

University of Florida
College of Public Health & Health Professions Syllabus
SPA 6341 (2 credit lecture) and SPA 6581 (1 credit lab)
(3 hours) Section
Spring Semester 2021
Delivery Format: HyFlex

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Office Hours: By appointment in-person or via Zoom
Preferred Course Communication: e-mail

PURPOSE AND OUTCOME

Course Description: Theoretical and applied understanding of current and future technology in amplification systems. Recent advances in programmable and digital hearing aids. Hearing aid selection procedures for special populations. Assistive listening devices. Classroom amplification systems.

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 will be assessed through class discussions, projects and written examinations.

ASHA Learning Outcomes

The content of this course is designed to help you meet the following CCC-A Standard IV: Knowledge and Skills Outcomes and will be assessed through the projects and exams.

A9. Patient characteristics and how they relate to clinical services

A24. The use of instrumentation according to manufacturer's specifications and recommendations

A25. Determining whether instrumentation is in calibration according to accepted standards

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

D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:

a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology

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

F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic 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:

- 1) Students will demonstrate knowledge of the effects of compression on the input/output response of hearing aids.
- 2) Students will be able to describe and demonstrate hearing aid characteristics for different digital hearing aids.
- 3) Students will demonstrate knowledge of hearing aid selection criteria and outcome measures.
- 4) Students will be able to list the advantages and disadvantages of direction microphones and noise-reduction circuitries.
- 5) Students will be able to list the reasons reported for hearing aid satisfaction and hearing aid rejection.
- 6) Students will be able to identify, assess the need for and fit assistive listening devices.

Instructional Methods: Lectures, class discussions, and student projects.



Course Content Schedule

Week	Date	Instructor	Topics
1	1/15	Raney	Review of Syllabus
2	1/22	Yoon	Current trends/Compression/processing review
3	1/29	Raney	Assistive technology
4	2/5	Raney	Student Presentations:

5	2/12	Yoon	Quiz Real Ear Measurements (Lecture), special fitting considerations
6	2/19	Raney	Student presentations Amplification in Pediatrics
7	2/26	Yoon	Real Ear Measurements (LAB)
8	3/05	Raney	Midterm Exam Student presentations
9	3/12	Yoon	Music, Musicians, Tinnitus, Noise Protection
10	3/19	Raney	Student presentations
11	3/26	Yoon	Electrical and Acoustical Hearing/Neuroscience and Hearing aids
12	4/2	Raney	Quiz Student presentations
13	4/9	Yoon	Case Studies
14	4/16	Raney	Student Presentations Hearing Aid manufacturers
15	4/23	Yoon	Reading day
16	4/30	Raney	FINAL EXAM

** Syllabus may be modified during the semester. If necessary, students will be immediately notified of changes.

Lab Assignment

You will complete one lab assignment outside of class time. The details of the assignment will be outlined in a separate handout and discussed in class.

Presentations

You will complete two projects.

Project 1 – Each of you has been assigned a topic. You will research your topic then create and present a 15-20 minute PowerPoint presentation. The presentation will explain your topic and describe the highlights of what you learned. **(Due dates listed in Course Schedule)**

Project 2 – Each of you has been paired with another student assigned a hearing aid manufacturer. You and your partner will summarize that manufacturer’s fitting philosophy and their current line of hearing aids and accessories. You will be given 4 hypothetical patients and asked to determine an appropriate audiological intervention strategy using your manufacturer’s product portfolio. **(Due: 4/16)**

Assessments

Quizzes – There will be two quizzes. Quizzes will have a time limit of 30 minutes quizzes may be given in class or online. You will be informed of quiz method at least one week prior. If administered online, you will be required to complete the quiz at the same time as class is scheduled.

Midterm Assessment - Students will complete a midterm assessment on 3/02 covering all material from the beginning of the course.

Final Assessment - Students will complete a final assessment during Final Exam week. The final assessment will be cumulative covering the material of the entire semester. There will be a variety of question types.

Course Grade - Final course grade will be determined as follows:

- 25% 2 presentations & Real Ear lab
 - 25% 2 quizzes
 - 25% Midterm
 - 25% Final
- 100%

Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percentage	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Project 1 Assignments

1	Subjective outcome measures
2	Personal Amplification Devices (OTCs) vs. Hearing Aids
3	Trainable hearing aids
4	Teleaudiology
5	Are advanced hearing aid features helpful? Frequency lowering, digital noise reduction, directionality, reverberation management
6	Are advanced hearing aid features helpful? Wind noise management, in situ audiometry, transient noise management, feedback management, multiple memories.
7	Impact of Aging and Cognition on Hearing loss and Amplification
8	Semi-implantable devices (middle ear implants)
9	Efficacy of Individual Computer-based training (i.e., aural rehab.)
10	Aided speech intelligibility index for hearing aid fitting
11	Earlens and extended wear hearing aids
12	Integrated Smart technology, hearing aid apps, bluetooth

Project 2 Assignments:

GN ReSound –

Oticon –

Phonak –

Signia –

Widex-

Starkey-

Expectations Regarding Course Behavior and Communication Guidelines

You are expected to attend class and participate. Each class member has a different perspective and sharing provides a more meaningful exchange of ideas and interest. As a professional you will often be required to voice your opinion and perspective. Be respectful to the ideas of peers or the instructor if they differ from your own beliefs or experiences.

You may use your laptop or tablet for class notes and class participation. Reviewing your e-mail, on-line shopping, completing other assignments or any other non-class related activity is disrespectful and distracting and you will be asked to remove yourself from class. Use of

phones during class is unacceptable there will be ample breaks in class to attend to your personal calls or texts. If there is an impending emergency or pressing issue please discuss with me prior to the beginning of class.

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, it is strongly recommended you register with the Disability Resource Center within the first week of class or as soon as you believe you might be eligible for accommodations. The Disability Resource Center will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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 WeCare 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>

Important: 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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu