

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: 11-1169
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

☐ New Course ☐ Course Prefix Change ☐ Course Deletion
☒ **Course Revision** ☐ Course Number and/or Title Change ☒ **Catalog Description Change**

Current course prefix, number and full title: **SPLP 311, Aural Rehabilitation**

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

☐ Learning Skills ☐ Knowledge Area ☐ Global and Multicultural Awareness ☐ Writing Across the Curriculum (W Course)
☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 ☐ Global Citizenship ☐ Information Literacy ☐ Oral Communication
 ☐ Quantitative Reasoning ☐ Scientific Literacy ☐ Technological Literacy

3. Other Designations, as appropriate

☐ Honors College Course ☐ Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

☐ Catalog Description Change ☐ Program Revision ☐ Program Title Change ☐ New Track
☐ New Degree Program ☐ New Minor Program ☐ Liberal Studies Requirement Changes ☐ Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	12-5-11
Department Chairperson(s)	<i>[Signature]</i>	11/19/2011
College Curriculum Committee Chair	Edel Reilly, TECC Cur Chair	2/27/12
College Dean	<i>[Signature]</i>	3/1/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	Gail Sechrist	3/22/12

Received

MAR 2 2012

Liberal Studies

Course Revision

SPLP 311
Aural Rehabilitation
(3c-0l-3cr)

1. Syllabus

Find attached the proposed course syllabus.

2. Summary of Changes

Changes are being made to the course catalog description, course objectives, and course content. The course content changes include a model that provides a framework for conceptualizing hard-of-hearing and deaf populations and treatment, updates to information on amplification systems, the addition of information on cochlear implants to the course, and greater emphasis on rehabilitation planning. The prerequisites of SPLP 222 (Audiology) and a 3.0 GPA have been removed. A prerequisite has been added that students must be SPLE majors to enroll.

3. Justification/Rationale for the Revision

There have been considerable advances in hearing amplification technologies over the past decade including the wide use of cochlear implants for children and adults with hearing loss. Therefore, the changes to the course reflect an emphasis on educating students on the most up-to-date technologies. In addition, there is a greater emphasis on teaching students to problem-solve and develop rehabilitation plans with this population based on evidence-based practices. Finally, the course content is more adequately placed within a rehabilitative model that can guide practice. Regarding prerequisites, the content for audiology is not required for this course, and a 3.0 GPA is required for admission to teacher certification so is not necessary. The prerequisite of SPLE or EDHL major was added to ensure that only students who have been admitted to these majors may enroll.

4. Old syllabus of record – Old syllabus of record is attached.

Syllabus of Record

I. Catalog Description

SPLP 311: Aural Rehabilitation

3 class hours
0 lab hours
3 credits

Prerequisites: SPLE Major or EDHL Major, Admission to teacher certification (3c-01-3cr)
SpEd hours: 90
ELL hours: 0

An examination of the effects of hearing loss at different stages of development and the technology and rehabilitative procedures used with hard-of-hearing and deaf children and adults.

II. Course Outcomes

Students will

1. Describe a general model for aural habilitation/rehabilitation, explain each step of the model, and relate it to targeted deaf/hard of hearing persons.
2. Explain the rationale for selecting various amplification systems.
3. Utilize problem solving strategies to troubleshoot problems with hearing aids, cochlear implants, and other amplification systems.
4. Explain the cochlear implantation process, the child's habilitative needs following implant surgery, and the professional role played throughout the CI habilitative process.
5. Produce an auditory habilitation or rehabilitation plan using a variety of direct intervention strategies.
6. Produce reflective responses to thinking questions related to the course content.
7. Interpret and discuss the relevance of audiological measures.

Course Objective	College Conceptual Framework/Danielson	ASHA Standards	PDE Standards	Performance Indicator
1	1e	III-C,D	I.B,C	Homework Examination
2	1d	III-D	I.E,L	Homework
3	3e	III-D, IV-G	I.E,L	Hearing aid troubleshooting
4	4d	III-C, D	I.E,L II.B	Examination
5	1f	III-D, IV-G	I.D,E, II.B,D,F	Aural rehabilitation plan
6	4a	III-B,C,D	II.A,B	Homework Examination
7	3d	III-D, IV-G	I.E,H,K,L	Test on audiogram interpretation

III. Detailed Course Outline (42 hours total)

A. Overview of aural rehabilitation (2 hours)

- a. Definitions
- b. Components
- c. Settings

B. Review of audiologic testing (3 hours)

- a. Overview of types of tests
- b. Description of hearing loss
- c. Interpreting audiometric results
 - i. Interpreting the pure-tone audiogram
 - ii. Interpreting Immittance results
 - iii. Interpreting other tests
 - iv. Applying results to planning for AR

Test on interpreting audiometric results (1 hour)

C. Hearing aids and other amplification (5 hours)

- a. Basic components of amplification systems
- b. Types of hearing aids
- c. Advantages and disadvantages of types of aids
- d. Special adaptations of hearing aids
- e. Classroom amplification systems
- f. Overview of cochlear implants
- g. Trouble-shooting hearing aids

Individual assessment of servicing hearing aids (done individually outside of class)

D. Cochlear implants (5 hours)

- a. Review of components
- b. The implant process
- c. Intervention teams working with implant recipients
- d. School programs and approaches to serving implant recipients
- e. Using sign language with implant recipients
- f. Special populations
- g. Related issues

First Unit Test (2 hours)

E. Auditory training (7 hours)

- a. Goals
- b. Comparison of types of groups [severity & age of onset]
- c. Aspects of speech reception
- d. Assessment

- e. Approaches to intervention
- f. Application of principles

F. Visual communication (7 hours)

- a. Speechreading
 - 1. Overview, prognosis for success
 - 2. Assessment
 - 3. Types of approaches
 - 4. Developing speechreading programs
 - 5. Applications for intervention
- b. Other forms of visual communication
 - 1. Oral/aural communication
 - 2. Cued speech
 - 3. Sign language systems
 - 4. Applications for AR interventions

G. Communication Strategies Training (3 hours)

- a. The communication model
- b. Approaches to general communication training
- c. Content of communication strategies training

H. Psychosocial issues and counseling (2 hours)

- a. Counseling issues
- b. Counseling principles

I. Aural rehabilitation in the public schools (3 hours)

- a. Need and types of services
- b. Screening and management of amplification
- c. Direct instruction and consultation
- d. Hearing conservation and classroom acoustics
- e. Roles of professionals

J. Developing an aural rehabilitation plan (2 hours)

- a. Elements of an AR plan
- b. Relationship to IEPs and IFSPs
- c. Composition of plans

Second Unit Test During Final Exam week (2 hours)

IV. Evaluation Methods

Two examinations

200 points

Each examination will consist of multiple choice and short answer essay questions and will be completed in class. They will be worth 100 points each.

Test on audiogram interpretation	40 points
Students will complete an in-class test on the interpretation of four audiograms.	
Homework assignments	100 points
Students will complete homework assignments throughout the course of the semester. Point values will vary. Included will be rationale for interpretation of audiograms, identifying critical characteristics of clients, elements of planning, and critical issues in auditory and visual training.	
Hearing aid trouble-shooting	50 points
Students meet individually with the instructor to identify parts of hearing aids and explain how to trouble-shoot common problems. Evaluation will be by a rubric provided to students.	
Aural Rehabilitation Plan	100 points
After acquiring information during the semester about a specific client, each student will submit an outline of an aural rehabilitation plan related to the individual client's needs, as discussed in class. A rubric for evaluation will be distributed to students.	

V. Grading Scale

A	92%-100%
B	83%-91%
C	74%-82%
D	65%-73%
F	0% - 65%

Adaptations will be made to accommodate students with special needs, with appropriate documentation. Students with these concerns should confer with the instructor during office hours at the beginning of the semester to discuss accommodations needed. For further information, refer to the Undergraduate Course Catalog on support provided through the Disability Support Services in Pratt Hall (724-357-4067).

VI. Attendance Policy

Attendance in class is expected in accordance with the policy outlined in the university catalog.

VII. Required Textbooks

Schow, R.L., & Nerbonne, M.A. (2007). *Introduction to audiologic rehabilitation*. Boston: Allyn & Bacon. (Required text)

Chute, P., & Nevins, M.E. (2006). *School professionals working with children with cochlear implants*. San Diego: Plural.

http://www.pamf.org/hearinghealth/services/hearing_aids.html#Hearing%20Aid%20Components
<http://www.patentstorm.us/patents/5606621/description.html>
<http://www.lloydhearingaid.com/shopping/hearingaids/ReceiverinCanal.asp>
<http://www.starkeypro.com/public/pdfs/SPEC0024-EE-ST.pdf>
<http://www.fda.gov/MedicalDevices/ProductsandMedicalProcedures/ImplantsandProsthetics/CochlearImplants/default.htm>

VIII. Special Resource Requirements

None.

IX. Bibliography

Alpiner, J.G., & McCarthy, P.A. (2000). *Rehabilitative audiology: Children and adults*. (3rd Ed.) Philadelphia: Lippincott Williams & Wilkins.

Busacco, D. (2010). *Audiologic interpretation: Across the lifespan*. Boston: Allyn & Bacon.

Carter, R., Domholdt, E. & Lubinsky, J. (2010). *Rehabilitation Research: principles and applications*. (4th Ed). St Louis, MO: Saunders.

Clark, J.G., & English, K.M. (2003). *Counseling in audiologic practice: Helping patients and families adjust to hearing loss*. Boston: Allyn & Bacon.

FDA Cochlear Implant Site: <http://www.fda.gov/MedicalDevices/ProductsandMedicalProcedures/ImplantsandProsthetics/CochlearImplants/default.htm>.

Kaplan, H., Gladstone, V.S., & Lloyd, L.L. (1993). *Audiometric interpretation: A manual of basic audiometry*. (2nd Ed.) Boston: Allyn & Bacon.

Kramer, S. (2008) *Audiology: Science to Practice*. San Diego: Plural.

Tye-Murray, N. (2008). *Foundations of aural rehabilitation: Children, adults, and their family members*. (3rd Ed.) Clifton Park, NY: Thomson/Delmar Publications.

Weisberg, R. & Aronson, J. (2000). *Sound and fury: A film about the communication wars of the deaf*. Aronson film associates.

COURSE SYLLALBUS

CATALOG DESCRIPTION

SH 311 Aural Rehabilitation

3 credits

Prerequisites: SH 222

Consideration of the effects of varied degrees of hearing loss sustained by individuals at different stages of development and study of total education and rehabilitative procedures for the hard-of-hearing child or adult.

COURSE OBJECTIVES

1. The student will develop a better understanding of the handicap of hearing loss.
2. The student will develop clinical problem solving skills in the area of management programing with hearing impaired school age children.
3. The student will know the basic styles, uses and informal maintenance of amplifiers.
4. The student will know how to interpret electroacoustic characteristics of amplifiers and will understand the relationship between electroacoustic specifications and specific hearing losses when fitting amplifiers.
5. The student will learn basic auditory training styles and their application to the hearing impaired school age individuals.
6. The student will learn a few speech correction techniques for the hearing impaired to supplement learning in other courses.
7. The student will learn the principles of teaching traditional speechreading lessons.

COURSE OUTLINE

A. Introduction

1. Overview of course
 2. Review of pertinent Audiology information
 3. The handicap of hearing loss.
 4. Multicultural issues in aural rehabilitation
- B. Auditory Training
1. Perception of the spoken message by the hearing impaired
 2. Purposes of auditory training
 3. Auditory training for school age children
 - A framework for auditory evaluation and training
 - Screening auditory abilities
 - Auditory training styles
 - Natural conversational approach
 - Moderately structured approach
 - Specific stimulus/response tasks

EVALUATION METHODS

1. READING: Please read assigned material prior to class presentation. Some of the assigned material will be review from courses already completed. This material will not be reviewed in class.

2. EXAMINATIONS: There will be three examinations, two during class periods and one during the final examination period.

Examination Policy: Examination dates will be announced at least two class periods prior to the examination. Students who fail to take an exam on the annouced date may make up the exam for half credit. In an emergency, contact the instructor prior to the exam period and arrangements can be made for full credit makeup.

3. CLINICAL PROBLEM SOLVING ASSIGNMENTS: Periodically during the semester short papers involving clincial problems that effect class topics and discussions will be assigned. At the end of the auditory training unit and/or at the end of the speechreading unit, students will write a complete case management program for a hypothetical child. The grade for the case management project will be equivalent to one test grade.

4. ARTICLE ABSTRACTS: You will abstract three professional

journal articles. The abstract assignment sheet is attached.

Course Grading

Points will accumulate from all assignments.

90-100% = A

80-89 % = B

70-79 % = C

60-69 % = D

0-59 % = F

REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Texts: Erber, Norman P, 1982. Auditory Training, Alexander Graham Bell Association for the Deaf, Washington, D.C.

Sanders, Derek, A., 1982. Aural Rehabilitation, a Management Model, 2nd edition, Prentice Hall, Englewood Cliffs, N.J.

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Alpiner, J.G. & McCarthy, P.A. 1987. Rehabilitative Audiology: Children and Adults, Williams & Wilkins, Baltimore, MD.

Berg, F.S., 1976. Educational Audiology: Hearing and Speech Management, Grune and Stratton, New York, NY

Binnie, C.A., Jackson, P.L, Montgomery, A.A., 1976. Visual intelligibility of consonants: A lipreading screening test with implications for aural rehabilitation, Journal of Speech and Hearing Disorders, 41, 530-539

Boothroyd, Arthur, Group Hearing Aids In: Bess, F.H., Freeman, B.A., Sinclair, J.S.(eds), Amplification in Education, Alexander Graham Bell Association for the Deaf, Washington, D.C., 1981

Finitzo-Hieber, T., Tillman, T.W. Room acoustic effects on monosyllabic word discrimination ability for normal and hearing impaired children, Journal of Speech and Hearing Research, 1978 21, 440-448

Gelfand, S.A., Hochberg, I., Binaural and monaural speech

discrimination under reverberation, Audiology, 1976 15:
72-84

Green, K., Green, W., Holmes, D., 1981a. Speechreading
kills of young normal hearing and deaf children, American
Annals of the Deaf, 126

Green, W.B., Green, K.W., Holmes, D.W. 1981b. Growth of
speechreading proficiency in young hearing impaired
children. Volta Review, 83, 389-393

Hack, Z.C. & Erber, N.P., 1982. Auditory, visual and
auditory-visual perception of vowels by hearing impaired
children, Journal of Speech and Hearing Research, 25,
100-107

Hawkins, D.B., 1986. Selection of hearing aid
characteristics, In Hodgson, W.R. (ed), Hearing Aid
Assessment and Use in Audiologic Habilitation, 3rd Ed,
Williams and Wilkins, Baltimore, MD, 128-151

Hodgson, W.R., 1986. Speech acoustics and intelligibility,
in Hodgson, W.R. (ed), Hearing Aid Assessment and Use in
Audiologic Habilitation, 3rd Ed, Williams and Wilkins,
Baltimore, MD, 109-127

Holzhauser-Peter, L & Husemann, D., 1988. Classroom
observation: Getting the complete picture, The Clinical
Connection, Summer, 6-19

Jeffers, J. & Barley, M., 1981. Speechreading (Lipreading),
Charles C. Thomas, Springfield, IL

Kasten, R.N. & Franks, J.R., 1986. Electroacoustic
characteristics of hearing aids, In Hodgson, W.R. (ed),
Hearing Aid Assessment and Use in Audiologic Habilitation,
3rd Ed, Williams and Wilkins, Baltimore, MD, 38-70

Ling, D. 1976. Speech and the Hearing Impaired Child:
Theory
and Practice, The Alexander Graham Bell Association for
the
Deaf, Washington, D.C.

Moncur, J.P. and Dirks, D., Binaural and monaural speech
intelligibility in reverberation. Journal of Speech and
Hearing Research, 967, 10:186-195

Montgomery, A.A., Walden, B.E., Prosek, R.A. (1987).
Effects

of Consonantal Context on Vowel Lipreading, Journal of
Speech and Hearing Research, 30(3), 50-59

Musket, C.H. 1981. Maintenance of personal hearing aids, In
Moeser & Downs (eds) Auditory Disorders in School
Children,

Thieme-Stratton Inc., New York, 229-249

Nabalek, A.K., and Pickett, J.M., 1974a. Reception of
consonants in a classroom as affected by monaural and
binaural listening, noise, reverberation and hearing aids,
Journal of the Acoustical Society of America, 56: 628-639

Nabalek, A.K., Pickett, J. M., Monaural and binaural speech
perception through hearing aids under noise and
reverberation with normal and hearing impaired listeners,
Journal of Speech and Hearing Research, 1974b 724-739

Olsen, W.O., The effects of noise and reverberation on
speech intelligibility, In Press, F.H., Freeman, B.A.,
Sinclair, S. (eds), Amplification in Education, Alexander
Graham Bell Association for the Deaf, Washington, D.C., 1981

Owens, E., Benedict, M., Schubert, E, 1972. Consonant
phonemic errors associated with pure tone configurations
and certain kinds of hearing impairment, Journal of
Speech and Hearing Research, 15, 08-322

Owens, E. & Raggio, M., 1987. The UCSF tracking procedure
for evaluation and training of speech reception by
hearing-impaired adults, Journal of Speech and Hearing
Disorders, 52, 120-128

Risberg, A., Agelfors, E., Boberg, G, 1975. Measurements
of
frequency discrimination ability of severely and
profoundly hearing impaired children, KTH Quarterly
Progress Report, 2-3, 40-48

Schow, R.L., Nerbonne, M.A., 1980. Introduction to Aural
Rehabilitation, University Park Press, Baltimore, MD

Spelke, E.S. (1979). Perceiving bimodally specified events
in infancy. Developmental Psychology, 15, 626-636

Terrio, L.M., Haas, W.H., O'Sullivan, M.T., 1987. Profiling

applications in audiological supervision, ASHA, 29 25-28

Walker-Andrews, A.S. & Lennon, E.M. (1985). Auditory-visual perception of changing distance by human infants, Child Development, 6, 544-548