

University of Florida
College of Public & Health Professions Syllabus
SPA 6270

Auditory Processing Disorder (3 credits) Semester: Spring 2025

Delivery Format: Online

Course: E-Learning Canvas

Instructor Name: Christa B. Reeves, Au.D., F-AAA

Office Room Number:

Office Phone Number: 770-235-1536

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Course Meets: Monday, 8:30-10:30am

Office Hours: By appointment – Tuesday, 3-5:30pm

Preferred Course Communications: email or text

PURPOSE AND OUTCOME

Course Overview

This course aims to foster an appreciation of the current clinical practices surrounding auditory processing and its related disorders. Through videos, clinical practice in lab, lectures, and peer reviewed research, students will gain an understanding of the multi-faceted disorder and how to diagnose and manage.

Relation to Program Outcomes

Relation to Program Outcomes: The content of this course is designed to help you meet the following CCC-A Standard IV: Knowledge and Skills. Content will be learned from assigned readings, lectures, and class discussions. Outcomes and will be assessed through the labs and exams.

A5. Language and speech characteristics and their development across the life span

A15. Assistive technology

A22. Oral and written forms of communication

B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures

C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning

C8. Evaluating auditory-related processing disorders

C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan

C11. Referring to other professions, agencies, and/or consumer organizations

D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication.

D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)

D7. Evaluation of the efficacy of intervention (treatment) services

F2. Applying research findings in the provision of patient care (evidence-based practice)

F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence

Course objectives

Students completing this course will demonstrate knowledge of:

1. Anatomy and physiology of the central auditory nervous system.
2. Test protocols for central auditory processing (CAP) measurements, including the use of basic audiologic assessment and electrophysiology to rule out or pinpoint pathology.
3. The rationale and strategy for applying electrophysiologic and other audiological assessment for the management of children and adults.
4. Performing and analyzing CAP testing appropriately.
5. Subject factors, including age, gender, race, and other aspects of diversity in the analysis and interpretation.
6. Disorders and other pathologies that can either co-exist or cause CAPD, along with those disorders that can be misdiagnosed.
7. Controversies in APD

Instructional Methods

Lectures, readings, practice lab, and course assignments

Course Materials and Technology

Recommended Textbooks:

- **AUDITORY PROCESSING DISORDERS: ASSESSMENT, MANAGEMENT, AND TREATMENT (ISBN13: 978-1635506549)**
Plural Publishing, Fourth edition, 2024
Authors: Geffner, D., Ross-Swain, D.
- **THERAPY FOR AUDITORY PROCESSING DISORDERS; SIMPLE AND EFFECTIVE PROCEDURES**
International Guild of Auditory Processing Specialists, second edition, 2023
Authors: Katz, J
- **WHEN THE BRAIN CAN'T HEAR (ASIN: B004TXMPLG)**
Atria Books, 2003
Authors: Bellis, T.

Other required readings and videos will be listed for the class and will be accessible online via Canvas listed for each week. Readings and/or Videos should be viewed PRIOR to class.

| Date | Topic | Readings | Due |
|------|---|-----------------|--|
| 1/13 | WEEK 1: Course overview: Syllabus APD Introduction Dr. Reeves in-person Location and exact time TBD | Chapter 1 | |
| 1/20 | WEEK 2 (Monday holiday – no zoom this week): Central Anatomy of APD – video Required Reading Quiz #1 on Intro and Anatomy Information | Chapters 2 & 10 | Quiz #1 due by 1/24 |
| 1/27 | WEEK 3: Preparing for APD Assessment | Chapter 3 | |
| 2/3 | WEEK 4: APD Tests and Skills to Assess | None | |
| 2/10 | WEEK 5: Objective Assessments Quiz #2 on Subjective and Objective Assessments | None | Quiz #2 due by 2/14 Project #1 due 2/24 (class presentation) |
| 2/17 | WEEK 6: Differential Diagnosis | Chapters 4 & 7 | |
| 2/24 | WEEK 7 Test Scoring & Interpretation Project #1 presentations | Chapter 9 | Homework – perform APD eval on self (no grade) Project #2 due 3/10 (class presentation) |
| 3/3 | WEEK 8: Interactive scoring of Tests Counseling Scoring together of real client and self-test | None | |

| | | | |
|------|--|--|---|
| 3/10 | WEEK 9: Scoring continued Project #2 presentations | None | |
| 3/17 | WEEK 10: No Class – Spring Break | None | |
| 3/24 | WEEK 11: Developing a Plan of Care for Remediation | None | |
| 3/31 | WEEK 12: Intervention and Amplification/ALD Options for APD Quiz #3 on Intervention Options | Chapter 13 – required Chapters 15-17 – optional | Quiz #3 due 4/4 |
| 4/7 | WEEK 13: Impact of APD on Reading, Education, and Higher Order Skills Project #3 - Controversies | Chapters 6 & 8 | Project #3 due 4/14 |
| 4/14 | WEEK 14: Presentations/Debates on Controversies in APD | None | Prepare at least one review question to share with the class. |
| 4/21 | WEEK 15: Case Studies and Review for Final (Kahoot) | None | |
| 4/28 | WEEK 16: FINAL | None | Final Due 4/30 |

Topic schedules are subject to change.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

| Requirement | % of Final Grade |
|-----------------------------------|------------------|
| COURSE WORK BREAKDOWN | |
| • Projects (3 total) | 30% |
| • Participation (attending class) | 25% |
| • Zoom observations) | 5% |
| Quizzes (3 total) | 30% |
| Final Exam | 10% |

Participation will be based off the following:

- **Attentiveness in class – zoom camera on unless requested ahead of time!**
- **Participating and/or being engaged in class**
- **Being on time for class**
- **Attending online Zoom observations of live APD testing or therapy at Little Listeners at least 1-hour per week for a total of 16 hours throughout the entire semester.**
 - **Live observation times (subject to change depending on Little Listeners schedule)**
 - **Tuesday/Wednesday 10am-1pm – APD Evaluation**
 - **Tuesday/Thursday 3-5:30pm – APD Therapy**
 - **Monday/Wednesday 2:30-4pm – APD Re-Evaluation**
 - **Recorded observations are available if needed**

Point system used (i.e., how do course points translate into letter grades).

| Letter Grade | A | A- | B+ | B | B- | C+ | C | D+ | D | D- | E |
|--------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------|
| Percentage | 93-100 | 90-93 | 87-90 | 83-87 | 80-82 | 77-80 | 70-77 | 67-69.9 | 63-67 | 60-62 | <60 |
| Points | 925+ | 895-924 | 865-894 | 825-864 | 795-824 | 765-794 | 700-764 | 665-699 | 625-664 | 601-624 | <600 |
| Grade points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.33 | 1.0 | 0.67 | 0.0 |

For detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://gradcatalog.ufl.edu/content.php?catoid=8&navoid=149>

Exam Policy

Exams will be given in class or through CANVAS via Honorlock.

Policy Related to Make up Exams or Other Work

In general make-up exams will not be given. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The

ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Attendance is required. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Any unexcused absence will result in a 3-point reduction in your final grade.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to attend each class and, once in class, you are expected to participate. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism.

Communication Guideline

Your participation in classroom discussions is essential to this course. Group discussion related to assigned projects and weekly lecture topics will be an integral part of the class meeting time and full participation is expected.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu> . On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/> . If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
