

SPA 4321 Audiologic Rehabilitation

Summer B 2022

INSTRUCTOR: Alexis (Lexi) Wilson, AuD, CCC-A

Email Contact: lexicunio@ufl.edu

Course Website: <https://lss.at.ufl.edu/>

Weekly Chat Time: 5:00-6:30 EDT, Wednesdays-may vary with advanced notice

Course Dates: June 27 through August 5

I. Course Description

In this course, we will explore the basic purpose of audiologic rehabilitation and its main components, including therapeutic skills, technology, knowledge of the auditory system, etiologies of hearing loss and more. Practitioners need to be well-versed in all these aspects as well as the impact of hearing loss on the individual, family and community. This class covers the process of assessing hearing impairment, discusses common hearing disorders and explores early identification & intervention for newborns/children. We will differentiate between the terms “deaf” and “Deaf.” Amplification and cochlear implantation as methods of treatment will be covered. The purpose of assistive listening device use and the options available will be discussed as well as the factors involved in helping children with hearing loss in the school environment. Additional topics will include AR treatment plans, counseling, communication strategies, lip-reading/speechreading, and auditory training.

II. Course Objectives

Upon completion of the course, students will be able to:

- Describe the purpose of audiologic rehabilitation and its main components
- Discuss the process and benefits of early identification and intervention for newborns and children with hearing loss
- Describe the options for communication mode for hearing impaired or deaf children as well as some of the benefits and expected outcomes
- Discuss the role and importance of audiologic rehabilitation in the setting of universal newborn hearing screening (UNHS)
- Differentiate between the terms “deaf” and “Deaf”
- Describe the basic purpose of amplification
- Discuss considerations and interventions for conductive hearing loss and single sided deafness
- Discuss the purpose of using assistive listening devices
- Discuss the factors involved in the team approach to helping children with hearing loss in the school environment
- Discuss the process of how a cochlear implant receives and transduces sound signals to the cochlea
- List basic cochlear implant candidacy criteria for adults and children
- Discuss forms and methods for counseling within AR
- List psychosocial effects of hearing loss
- Discuss basics of assertiveness training within AR including rationale
- List and discuss common effects of hearing loss for adults
- List and discuss factors in formation an AR plan for adults
- Explain basic elements of an AR plan for an adult
- Explain the typical process of adjustment to hearing loss for adults

- Describe various communication repair strategies and when they should be used 2
- Discuss methods for training in communication strategies
- Discuss the process of auditory training and who is a candidate for auditory training
- Discuss speechreading vs. lip-reading and factors that contribute to success with either
- Discuss the characteristics and benefits of family-centered AR
- Explain the importance of games for teaching meaningful listening

The content of this course is designed to help you meet the following clinical certification standards:

Speech-Language Pathology:

Standard IV-B: Knowledge of basic human communication processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard V-A: Skills in oral and written forms of communication.

Methods used to assess performance on these clinical certification standards are exams (IV-B), weekly quizzes (IV-B and V-A) and class assignment (IV-B and V-A).

Audiology:

Standard IIA 1,3,4,7-13, 15, 16, &19, Standard IID, IIE and IIF.

Methods used to assess performance on these clinical certification standards are exams, weekly quizzes, and class assignments (IIA, IID, IIE, and IIF),

III. Course Materials

Required: *Foundations of Aural Rehabilitations: Children, Adults, and Their Family Members* Nancy Tye-Murray, 5th Edition, 2020.

IV. Assignments and Grading

1. Assignment #1 – due July 8, 2022 by 11:59pm

Deaf Culture Response Paper (5% of course grade)

- Watch a film that pertains to hearing loss or Deaf culture. The film can be a documentary, TV show, TV episode, or a typical Hollywood blockbuster. There are many to choose from available on Netflix, YouTube, Amazon prime etc. If you are having trouble picking one, contact me.
- Write a paper sharing your thoughts in response to the film or one specific person in the film. In your paper, first briefly describe the video then include a section with your personal response to the content. For example, were you unaware of or already familiar with some of the types of situations presented? Were you reminded of someone you know in similar circumstances? What topics from class that have been covered were relevant to the film? What interventions or ways of overcoming were especially notable to you? Was the film (if not a personal testimonial) accurate in its portrayal of hearing loss? Give reasons for your answers.
 - Basic writing guidelines: 12 point font; should be approximately 2 to 3 pages total; double spaced; use APA rules in regards to format and grammar
 - Score on the assignment will be negatively affected by excessive grammatical or spelling errors
- *Further instructions as well as a grading rubric are accessible under the “Assignments” tab in the course website. You will submit your paper in the “Assignments” tab.*

2. Assignment #2 – due July 22, 2022 by 11:59pm

Ear Plugs or Closed Captioning Activity and Reflection (5% of course grade)

- Choose one of the two following activities to complete and write a reflection on. If you have a diagnoses hearing loss that will impact your ability to complete the assignment as described, please contact the instructor to create an appropriate modified assignment.
 - Ear Plugs
 - You will need to wear ear plugs during an “activity of daily life” – this can be flexible, but please be sure to wear the ear plug(s) long enough to have sufficient experience to write about. Switch between one ear plug and two to see how this changes your experience. Be sure to attempt communication with someone during this activity (phone call or in person).
 - Reflection: what difficulties did you encounter with communication? What differences did you notice with 1 ear plug versus 2? What differences did you notice within different environments? How could this hearing loss impact an adult with post-lingual hearing loss versus impact a child?
 - Closed Captioning
 - You will need to watch two types of media with closed captions on: live television and a movie or pre-recorded show. Try watching with the volume turned off and relying only on the captions, with the volume on very low and with the volume on at a normal level.
 - Reflection: Analyze the accuracy of the captions and note any errors. Did you feel you were able to keep up with the content of the media (live or pre-recorded) when the volume was off? How could this impact an individual with hearing loss? How do the show types differ in regards to captioning?
 - Basic writing guidelines: 12 point font, should be approximately 2 pages, double spaced; use APA rules in regards to format and grammar.
 - Score on the assignment will be negatively affected by excessive grammatical or spelling errors
- *Further instructions as well as a grading rubric are accessible under the “Assignments” tab in the course website. You will submit your paper in the “Assignments” tab.*

3. Assignment #3 – due August 3, 2022 by 11:59pm

Ida Institute Response Paper (15% of course grade)

- Learn about all of the tools available for use in providing Audiologic Rehabilitation on the Ida Institute Tools website, idainstitute.com. Write a paper sharing ***your thoughts*** in response to **TWO** Ida Institute tools. In your paper, first briefly describe each tool then include a section for each describing how you would plan to use this resource in clinical practice if you were working with a population with hearing loss.
 - Basic writing guidelines: 12 point font; should be approximately 3 to 5 pages total; double spaced; use APA rules in regards to format and grammar
 - Score on the assignment will be negatively affected by excessive grammatical or spelling errors
- *Further instructions as well as a grading rubric are accessible under the “Assignments” tab in the course website. You will submit your paper in the “Assignments” tab.*

4. 1st exam (25% of course grade) Available July 15th 8am through July 17th 11:59pm

There will be a midterm exam. As with quizzes, the exam questions will be taken from assigned readings and lecture material. The 1st exam will include multiple choice and true/false questions relating to the first few weeks of the course. Students must complete the

5. 2nd exam (25% of course grade) Available August 3rd 8am through August 5th 11:59pm

There will be a final exam given during the last week of the course. As with quizzes, the exam questions will be taken from assigned readings and lecture material. The 2nd exam will include multiple choice and true/false questions relating to the final few weeks of the course. Students must complete the exam in the allotted time.

6. Weekly Quizzes (20% of course grade)

A short quiz based on the assigned reading will be posted each week for completion after reading the required material and reviewing the slides. These will be timed but open book/notes. There will be 5 quizzes total. Quizzes contain 20-30 questions that are each worth one point.

7. Participation (5% of course grade)

To earn your participation points, each week you will be required to post 2-3 paragraphs to the course discussion board. These posts should be related to either the reading material for that week, a topic from the slides, or another audiologic rehabilitation topic that you would like to discuss. Any discussion questions or questions about the material that are posted will be considered for inclusion in our weekly chats.



In all classes, but especially online classes, communication is key. If you cannot submit an assignment on time due to illness or medical/family emergency, you are required to contact the instructor *prior to the deadline*. In such cases, you will be required to provide *appropriate documentation of your illness/emergency*. Assignments submitted after the due date without advance arrangements with the instructor will at minimum be lowered at least one letter grade.



In accordance with the College of Public Health and Health Professions policy, course grades will be assigned as follows:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percentage or points earned in class	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

Note: Grades of *WF, I, NG, and S-U* each correspond with 0.0 grade points. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

VI. Other Requirements

- a. **Weekly Chats/Lectures:** Attendance for the weekly, live lectures is *not mandatory* but **highly**

recommended. Your participation (questions, comments, and observations) makes the class 5 lively and interesting and is an intrinsic aspect of professionalism. Regardless of your attendance, **you are responsible for all material presented during these weekly chats.** These lectures are recorded and available for review within 24 hours after the lecture. Please view the recording of the chat prior to posting questions as your questions are likely covered in the chat meeting.

- b. **Online Course:** You are expected to login to the online course <https://lss.at.ufl.edu/> on a daily basis and monitor the Announcements, Discussion boards, Mail and Weekly Modules. You are responsible for all information posted in the online course. As with the weekly lectures, your participation on the Discussion boards (questions, comments, and observations) makes the class lively and interesting and is an intrinsic aspect of professionalism.
- c. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog from this link unless otherwise noted in this syllabus (e.g. attendance policy above): <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
 - Exams are available for several days and you can schedule your own exam times during that period, so there should be little need for make-up quizzes or exams.
 - If you know you will have a scheduling conflict for an exam on a particular day, you have the option of scheduling it on another day within the assigned exam window.
 - The final exam will be taken online through the Assessments tool. The final exam will include multiple choice and true/false questions relating to all 6 weeks of the course. *Students must complete the exam in the allotted time.*
- d. **Absences: Communication is key!!!** *If you must miss an assignment or examination due to illness or emergency, you should contact the professor immediately to make appropriate arrangements. Unexcused absences for examinations may be graded as a "0." Assignments that are submitted late will be lowered at least one letter grade and may not be accepted receiving a "0."*

2. Feedback/Course Evaluation.

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu/evals/Default.aspx>. 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>. Also - please feel free to give me your constructive comments about class via email or in my office at any time during the semester.

3. Turnitin.

All written assignments in this course will make use of the Turnitin service through the assignments tool in the e-Learning course. You will not need to create your own Turnitin account. When you submit an Assignment in e-Learning, it will automatically be checked by Turnitin. Please see the Turnitin website for details: http://turnitin.com/en_us/features/originalitycheck

4. Netiquette.

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Professionalism and general respect is expected

towards fellow students and instructors. A warning and possible dismissal from the course may occur as a result of improper behavior. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf> 6

VII. Academic Integrity:

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.”

The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or these web sites for more details:

- <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>
- <http://www.dso.ufl.edu/studenthandbook/studentrights.php>
- <http://gradschool.ufl.edu/students/introduction.html>

VIII. Accommodations for Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

IX. Getting Help

1. Counseling and Mental Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.

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

2. Technical Difficulties.

Please see the PLEASE READ section under section IV Assignments and Grading.

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

3. Other Resources.

Please see other resources that are available at <http://www.distance.ufl.edu/getting-help> for:

- Resources for handling student concerns and complaints
- Library Help Desk support

Module	Dates	Topics	Reading materials	Assignments
1	6/27 – 7/3	Introduction to audiologic rehabilitation, assessing hearing acuity and speech recognition, Listening devices and related technology	<ul style="list-style-type: none"> Chapter 1 Chapter 2 Chapter 3 	<ul style="list-style-type: none"> Week 1 quiz due : 7/3 @ 11:59pm Participation discussion board post due: 7/5 @ 11:59pm
2	7/4 – 7/10	Auditory only and Audiovisual speech perception, speechreading training, communication strategies and conversational styles	<ul style="list-style-type: none"> Chapter 4 Chapter 5 Chapter 6 	<ul style="list-style-type: none"> Week 2 quiz due : 7/10 @ 11:59pm Participation discussion board post due: 7/12 @ 11:59pm Deaf Culture Response Paper due: 7/8 at 11:59pm
3	7/11 – 7/17	Assessment of conversational fluency and communication difficulties, communication strategies training, counseling, support and assertiveness training	<ul style="list-style-type: none"> Chapter 7 Chapter 8 Chapter 9 	<ul style="list-style-type: none"> Week 3 quiz due: 7/17 @ 11:59pm Participation discussion board post due: 7/19 @ 11:59pm EXAM 1 available 7/15 8:00am – 7/17 at 11:59pm
4	7/18 – 7/24	Aural rehab for adults and older adults	<ul style="list-style-type: none"> Chapter 10 Chapter 11 	<ul style="list-style-type: none"> Week 4 quiz due: 7/24 @ 11:59pm Participation discussion board post due: 7/26 @ 11:59pm Ear Plugs or Closed Captioning Activity/Reflection due: 7/22 at 11:59pm
5	7/25 – 7/31	Detection/confirmation of hearing loss in children, infants and toddlers	<ul style="list-style-type: none"> Chapter 12 Chapter 13 	<ul style="list-style-type: none"> Week 5 quiz due: 7/31 @ 11:59pm Participation discussion board post due: 8/2 @ 11:59pm
6	8/1 – 8/5*	School-age children, speech, language and literacy	<ul style="list-style-type: none"> Chapter 14 Chapter 15 	<ul style="list-style-type: none"> Ida Institute Response Paper due: 8/3 by 11:59pm EXAM 2 available 8/3 8:00am – 8/5 11:59pm

*You may want to consider completing the material for week 6 with week 5. The topics go hand in hand and this will allow for additional time to complete final assignments and study for the final exam. Please note that week 6 is a shorter week!!