

University of Florida
College of Public Health & Health Professions Syllabus
SPA 6581 (3 credit section)
Summer A Semester 2024
Delivery Format: Online - Asynchronous

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Office Hours: By appointment in-person or via Zoom/Teams

Preferred Course Communication: e-mail

Delivery Format: Online Asynchronous

PURPOSE AND OUTCOME

Course Description:

This course focuses on the foundations of audiologic rehabilitation and its implementation with patients across the lifespan.

Relation to Program Outcomes

The content of this course is designed to provide academic and practical preparation towards the acquisition of the following required knowledge and skills in accordance with ASHA 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Audiology (Section II: Knowledge and Skills Outcomes).

KASA Standard (Audiology)
Standard II-A: Foundations of Practice
A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span
A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing loss throughout the life span
A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and significant others
A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions
A10. Effects of hearing loss on educational, vocational, social, and psychological function throughout the life span
Standard II-B: Prevention and Screening
B1. Educating the public and those at risk on the topics of prevention, potential causes, effects, and treatment of congenital and acquired auditory and vestibular disorders

B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span
Standard II-D: Counseling
D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders
D4. Enhancing clients'/patients' acceptance of and adjustment to hearing aids, hearing assistive technologies, and Osseo integrated and other implantable devices
D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing loss for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life
D6. Facilitating clients'/patients' acquisition of effective communication tools and techniques of coping skills
D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment disorders
D8. Enhancing adherence to treatment plans and optimizing treatment outcomes
D9. Monitoring and evaluating client/patient progress and modifying counseling goals and approaches, as needed
Standard II-E: Audiologic Rehabilitation Across the Life Span
E1. Engaging clients/patients in the identification of their specific communication difficulties and adjustment to them by eliciting client/patient narratives and interpreting self-reported and/or caregiver-reported measures
E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory-perceptual and motor skills, and other health/medical conditions as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues
E4. Providing assessments of family members' perception of and reactions to communication difficulties
E5. Identifying the effects of hearing loss and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning
E6. Engaging clients/patients (including, as appropriate, school-aged children and adolescents) and family members in shared decision-making regarding treatment goals and options
E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties
E17. Identifying the need for—and fitting—electroacoustically appropriate hearing assistive technology systems (HATS) based on clients'/patients' communication, educational, vocational, and social needs when conventional amplification is not indicated or provides limited benefit
E18. Providing HATS for those requiring access in public and private settings or for those requiring necessary accommodation in the work setting, in accordance with federal and state regulations
E19. Ensuring compatibility of HATS when used (a) in conjunction with hearing aids, cochlear implants, or other devices and (b) in different-use environments
E21. Providing auditory, visual, and auditory-visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication
E22. Counseling clients/patients regarding the audiologic significance of tinnitus and factors that cause or exacerbate tinnitus to resolve misconceptions and alleviate anxiety related to this auditory disorder
E24. Counseling clients/patients to facilitate identification and adoption of effective coping strategies to reduce tinnitus-induced stress, concentration difficulties, and sleep disturbances

E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome
Standard II-F: Pediatric Audiologic (Re)Habilitation
F3. Educating parents regarding the potential effects of hearing loss on speech-language, cognitive, and social–emotional development and functioning
F4. Educating parents regarding (a) optional and optimal modes of communication and (b) educational laws and rights, including 504 plans, individualized education programs (IEPs), individual family service plans (IFSPs), and individual health plans
F6. Instructing parents and/or child(ren) regarding the daily use, care, and maintenance of amplification devices, implanted devices, and HATS
F7. Planning and implementing parent education/support programs concerning the management of hearing loss and subsequent communication and adjustment difficulties
F8. Providing for intervention to ensure age- and developmentally appropriate speech and language development
F9. Administering self-assessment, parental, and educational assessments to monitor treatment benefit and outcome
F10. Providing ongoing support for children by participating in IEP or IFSP processes
F12. Evaluating acoustics of classroom settings and providing recommendations for universal design and accommodations
F13. Providing interprofessional consultation and/or team management with speech-language pathologists, educators, and other related professionals

How Achieved: Through lecture and presentation notes, required readings; case study discussions, student presentations and reflections
How Assessed: <u>Formative Assessment:</u> <ul style="list-style-type: none"> • Quizzes • Discussion boards • Activities <u>Summative Assessment:</u> <ul style="list-style-type: none"> • Exams • Literature Review • Audiologic Rehabilitation Seminar Project

Course Goals

Students will:

- Examine current practice in audiologic rehabilitation in pediatric and adult populations
- Implement outcome measure assessments
- Demonstrate counseling skills appropriate for rehabilitative (individual and group) settings
- Evaluate recommendations of hearing assistive technology
- Investigate resources and accommodations for individuals with hearing loss
- Explore computer-based audiologic rehabilitative methods
- Examine the unique rehabilitative needs of each population
- Explore the patient’s journey through the rehabilitative process

Course Learning Objectives

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

- Define audiologic rehabilitation and the primary goals associated with this process.
- Identify the different health care providers who contribute to the coordination and implementation of audiologic rehabilitation.
- List some recent technological advances that have led to improvements in audiologic rehabilitation.
- List and describe the main physical parameters associated with the acoustics of speech.
- Explain the differences between auditory detection, discrimination, identification, and comprehension.
- Analyze cases and example patient profiles according to the World Health Organizations (WHO) guidelines for functioning and impairment.
- Obtain and interpret a communication-needs profile for an adult patient and detail the social, vocational, and emotional consequences of their hearing loss.
- Describe how residual hearing contributes to the success in speechreading.
- Describe the link between cued speech and speechreading.
- List language characteristics of children who are DHH.
- List speech characteristics of children who are DHH.
- Identify how hearing loss can impact speech development.
- List and describe candidacy criteria for amplification or other sensory-prosthetic devices.
- Define assistive listening devices (ALDs).
- List the key components of the Individuals with Disabilities Education Act.
- Describe what an Individualized Education Plan is and how it is developed for a child.
- Describe the influence that classroom acoustics can have on the education of those with hearing loss.
- List principles of family-centered practice.
- List and describe the management aspects of the audiologic rehabilitation therapist during the school years.
- Describe the possible hearing assistive technology that may be used by school-age children.
- Identify normal and abnormal consequences of aging and how they impact communication and auditory rehabilitation.
- Explain why non-auditory age-related health conditions (e.g., dementia, falls, vision loss) are relevant to audiologic rehabilitation.
- Explain the importance of family-centered AR for patients of all ages.
- Explain strategies for auditory and auditory-visual, communication skills, and coping strategy training techniques and complete simulation exercises.
- Define the provisions of the American with Disabilities Act as it pertains to individuals with hearing loss and investigate accommodations and compliance within the community.
- Design a group AR program (6 sessions) to meet the needs of a specific population with hearing loss.

Instructional Methods: lecture and presentation notes, required readings, student presentations and reflections

Required Textbook: Tye-Murray, N. (2024). Foundations of Aural Rehabilitation: Children, Adults, and Their Family Members. Pearson. New York.

E-learning: Canvas will be used to facilitate discussion, distribute materials, and for assignment and assessment submissions during the semester.

Other readings will be available on Canvas.

*Website: e-Learning in Canvas, accessed via <http://elearning.ufl.edu/>
For technical support for this class, please contact the UF Help Desk at:*

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

Topical Outline/Course Schedule

Week	Date	Topics	Readings for Following Week
1	05/14	Course Overview What is Audiologic Rehabilitation?	Ch. 1-2 & 7
2	05/21	Concepts and Components of AR WHO and ADA The Importance of Psychosocial Support, Counseling, and Self-Advocacy	Ch. 3-6
3	05/28	Plasticity and Improving Speech Perception Communication Strategies and Conversational Styles	Ch. 10-11, 14 & 15
4	06/04	Language, Speech, and Literacy Identification of Hearing Loss in Children	Ch. 12 & 13
5	06/11	Considerations for School-Aged Children Auditory Training for Children	Ch. 8 & 9
6	06/18	Aural Rehabilitation for Adults Health Literacy, Vocational Considerations	

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

Graded Course Components:

1. Quizzes and Discussion Board –

Students will take three quizzes and participate in two discussion board assignments throughout the semester. Students may refer to the textbook and lecture notes while taking quizzes or completing the discussion board questions/assignment.

2. Midterm Exam –

Students will take a midterm exam consisting of matching, multiple choice, essay, true or false, and short answer questions. Lockdown browser is required for the midterm exam. The midterm exam will be due on **06/09/2024**.

3. Literature Review – Paper

The articles below discuss evidenced-based practice for rehabilitation of adults with hearing loss. Each student will complete a literature review using at least 3 of the articles below in addition to one research article of the student's choosing. Students will write a paper that addresses the following question: "Is Adult Aural Rehabilitation Beneficial?" Paper should be 2-3 pages in length, double spaced in 11 pt Calibri font. Copy of additional research article should also be submitted.

Anderson, S., White-Schwoch, T. Choie H.J. and Kraus, N. (2014). Partial maintenance of auditory-based cognitive training benefits in older adults. *Neuropsychologia* 62: 286-296. <http://dx.doi.org/10.1016/j.neuropsychologia.2014.07.034>

Chisolm, T and Arnold, M. (2012). Evidence about the effectiveness of aural rehabilitation programs for adults. *Evidence-Based Practice in Audiology*, L. Wong and L. Hickson, eds, Plural Publishing: San Diego

Fabry, D.(2005). Creating the evidence: lessons from cochlear implants. *J Am Acad Audiol* 16, 515-522.

Sweetow, R. and Palmer, C.V. (2005). Efficacy of individual auditory training in adults: a systematic review of the evidence. *J Am Acad Audiol*, 16, 494-504.

Hawkins, D.B. (2005). Effectiveness of counseling-based adult group aural rehabilitation programs: a systematic review of the evidence. *J Am Acad Audiol*. 16, 485-493.

Henshaw, H and Ferguson, M.A. (2013). Efficacy of individual computer-based auditory training for people with hearing loss: a systematic review of the evidence. *PLOS ONE*, 8. <http://dx.doi.org/10.1371/journal.pone.0062863>

4. Final Project – Aural Rehab Course Session (Video Recorded)

Students will be required to create course material and content for one recorded video course session of an Aural Rehab class. Students are encouraged to be creative and include counseling tools, activities, and educational material for the prospective students of your class session. Recordings, material, and powerpoints will be due on **06/18/2024**. Students will record their course session and upload it to Canvas as their assignment submission. In addition to a powerpoint presentation, each group is required to develop patient education material that relates to their topic. This material is something one would potentially give a patient to provide additional information or support related to their topic. This can be in any format. Ultimately, each group's material will be compiled together to create an Aural Rehab course that can potentially be offered to individuals with hearing loss who cannot travel to an in-person group class. See topics below. Course sessions should be 20-30 minutes in length.

- Social and Emotional Impacts of Hearing Loss on Individual and Family –
- Communication Strategies –
- Tinnitus Re-framing and Re-training –
- Auditory Training and Clear Speech Methods –
- Hearing Assistive Technology –
- Self-Advocacy and Local, Statewide and Nationwide resources –

Final Grade Weighting:

Course Components	Weight in Percentage	Due Date
Discussion Board 1	5%	05/21 @11:59pm
Quiz 1	10%	05/26 @11:59pm
Quiz 2	10%	06/02 @11:59pm
Midterm Exam	20%	06/09 @11:59pm
Discussion Board 2	5%	06/11 @11:59pm
Quiz 3	10%	06/16 @11:59pm
Literature Review	15%	06/18 @11:59pm
Final Project (AR Course Session)	25%	06/18 @11:59pm

Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percentage	93-100	90-92.9	87-89.9	83-86.9	80-82.9	77-79.9	73-76.9	70-72.9	67-69.9	63-66.9	60-62.9	<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

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

- The UF Audiology Program, as well as this instructor, work to provide a safe and respectful environment in which students can learn independently as well as cooperatively. Furthermore, ASHA and AAA Ethics require us to always interact with our patients and each other in professional manners. It is possible to have differing opinions or beliefs *yet* interact in a respectful manner towards your patients and/or colleagues. Therefore, it is the expectation of the instructor that you will facilitate a positive learning environment during class. Students that

deliberately and specifically make the learning environment toxic, either by word, action, attitude, or behavior may be asked to leave the class, earn a grade of “zero” for that day’s activity, and/or be referred to the Dean of Students for harassment.

- 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