECOND EXAMINATION		100
	<i>Adults who have Hearing Loss</i>	Chapter 11	
	<i>AR Plans for Adults</i> Lab: Possible Guest Speaker	Chapter 12	
	<i>AR Plans for Older Adults</i>	Chapter 13	
	<i>Infants and Toddler's Who Have Hearing Loss</i> Lab: Auditory-Verbal Therapy Video Loss and Grief Assignment Due	Chapter 14	25
	<i>Infants and Toddler's Who Have Hearing Loss – cont.</i> <i>AR for School-Aged Children</i> Lab: Demo of Auditory Neuropathy OPTIONAL: SUBMIT PRESENTATION SUMMARY FOR BB POSTING	Chapter 15	
	<i>AR for School-Aged Children</i>		

	<i>Auditory Processing Disorder – cont.</i> Lab: Minimal Hearing Loss		
	<i>Auditory Processing Disorder- cont.</i> Lab: Auditory Processing Assessment		
	PRESENTATIONS		75
	PRESENTATIONS		
	Cumulative Final Examination		150

Required Syllabus Policy Statements

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 (559-278-2811)

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university worked 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.

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 special 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).

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 the Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. 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.”

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<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf> For copyright Questions and Answers:

<http://www.csufresno.edu/libraby/libraryinformation/campus/copyright/faqcopyright.pdf>

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purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course website may be copied, reproduced re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the website.

This course provides students with information and experiences that apply to specific knowledge and skills set forth by the American Speech-Language-Hearing Association (ASHA) for students for completion of academic and certification requirements. For this course, the skills and knowledge specified in ASHA's 2005 Standards for the CCC address the following Knowledge and Skills Acquisition Summary (KASA):

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Competency Verification

Course: CDDS 202

Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

Competency		Performance Indicators	Met ?
Hearing, including the impact on speech and language	Etiologies	Through class discussions, student will demonstrate knowledge of common etiologies of hearing loss in children and adults	

Competency		Performance Indicators	Met ?
Hearing, including the impact on speech and language	Characteristics	Through class discussions student will describe common characteristics associated with presbycusis.	
		Through class discussion student will discuss the impact of hearing loss on a child's speech and language development.	

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Competency		Performance Indicators	Met ?
Hearing, including the impact on speech and language	Prevention	Through class discussion, student will explain the need for hearing conservation.	
Hearing, including the impact on speech and language	Assessment	Through class discussion and examination, student will demonstrate the	

Competency		Performance Indicators	Met ?
		benefits of hearing assessment scales.	
		Through class discussion, student will demonstrate the significance of procedures for diagnosing auditory processing disorders.	
Hearing, including the impact on speech and language	Intervention	Student will participate in the review of a class study and development of an aural rehabilitation plan..	
		Through class discussion student will discuss strengths and limitations of current aural rehabilitation programs for children and adults.	

 Instructor Signature

Date