NOVA SOUTHEASTERN UNIVERSITY
College of Health Care Sciences

Department of Speech Language Pathology

CSAD 4070 - Rehabilitation for the Hearing Impaired

I. Course Information

Course: CSAD 4070 - Rehabilitation for the Hearing Impaired
Semester Credit Hours: 3.0
Course CRN and Section: 22228 - 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: Erin Lynn Beasley
Email: eb837@nova.edu

Available upon request

III. Class Schedule and Location

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

IV. Course Description

Prevention and remediation of communication problems resulting from hearing impairment, in populations from birth to geriatrics. Prerequisites: CSAD 3030, CSAD 4010, CSAD 4030, and CSAD 4050. Frequency: Every Winter and Fall.

V. Course Objectives / Learning Outcomes

1) Describe uses of and benefits and limitations of hearing aids, assistive devices, and cochlear implants (program outcome #1)
2) Compare and contrast features of parent/infant programs for children with hearing loss, and their families (program outcome #4, 7)
3) Compare and contrast methods of communication for persons having hearing loss (program outcome # 5)
4) Plan and evaluate diagnostic and intervention programs for children and adults with hearing loss (program outcome # 2,3, 6, 7)
5) Determine the impact of psychosocial aspects of hearing impairment on individual clients and their families (program outcome 1, 5, 7)

6) Design a speech reading/aural rehabilitation program for diverse populations (program outcome 2,3,5,6)
7) Demonstrate the ability to provide counseling and support services and make appropriate referrals to outside sources (program outcome 5,7,8,10)
8) Demonstrate the knowledge of diversity, including Deaf culture, and its subsequent impact on case management (program outcome 5,6,7)

VI. Materials and Resources

Book Url: NSU Book Store
Course Required Texts and Materials: Title: Foundations of aural rehabilitation. Children, adults, and their family members. Author: Tye-Murray, N
Publisher: Cengage Learning
Edition: 4th Edition
ISBN-13: 978-1-133-28142-9
Recommended Materials: American Psychological Association. Publication Manual of the American Psychological Association. Current Edition

VII. Course Requirements

Resource Booklet
Each student must develop an electronic "Resource booklet" for a client, either adult or child, who is hearing impaired. This booklet should include no less than twenty five (25) unique sources. Sources are defined as web pages of organizations, information sources, etc., that you would deem to be appropriate and useful resources for that client and family. The goal of the booklet is to provide the client and family with internet available resources to address issues and concerns regarding hearing loss, its nature, rehabilitation options, and support services. This is to be done electronically, you must include a screen print of the actual site, as well as the URL. This project can be completed in any electronic media (PPT, word, publisher, etc.). This project will be worth 20 points. The project is due by the date given at the instructor's discretion and per class schedule. You will lose 5 points after due date/time and 5 points for each subsequent late day. Grading will be based upon:
13-20 points: Project contains 25 or more different resources. Resources are all appropriate for the target population. The resources represent a variety (5 or more) of topics relevant to hearing loss and hearing loss rehabilitation. The booklet is neatly complied, organized into logical sections, and contains a table of contents. 12-6 points: Project contains 20-24 resources, or resources that are not appropriate for the target population. The recourses are not representative of a variety (3 or less) relevant of topics relevant to hearing loss and hearing loss rehabilitation. The booklet is not organized into logical sections, and does not contain a complete table of contents. 1-5 points: The project contains less than 20 resources or less than 20 appropriate resources for the target population. The resources are not representative of more than two topics relevant to hearing loss and hearing loss rehabilitation. The booklet is not organized into sections, and does not contain a table of contents. **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 25 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:
25-18 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). 17-11 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: Important Terminology Review of Audiology information Chapter 1
Week 2: Hearing Screening ASHA Desk Reference Audiology and SLP Guidelines
Week 3: Parent-Infant Programming Early Intervention Chapters 13, 14
Week 4: Hearing Instruments Chapter 4, pp.122-147
Week 5: Hearing Assistive Technology Chapter 4, pp. 157-168
Week 6: Cochlear Implant Technology Chapter 4, pp.147-157
Week 7: **Mid-Term Exam Online**
Week 8: Assessment/Remediation: Communication Strategies and Speech of the HI Chapters 15,16, 27 pp. 657-665
Week 9: Assessment/Remediation: Communication Strategies and Language of the HI Chapters 15,16,17 pp. 665-671
Week 10: Speech Perception and Auditory Training Chapters 5, 6, 16
Week 11: Adult Hearing Impaired Client Chapters 2, 7, 8,9,10,11,12
Week 12: Speechreading Chapters 6, 16
Week 13: Counseling Chapters 2, 7, 8, 9, 10, 11, 12
Week 14: Mainstreaming Chapter 15
Week 15: Final Exam

IX. Grading Criteria

Your final grade is determined by your performance on a number of different tasks:
Final Course Grade: Final Course Grade:
Your final grade is determined by your performance on a number of different tasks:Resource Booklet: 20 points
Natural Language Project: 25 points
Midterm Exam: 25 points
Final Exam: 30 pointsTotal: 100 points
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: Please refer to the College of Health Care Sciences Handbook

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 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.

XI. University Policies

STUDENTS WITH DISABILITIES: Nova Southeastern University provides reasonable accomodations for qualified students with a documented disability. For more information about the ADA policy, services and procedures, please contact the Office of Student Disability Services at 954-262-7185 or visit http://www.nova.edu/disabilityservices.

CHCS EFFECTIVE WRITING CENTER: If you need some one-on-one help to improve your writing skills, you can make an appointment with one of the coaches in the HPD library. For more information or to make an appointment, go to http://nova.campusguides.com/hpdwritingcenter/appointments.

HENDERSON STUDENT COUNSELING CENTER: The counseling center is staffed by licensed mental health professionals, a licensed psychologist and a psychiatrist. For more information, please call 954-424-6911 or visit http://www.hendersonbh.org/studentcounseling.

Academic Standards

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards:

1. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise

2. Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise

3. Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate any provision of this code

4. Plagiarism—the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment.

Unprofessional Conduct: Behavior(s) unbecoming a professional, including but not limited to: violation of rules, inappropriate dress or language, private conversations during lectures and presentations, rudeness to the professor, classmates, or patients. Each violation will be placed in writing in the student's permanent file. Depending on the nature of the violation or in the event of two incidents, a student will be referred for disciplinary action to the Committee on Student Progress and may be reflected on the student's transcript.

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