NSU NOVA SOUTHEASTERN UNIVERSITY

College of Health Care Sciences

College of Health Care Sciences
Department of Speech-Language Pathology
CSAD 4060 - Audiology and Aural Rehabilitation

I. Course Information
Course: CSAD 4060 - Audiology and Aural Rehabilitation
Semester Credit Hours: 3.0
Course CRN and Section: 22227 - OL1
Semester and Year: Fall 2017
Course Start and End Dates: 08/21/2017 - 12/10/2017
Building and Room: Online Venue - BLACKBOARD

II. Instructor Information
Professor: Alison Paige Goldberg
Email: ag85@nova.edu

Upon request

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
W	08/21/2017 - 12/10/2017	8:01 PM - 9:00 PM	On-line Course	Online Venue- BLACKBOARD

IV. Course Description
This course provides information regarding administration of tests used and interpretation of standard and specialized tests of auditory function. Pathologies of the hearing and balance mechanism are discussed, with emphasis on interpretation of audiological results. Information about the evaluation and treatment of hearing disorders is provided. Adult and pediatric test procedures and outcomes are discussed, and common etiologies for different types of hearing loss are addressed for both groups, including central auditory processing disorders. Adult and pediatric audiograms, case history and audiological report interpretations will be covered. Prevention and remediation of communication problems resulting from hearing impairments in populations from birth to geriatrics is covered. Frequency: Fall and Winter

V. Course Objectives / Learning Outcomes
1. Identify normal hearing and disordered hearing by audiometric assessment outcomes.
2. Interpret audiological tests for site of lesion from written reports.
3. Understand the ramifications of hearing loss in everyday experiences, including noisy settings.

4. Describe uses for and benefits and limitations of hearing aids, assistive devices, and cochlear implants.
5. Compare and contrast methods of communication for persons having hearing loss.
6. Plan and evaluate diagnostic and intervention programs (speech reading/aural rehabilitation) for children and adults with hearing loss.
7. Determine the impact of psychosocial aspects including diversity (Deaf culture) of hearing impairment and provide counseling to make appropriate referrals to outside sources.

VI. Materials and Resources

Book Url: NSU Book Store
Course Required Texts and Materials:
Title: Fundamentals of Audiology for the speech language pathologist
Author: Deborah R. Welling and Carol A. Ukstins Publisher: Jones & Bartlett Learning
Edition: First (2015)
ISBN: 978-1-4496-6030-7

VII. Course Requirements

Audiogram Assignment
One involves learning to interpret pure tone audiometry. Six audiograms will be posted on the **Resources** page which you must read, interpret and answer the questions. This assignment is to be written as a **WORD document** and uploaded in the Dropbox as an attachment.

Reaction Paper
The second assignment is to write a reaction paper on your experiences having a temporary conductive hearing loss (wearing earplugs!). An alternative paper is to interview someone with a documented hearing loss using amplification. See the assignment in supplemental materials. This assignment is to be written as a **WORD document** and uploaded in the Dropbox as an attachment.

Natural Language Project
Students will choose a "naturally occurring" activity of daily life for a 2 year old, and are to develop a home program for parents, using the context of that activity to stimulate listening, speech and language for their 2 year old hearing impaired child. Examples will be discussed in class, during the Parent- Infant discussion. The project will be worth 20 points. The project is due at the date given at the instructor's discretion and per class schedule (and into the assignment drop box). You will lose 5 points after due date/time and 5 points for each subsequent late day. The project will be graded based on:

20-15 points: Project includes comprehensive sections for Introductory Information for parents, written in language that is appropriate for parents/caregivers. Introductory information includes a rationale for the home program, and information about speech vs. language as well as explanations about the various components of language. All ideas for stimulating speech, language and listening are appropriate to the activity and to the age level of the child. Many examples are provided for the parents. Project is well organized, and easy to follow. Project includes relevant visuals to accompany the text. Mechanics of written work are correct (grammar, spelling and punctuation).

14-10 points: Project includes comprehensive sections for Introductory Information for parents, and most language used is appropriate for parents/caregivers to understand. Introductory information includes information about speech vs. language and information about the various components of language, but they are not explained clearly. Ideas for stimulating speech, language and listening are all appropriate for the activity assigned or for the age of the child. Some examples are provided for the parents. Project is fairly well organized; some parts are difficult to follow. Project does not include relevant visual supplements to accompany the text. Mechanics of written work contain 1-5 errors.

10-5 points: Project is missing portions of Introductory Information section and most language used is not appropriate for parents/caregivers to understand. Introductory Information may not include the difference between speech vs. language, and does not explain the various components of language to the parents clearly. Ideas for stimulating speech, language and listening are somewhat appropriate for the activity assigned or the age of the child. One example is provided for the parents. Project is not well organized and would be difficult for the parents to follow. Project does not include relevant visual supplements to the text.

Mechanics of written work contain 6-10 errors.

0-4 points: Project is missing Introductory Information section, or information section is included but written using language that is too technical for parents/caregivers to understand. Poor explanations of the differences between speech vs. language, as well as poor explanations of the various components of language are given. Ideas for stimulating speech, language and listening are not appropriate to the activity assigned or for the age of the child. No examples are provided for the parents. Project is not well organized and would be difficult for the parents to follow. Project does not include relevant visual supplements to the text. Mechanics of written work contain more than 10 errors.

VIII. Course Schedule and Topic Outline

Class schedule subject to modification, but not without prior notification.

Week 1 - Audiology as a profession/acoustics/psychoacoustics *Chapter 1 & 2*

Week 2 - Audiograms/Causes and types of hearing loss *Chapter 9*

Week 3 - Pure tone testing/Hearing screenings/Tympanometry/OAE & ABR *Chapters 3 & 5 & 7 & 8*

Week 4 - Speech Audiometry/ Acoustic Reflexes/Acoustic Decay *Chapter 6*

Week 5 - Hearing Instruments/Assistive Listening Devices/Cochlear Implants *Chapter 10*

Week 6 - Central Auditory Processing/Pediatric audiology/Case History/Reports *Chapters 4 & 16*

Week 7 - MIDTERM EXAM

Week 8 - Parent-Infant Programming and Early Intervention *Chapter 13*

Week 9 - Communication Strategies & Language of the HI Client *Chapter 12*

Week 10 - Communication Strategies & Speech of the HI Client

Week 11 - Speech Perception and Auditory Training

Week 12 - Adult Hearing Impaired Client/Counseling *Chapter 15*

Week 13 - Speech Reading

Week 14 - Mainstreaming *Chapters 11 & 14*

Week 15 - FINAL EXAM

IX. Grading Criteria

Your final grade is determined by your performance on a number of different tasks:

Final Course Grade: Audiogram Assignment 10 points/10%

Midterm Exam 25 points/25%

Reaction Paper 15 points/15%

Natural Language Project 20 points/20%

Final Exam 30 points/30%

Total 100 points/100%

Grading Scale:

The grading policy is documented in the University Handbook (what grade reflects an "A", "B", etc.).

Alpha Grade	Scale	Percentage
A	4.0	94-100
A-	3.7	90-93
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79

C	2.0	74-76
C-	1.7	70-73
D+	1.3	68-69
D	1.0	67-68
F	0.0	66 and below

TIMELINE FOR FEEDBACK FROM FACULTY

Faculty members will respond in a maximum of 48 hours to an e-mail request. This does not apply to weekends or legal holidays. Assignments will typically be graded within 1 week unless otherwise noted. More rigorous and sophisticated assignments may require more than a 1 week turn around.

X. Course Policies

Syllabus Statement:

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a students' section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course. Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

Students are responsible for complying with the College of Health Care Sciences Student Handbook policies on Attendance, Dress Code and Conduct, Academic Honor, and Academic Affairs. Students are expected to prepare reading assignments ahead of each session and to actively participate in the online and on campus class sessions, as applicable. The following policies will apply to this class:

Course Remediation: A student who earns a grade less than the minimum passing grade for the final course grade will repeat the course, as stated in the Handbook. There are no individual opportunities for recovery of points within the course. Remediation for specific assignments/exams within the course will serve to demonstrate students' knowledge of learning outcomes and will not result in change of grade. Remediated assignments/exams may also be used as evidence in student portfolios.

CLASSROOM RULES OF CONDUCT

Netiquette:

In a traditional classroom, students are reminded that behavior that disrupts the class or interferes with other students and their ability to learn is unacceptable. Any person engaged in disruptive behavior receives a written warning from the instructor. Students who continue to engage in disruptive behavior after this warning may be administratively withdrawn from the course. Similarly, in an online course, any electronic postings, emails, or electronic messages that disrupt the class or interfere with learning goals and objectives are unacceptable. Electronic communication—the backbone of online courses—must be civil, respectful, and cordial at all times. Any posting that disrupts or interferes with learning will be removed, and the author of the posting will receive a written warning. A second disruptive posting will cause the author to be administratively withdrawn from the course.**Dress:**

Students are expected to abide by the student dress code. Students must attend class dressed in appropriate attire or they will be sent home to change clothing. In such cases, students will be considered

late or absent.

For online live and/or collaborate courses, students must be in proper dress code. Failure to do so may result in referral to the Committee on Student Progress for disciplinary action.

Absences/Tardiness:

Attendance: Attendance and participation in each class/chat session **is expected**. All reading assignments and review of materials must be completed prior to the session dates posted. If an absence is anticipated, the student should contact the instructor prior to the class to negotiate what the student can do to make up for the absence from class. If an emergency arises and the student cannot reasonably alert the instructor, the student should contact the instructor as soon as possible to negotiate how the class can be made up. Additional assignments may be imposed at the time the absence is discussed with the instructor. Grade reductions may be imposed, if more than one absence occurs. Such a reduction in grade will be reported to the student in writing at the time it is imposed.

Tardiness: Every student is expected to be on time for all class/chat sessions. If a student demonstrates a pattern of tardiness (late for class/chat more than once), **a grade reduction may be imposed by the instructor**

**THE COURSE DIRECTOR RESERVES THE RIGHT
TO MAKE REVISIONS TO THIS SYLLABUS AT ANY TIME.**