

CD 4620: Aural Rehabilitation
Fall, 2002
Tuesdays 1:00-3:30
Sedgwick102
Syllabus

Instructor: Dr. Nancy Montgomery
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Office Hours: Mondays: 1:00-3:00,
Tuesdays: by appt; Wednesday: 1:00-4:00,
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Textbook: Foundations of Aural Rehabilitation by Nancy Tye-Murray

Course Description: This course discusses the effects of hearing loss on verbal communication. Methods for providing speech and language services for pediatric and adult clients who exhibit various severities of hearing loss are highlighted. Educational options for children who are deaf and services that will benefit the child's development are also explored.

Course Objectives:

- Differential characteristics and levels of severity of individuals with communication disorders.
- Principles and strategies applied by professionals for aural rehabilitation, including an awareness of deaf culture.
- Understand the nature and prevention of hearing loss
- Human anatomy and physiology of the systems involved in communicative function
- Techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments
- Techniques that can be used to provide support services in general education settings.
- Collaboration skills necessary to participate as an active and knowledgeable member of an education team.
- Strategies to provide the appropriate communication access for individuals, families, the school, and the community.
- Counseling issues related to clients with hearing loss and their families.

*If you have a disability that might affect your work (in or out of class) it is your responsibility to contact Mike Anderson, Director, Access Office, 109 Massman, 816-501-4856. This office works with students and faculty in planning necessary accommodations.

Grading:

	<u>Grading Scale</u>
Exam 1	
Final Exam	90-100% = A
Class Projects	80-89%= B
	70-79%= C
	60-69% = D

Proposed Calendar

Date	Reading Assignment	Activity	Study Questions
8/27/02	Syllabus Anatomy Review Types & Degrees of Hearing Loss	Interpret Audiograms Anatomy Review Activity: website: www.kids-ent.com/otitis.html	<ul style="list-style-type: none"> • Where do I go for this class and did I write down that we got out of class early???
9/03/02	Chapter 1: Introduction Terminology Communication Options for students with hearing loss— Check out this webpage: www2.pair.com/options/ and click on each option	Discuss options chart with a partner presenting information in a non-biased way.	<ul style="list-style-type: none"> • What areas of my profession does aural rehabilitation cover?? • What communication options are available for students who have a hearing loss??
9/10/02	Ch 14: Hearing Loss in Children Counseling Issues with Parents of children with hearing loss Julia Scism will visit us!	Multiple Disabilities Various Hearing tests The Grief Process What is CAPD?	<ul style="list-style-type: none"> • What are some of the causes of a hearing loss? • What objective tests exist to test hearing?
9/17/02	Assessment of Speech Tye-Murry Chapter 3 Luetke-Stahlman Chapter 3 Intelligibility	Stations: SPINE, PLE, CID Phonetic Inventory, SKI-HI, hearing screenings	<ul style="list-style-type: none"> • What questions should I ask myself when I am preparing to do a speech evaluation on a student with a hearing loss?
9/24/02	Listening Devices: Ch 6 ASHA guidelines for FM Systems Ch 11: Hard of Hearing	Hands on with FM systems and hearing aids	<ul style="list-style-type: none"> • What are the different types of assistive listening devices? • What does ASHA say about the use of FM systems?
10/01/02	Cochlear Implants: Ch 18 Lisa Buckler from Midwest Ear will guest lecture	Hands on with cochlear implants	<ul style="list-style-type: none"> • What factors should professionals consider when determining if a child is a good candidate for a cochlear implant?
10/08/02	Auditory Training Ch 7 Readings from Warren Estabrooks	PROJECT 1 DUE SPICE, DASL Scenarios: Setting realistic Goals Story of David Video	<ul style="list-style-type: none"> • What are the four design principles that I need to consider when planning auditory training? • How can I use the Learning to Listen Sounds suggested by Warren Estabrooks?
10/15/02	Midterm Exam		<ul style="list-style-type: none"> • Have I reviewed my notes, the textbook, and my study guide?

10/22/02	Speechreading: Ch 8 & 9 Associated Audiologists p. 27	Speechreading Tests Assessment of Speechreading Ability Video	<ul style="list-style-type: none"> • What are the factors that affect speechreading abilities and how can I manipulate these factors to help my client? • What do oral interpreters do?
10/29/02	Ch 10: Adults with Hearing Loss Ch 12: Older Adults	Video: Don't Forget It! Interpreters The ADA Deaf Culture Video	<ul style="list-style-type: none"> • What variables should I consider when planning an aural rehab program for an adult? • What are the phases of adjustment for an adult with a hearing loss?
11/05/02	Communication Strategies: Ch 4	Communication Strategies Cues to use with clients Jo Taylor Video Project 2 DUE	<ul style="list-style-type: none"> • How would I design a communication strategies program for a client? • What should I teach my clients to do when a communication breakdown occurs?
11/12/02	Ch 13: Effects of Noise	Video: Stop that Noise!	<ul style="list-style-type: none"> • How does excess noise affect a person's hearing? • Check out this website: www.nonoise.org
11/19/02	Presentations of Inservice Materials	PROJECT 3 DUE	<ul style="list-style-type: none"> • Have I adequately prepared my presentation for today?? • Have I made the necessary copies?
11/26/02	Ch 16: Speech, Language & Literacy Development Ch 17: Parent-Centered Conversation and Language Instruction	Form, Content, and Pragmatics Support Services Intelligibility What is CAPD??	<ul style="list-style-type: none"> • What types of speech errors do children with hearing loss typically make? • What types of classroom modifications might a student need?
12/03/02	Ch 15: Intervention Plans for Children <ul style="list-style-type: none"> • So Your Child Has a Hearing Loss: Next Steps for Parents by AG Bell 	Examining IEPs, Placements, Cued Speech PROJECT 4 DUE	<ul style="list-style-type: none"> • What are the differences between ASL, Cued Speech, simultaneous communication, etc.? • What educational placements are possible for S-D/HH?
12/09-12/12	FINAL EXAMS: AS SCHEDULED BY THE UNIVERISTY		

Class Projects:

Project 1: Create a speech facilitation kit including a speech hoop and all of the “Learning to Listen” objects from the readings by Warren Estabrooks.

Project 2: Program Option Observations: Each student will complete **three** observations this semester. These observations will be at a residential school for the deaf, a public school program serving students who are deaf/hard of hearing, and an auditory-verbal program. Students should complete these observations on the assigned dates and turn in the observation form on the class day following their visit. These observations may be difficult to reschedule so please be sure to note your date and time once arrangements are made.

Observation A: Kansas School for the Deaf:

Observation B: at a public school program: Ravenwood Elementary School in the north KC school district. The teacher of the deaf, Krissy Ringo, and the speech-language pathologist, Nancy VanHoozer, are allowing us to visit them.

Observation C: at St. Joseph Institute for the Deaf in Overland Park

Project 3: Create an inservice packet on an assigned topic and present the information to the class as you would an inservice. The class presentation should be approximately 15 minutes but your inservice packet should contain enough information to give at least an hour inservice. This project may be done in groups of two if you choose. A grading rubric will be provided for this project. Choose a topic from the following list:

- Incorporating the student who is deaf or hard of hearing into your classroom.
Target Audience: Early Childhood Educators & classroom teachers (ages 3 – 3rd grade)
- Educating School Staff Concerning speech-language pathology and audiology services important for infants who are deaf or hard of hearing.
- Educating caregivers on procedures for performing daily hearing aid checks, troubleshooting or basic maintenance of assistive listening devices.
- Educating adults concerning what an aural rehabilitation program can provide.
Target Audience: Senior citizens, middle aged or younger adults with acquired or progressive hearing loss that interferes with communication abilities.
- Educating individuals about the damaging effects of noise on hearing and how to protect your hearing.
Target Audience: Middle school and high school students in health class and/or adults attending a health fair seminar.
- Educating adults about the effects of hearing loss on communication in the workplace, and accommodations required by the Americans with Disabilities Act.
Target Audience: Employers, personnel managers, co-workers, employment counselors.

- Educating individuals about central auditory processing disorders (CAPD).
Target Audience: Teachers at all levels and parents.
- Educating parents about intervention options for the infant who is deaf or hard of hearing.
Target Audience: Parents needing information concerning communication approaches, amplification or cochlear implants, parent training, etc.

Project 4: Attend a SHHH meeting (Self Help for the Hard of Hearing). Turn in a one to two page typed summary of the meeting you attend, including your impressions!!!

CSD Attendance Policy:

Regular class attendance and active participation in class discussions are important to a student's success in the CSD program. Punctuality and attendance are professional behaviors expected of all student clinicians and we expect these behaviors in the classroom as evidence of your professional commitment. In accordance with the Rockhurst attendance policy, students are expected to attend classroom sessions regularly. Tardiness may be recorded as an absence at the discretion of the professor. Excessive absences may result in a drop in the student's letter grade at the discretion of the professor.