

University of Wisconsin-Whitewater
College of Education
Department of Communication Sciences and Disorders

COMDIS 724, Aural Rehabilitation
3 credits, Spring 2011

Instructor: Scott Bradley	Class Time: M 5:00 to 7:30 PM
Office: Roseman 1016	Classroom: Roseman 1040
Phone: (262) 472-5202	Office Hrs: MW 1:00 to 3:00 PM
E-Mail: bradleys@uww.edu	R 10:00 to 1:00 Please try to make an appt if possible since I may be working in the audiology or computer labs. Signup sheet for appts is on my office door

I. Course Description:

A study of habilitation and rehabilitation procedures for the hearing impaired including techniques in speech reading, and auditory training, as well as an examination of the psychological aspects of hearing.

UWW Undergraduate and Graduate Catalogs:

<http://www.uww.edu/registrar/catalogs.php>

II. Learning Outcomes for Students Linked to Professional Standards

ASHA Standards Website:

http://www.asha.org/about/membership-certification/handbooks/slp/slp_standards_new.htm

Wisconsin Teaching Standards Website:

<http://www.dpi.state.wi.us/dpi/dlsis/tel/pi34.html#teacherstandards3402>

A. Knowledge/Content	Standards	
Students will know/understand the:	ASHA	WTS
1. different professionals and individuals involved in the habilitative/rehabilitative process and be able to briefly describe their functions.	III-G	1, 10
2. aural rehabilitative process for both children and adults and the basic processes behind an aural rehabilitation program.	III-C	2
3. effects of hearing loss on speech production, speech perception, and language	III-C	2
4. operation, fitting, use and care of hearing aids.	III-C	8
5. use, operation and application of cochlear implants.	III-C	8
6. different types of assistive technology used with children and adults.	III-C	8
7. use of manual communication with deaf and hard-of-hearing people.	III-C	8
8. fundamentals of speechreading, auditory training and central auditory processing.	III-C	8
9. speech and language assessment and treatment.	III-C	8
10. Deaf culture and education		
B. Skills	Standards	
Students will be able to:	ASHA	WTS
1. Monitor, trouble shoot and conduct minor repairs on a hearing aid and auditory trainers.	IV-G 1.	8
2. Be able to use the Wisconsin Telecommunications Relay System.	IV-G 2.	4
3. Perform and interpret basic screening and evaluation used to determine hearing disability and handicap.	IV-G 1.	N/A
4. Provide appropriate intervention for people who are deaf and HOH.	IV-G 2.	4

III. Course Format

The initial part of the course will be primarily instructor led lecture and discussion. The last half of the class will be in seminar format and groups of students will be responsible for specific topics. A midterm, final and practicum exam will be given. Students will be involved in two projects dealing with evaluation and treatment of people who have hearing loss.

IV. Learning Experiences

Group Presentations:

Students will be divided into several groups and each group will be responsible for presenting current topics in aural rehabilitation. The topics that students may choose from include the following...

Legal rights of the Deaf and hard of hearing (HOH)
 Becoming a more effective communicator for adults who are deaf <postlingual> and HOH
 Auditory Processing Assessment and Treatment in Children and Adults
 The HOH child in the classroom
 Deaf Education and Culture
 Speech Assessment and Treatment of HOH and Deaf.

The following rubric will be used to evaluate group performance.

Grade	Rubric Score	Description
>95%	4	Group does excellent job of presenting material. The material is appropriate and timely. Format is easy to understand. Group stimulates interest and fosters participation of class members. Handouts, websites, videos, or other supporting material are professional in appearance and presentation.
85-94%	3	Group does good job of presenting material. The material is generally appropriate and timely but may contain material which might be marginally relevant. Format is relatively easy to understand. Group stimulates some interest and participation of class members. Any handouts, websites, videos, or other supporting material are good in appearance and presentation.
70-84%	2	Group does fair job of presenting material. The material may be somewhat inappropriate or dated. Presentation may be on-topic but contains specific errors. Group fails to stimulate interest or participation of class members. Handouts, websites, videos, or other supporting material are available but may be poorly done.
<70%	1	Group does poor job of presenting material. The material is inappropriate for the topic. Material may be difficult to understand. Group stimulates interest and fosters participation of class members. Handouts, websites, videos, or other supporting material are either non-existent or very poorly prepared.
0%	0	Group fails to make presentation or plagiarizes material.

Treatment (Meets CAA standard IV-G 2. a.-g.)

You will be given a case history and test results of an individual.

1. Based on the evaluation results develop a diagnosis and make appropriate recommendations.
2. Develop a long-range treatment plan (initial report) for this individual.
3. Develop a specific lesson plan and implement it. (I will be the patient)
4. After treating me, you will be given additional case study information and you will need to submit a

revised treatment plan.

5. I will again feed you some more information concerning treatment performance. You will then need to write a final report including conclusions, recommendations, and appropriate referrals (if needed). You will need to go over the report with me and provide counseling as appropriate.

V. Evaluation of Learning and Grading

Grading Scale:

A	92-100%	B	82-87%	C	70-77%	F	<60%
AB	88-91%	BC	78-81%	D	60-69%		

Weighting:

Exam 1:	20%
Exam 2:	20%
Final Exam:	20%
Treatment project:	20%
Class presentation:	20%
Audiometry and Hearing Aid practicum:	PASS/FAIL *

*2% taken off of final grade for every week practicum not completed.

VI. Course materials

Required Textbooks

Schow, R.L. & Nerbonne, M.A. Introduction to Audiologic Rehabilitation (5th Ed.).

Required Readings

See Reading Section of d2L

VII. COLLEGE OF EDUCATION

Conceptual Framework

In keeping with our philosophy of "The Teacher as a Reflective Facilitator", we, as educators, are committed to acting as facilitators of your learning in our teacher education program. Our goal is to help you become a teacher who: facilitates your students' active participation in learning by providing creative learning experiences; improves your practice through reflection, active inquiry, and the assessment of your students' unique learning styles; understands the needs of a diverse community of learners; and promotes literacy in all areas, including technology. We strive to reflect our commitment to this philosophy in all courses required for licensure, and our own teaching practice, scholarship and service.

Code of Ethics

The College supports the ASHA Code of Ethics

VIII. University Policies

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the current UW-Whitewater Undergraduate Timetable, the "Rights and Responsibilities" section of the Undergraduate Timetable, and the "Student Academic

Disciplinary Procedures" (UWS Chapter 14)

For more details, see the Provost's website at <http://acadaff.uww.edu/On-lineSyllabiMand%20info.html>

IX. Syllabus Changes

The schedule and procedures in this course may change. Students are responsible for any syllabi changes announced in class, via E-mail, or in writing

X. Course Calendar

Students will have on-campus meetings on 1/24, 2/28, 3/28, 4/11, 4/18, 4/25, 5/2, and 5/11

Date	Topic	Reading	Project due dates	Test Dates
1/24	Intro/Overview	Chaps 1		
1/31	Evaluation & Screening	Chaps 8, 9, & 10		
2/7	Evaluation & Screening			Pure tone screening and assessment, tympanometry and OAE by appointment.
2/14	Hearing loss and perception	Chap 4		
2/21	Hearing loss and perception			
2/28	Exam One			Topic areas include Evaluation/screening and perception.
3/7	Amplification	Chap 2		
3/14	Amplification			
3/21	SPRING BREAK			
3/28	Amplification			We will cover hearing aid monitoring and trouble shooting in class.
4/4	Vestibular and Tinnitus Rehab	Chap 3		
4/11	Exam Two Students who are taking comps may take this exam by appt during the week of 4/18			Topic areas include Hearing aids, Cochlear Implants, Assistive Devices, and Vestibular/Tinnitus issues
4/18	Group 1 and 2		Draft of long term treatment plan and a sample lesson plan	Hearing aid troubleshooting by appointment.
4/25	Group 3 and 4			
5/2	Group 5 and 6 presentations		Long term treatment plan and sample lesson plan due on 5/4	
5/9	Final Exam			Test based on student presentations