

The University Of Toledo

Existing Course Modification Form

Administrative Use Only (rev. 9/2011)	
Code:	CM
Date Received:	/ / (mm/dd/yyyy)
Date Effective:	/ / (mm/dd/yyyy)
CIP Code (If changed):	
Subsidy (If changed):	

Please enter the changes below to each existing course. If changes are too extensive for this format, attach a page with all information.

College: Judith Herb College of Education, HSHS	Dept: Rehabilitation Sciences
Contact Person: Lori Pakulski	Phone: x2573
Email: Lori.Pakulski@utoledo.edu	

PRESENT	PROPOSED
Course Alpha/Numeric: SLP 6800	Course Alpha/Numeric: SLP 6800
Course Title: Aural Rehabilitation	Course Title: Aural (Re)Habilitation
Credit Hours: 3	Credit Hours: 3
Cross Listings:	Cross Listings:
Prerequisites:	Prerequisites:
Catalog Description: Advanced care and training in the use of individual and group assistive listening devices, auditory trainers and other aids to augment hearing. Methods for using residual hearing and contextual factors to augment technology are addressed.	Catalog Description: Aural (Re)Habilitation examines communication assessment and intervention approaches over the lifespan for individuals with both peripheral and central auditory perceptual issues. Emphasis is placed upon early identification and education to minimize and alleviate communication and related problems commonly associated with hearing impairment and auditory perceptual disorders.
UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture	UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture
TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics	TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics

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Reason for Change: In the past decade, a paradigm shift has occurred in the field of aural (re)habilitation. Changes include infant hearing assessment leading to early identification and intervention. Cochlear implants and tremendous changes in hearing aid and assistive technology have also been realized. Brain imaging provides critical information that informs the approaches to intervention. Lastly, collaborative teams that are inclusive are also recognized as critical to successful outcomes of individuals with hearing loss. Together, these changes have revolutionized the ways in which we work with individuals with hearing loss. While the content of this course has been adjusted over time to reflect these changes, the course title and description have not. Thus, the requested modification is for course name and description only.

Has course content changed? ☐ Yes ☒ No

If Yes, give a brief topical outline of the revised course:

NOTE: *Please attach a copy of the syllabus or course outline.*

Has the course changed from a non-core curriculum course to a core curriculum course?

☐ Yes ☒ No

List any course or courses to be dropped: .

APPROVAL:

	Signature	Date
Department Curriculum Authority:	BA Hattarich	3/29/12
Department Chairperson:	Mic Master	3/30/12
College Curriculum Authority:	Rebecca Schauder	4-23-12
College Dean:	Balasubramanian	4-24-12

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

	Signature	Date
UCC or Graduate Council Curriculum Chair:	PLH	9-4-2012
Faulty Senate Core Curriculum Committee Chair:		

Office of the Provost:		
Registrar's Office:		



Course Number and Title: SLP 6800 * Aural (Re)Habilitation

Course Credit and Contact Hours: 3 credit hours; expected time engaged in study is approximately 10 hours per week based upon the expectations of the Ohio Board of Regents, which specifies: "Students will be expected to work at class assignments on a regular basis which, over the length of the course, would normally average two hours of study for each hour of formal class activity. "

Course Description: Aural (Re)Habilitation examines communication assessment and intervention approaches over the lifespan for individuals with both peripheral and central auditory perceptual issues. Emphasis is placed upon early identification and education to minimize and alleviate communication and related problems commonly associated with hearing impairment and auditory perceptual disorders.

Course Purpose: Hearing loss adversely affects people of all ages. It is estimated that 17 out of 1000 children have significant hearing loss (NIDCD), and far more people acquire hearing loss throughout life. Many people benefit from aural (re)habilitation and new hearing technologies used in settings including home, school and employment. This course is designed to study methods related to hearing technologies available to provide auditory access and of aural (re)habilitation and for those with hearing impairment and to learn about the impact of these new technologies across settings.

Faculty:

- **Name:** Lori A. Pakulski, Ph.D., CCC-A, Professor and Program Director
- **Office Hours (online):** Via on-line chat sessions; time to be determined
Office Hours (on campus): Mondays: 8:15 a.m. – 12:15 p.m.
- **Office Location:** 2022 Health and Human Service Building
- **Phone:** (419) 530-2573
- **Email:** All course related communication should be directed to Blackboard site.

Course Readings:

Foundations of Aural Rehabilitation, 3rd edition, by Nancy Tye-Murray, 2009, Singular Publishing Group
Additional readings will be provided by module on Blackboard.

SLP 6800 Aural Rehabilitation

COURSE OBJECTIVES/ASHA KNOWLEDGE AND SKILLS ACQUISITION (KASA)

Course Outcomes Upon completion of the course, students will have developed:	Indicators	Related Assessment	Relevant KASA Standards (ASHA) (see KASA form for specific competencies)
An appreciation of hearing in the communication exchange and an empathetic and sympathetic approach to the communicative needs of individuals with hearing impairment and related hearing disorders.	Based upon coursework including interviews and study of commonly occurring cases, students will be able to explain, in writing, the expected impact of hearing loss on communication development and/or expression, and be able to provide a thoughtfully written overview of the approach that is warranted with 83% or better accuracy.	Two interview assignments; three case studies; final exam	III-C, III-D, IV-G
An appreciation of appropriate collaboration, referral, documentation, and other administrative duties necessary to successfully provide appropriate aural (re)habilitation as part of an interdisciplinary team.	Based upon coursework including interviews, discussion board postings, WIKIs, and study of commonly occurring cases, students will be able to (a) provide appropriate referrals and complete necessary documentation and related paperwork with 83% or better accuracy; (b) demonstrate professional communication skills in discussions with student peers and instructor with 83% or better accuracy, and (c) demonstrate, in writing, varied approaches to explaining findings and intervention approaches based upon intended audience (e.g., family, physician, SLP) with 83% or better accuracy.	Four WIKI projects; discussion board postings; two interviews; three case studies; final exam	III-D, IV-G
An ability to collect a case history and integrate information from clients/parents, family, care providers, teachers, and other professionals for the purpose of assessment and treatment related to hearing loss and aural (re)habilitation.	Based upon coursework including interviews, discussion board postings, WIKIs, and study of commonly occurring cases, students will be able to (a) collect case history information from at least one client/video case study and based upon suspected client needs and summarize those findings with 83% or better accuracy.	WIKI project (2); discussion board postings; interviews; three case studies; final exam	III-C, III-D, IV-G

Skill in hearing and aural (re)habilitation screening and evaluation procedures (including behavioral observation, nonstandardized and standardized tests, and instrumental procedures) and ways to adapt procedures to meet individual needs.	Based upon coursework including interviews, discussion board postings, WIKIs, and study of commonly occurring cases, students will be able to (a) select appropriate screening and evaluations tools with 83% or better accuracy; (b) explain, in writing, the results of screening and evaluation procedures with 83% or better accuracy; (c) describe and plan an assessment for both children and adults with 83% or better accuracy; (c) and provide, in writing, procedures to adapt a test battery to individual needs for a variety of commonly occurring cases.	WIKI project (3); discussion board postings; interviews; three case studies; final exam	III-C, III-D, IV-G
An ability to select or develop and use appropriate materials for prevention, intervention, and ongoing assessment of aural (re)habilitation specific to each patient with measurable and achievable goals that are reflective of cultural influences on communication choice, assessment, and intervention.	Based upon coursework including interviews, discussion board postings, WIKIs, and study of commonly occurring cases, students will be able to (a) explain, in writing, how to select or develop appropriate materials for prevention, intervention, and ongoing assessment of aural (re)habilitation specific to individual clients with 83% or better accuracy; (b) write measurable and achievable goals that are reflective of cultural influences on communication choice, assessment, and intervention with 83% or better accuracy.	WIKI project (1, 4); discussion board postings; interviews; three case studies; final exam	III-C, III-D, IV-G
An ability to educate and counsel individuals, families, co-workers, educators, and other persons in the community related to prevention of hearing loss, aural (re)habilitation and related handicapping conditions.	Based upon coursework including interviews, discussion board postings, WIKIs, and study of commonly occurring cases, students will be able to (a) write an effective plan for the education and counseling of community members related to the prevention of hearing loss, aural (re)habilitation and related handicapping conditions that are reflective of cultural influences on communication choice and community needs with 83% or better accuracy.	WIKI project (4); discussion board postings; interviews; three case studies; final exam	III-C, III-D, IV-G

Knowledge and Skills Assessment (KASA)

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by quiz/exam, projects, case studies, etc.). ASHA has specified that in order to be competent, one must achieve a level of 83% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with a remedial plan (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, a second remedial plan may be considered such as retaking the course). For specific information on policy regarding remedial plans and the KASA, refer to the Graduate Student Handbook. For students failing to attain the set criteria on a required competency assessment, neither the instructor nor the program director is able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

Schedule

The course calendar is provided as a helpful guideline. Deviations in topic or reading assignments may occur. Any changes to this calendar will be discussed in class. Please contact the instructor if you have questions or concerns regarding changes.

Date (Week of)	Module	Topic and Assignment Overview	Readings and Materials
Start Here	--	Assignment: (1) Carefully review "Start Here" message on Blackboard as well as the syllabus. Make note of assignments, expectations, and calendar. (2) Complete the brief survey requesting background information important for course planning (See Assignments Link-Background Information Survey). Due date 1/14/12.	Syllabus
ASAP	Review	<u>Audiology: Basic Concepts Review</u> Assignment: Complete review at own pace; take self-test (Quiz #1) when prepared, 5 points. Seek assistance from instructor as needed. (KASA III-B)	Suggested reading for review: Chapter 2. Another helpful text - Humes & Bess (2008) <i>Audiology, Hearing Loss, and Communication Disorders: An Overview</i>
	1	<u>Introduction to AR</u> Assignment: (1) Go to www.oraldeafed.org and review the available materials and educational tools; order free copies of <i>Hear the Difference</i> and <i>Speaking Volumes</i> for your own library. When materials are received, review them. <i>*No grade issued for this assignment specifically, but information gleaned will be important for the remainder of the course.</i>	Module 1
	2	<u>Hearing aids, implantable devices and related technology</u> Assignments:	Chapter 3 and Module 2

		<p>(1) After completing Module 2, take Quiz #2</p> <p>(2) Go to a hearing aid or cochlear implant company website and download one or more sample hearing aid, cochlear implant, and/or FM system troubleshooting guides (see Module for specifics). Each is different, and the example you select is for review purposes only so that you may become familiar with the available resources. <i>Materials will be useful for case studies and lesson plan.</i></p> <p>(3) Students should also download recommended items (see Module 2) from the following website: http://www.advancedbionics.com/com/en/support/tools_for_schools.html and become familiar with these items following the Module 2 lecture. <i>Materials will be useful for case studies, lesson plan, and other assignments.</i></p>	
	3	<u>Speech, Language & Literacy Development of Children with Hearing Loss: An Overview</u>	Assigned readings (posted on Blackboard) and Module 3.
	--	Quiz #2 Due	
	--	WIKI Project #1 DUE (See WIKI folder for assignment details and rubric). Students should review WIKI from EACH group in preparation for upcoming Quiz #3.	
	4	<u>Pediatric Aural (Re)Habilitation: Infancy through Adolescence</u> Assignments: (1) Discussion Board #1	Chapter 14 and Module 4.
	--	Pediatric Interview DUE (see assignment for details and rubric)	
	5	<u>Auditory Processing Problems and Perceptual Problems</u> Assignments: (1) Discussion Board #2	Assigned readings (posted on Blackboard) and Module 5.
	--	WIKI Project #2 DUE (See assignment details and rubric); Review each group's WIKI in preparation for Quiz #3	

	--	Case Study #1 DUE	
	--	Quiz #3 DUE WIKI Project #3 DUE (See assignment details and rubric); Review each group's WIKI in preparation for Quiz #4	
	6	<u>Learning and Academic Issues</u> Assignments: (1) Discussion Board #3	Chapter 15 and Module 6
	--	Adult Interview DUE (See assignment for details and rubric)	
	7	<u>Hearing Loss and Aging</u>	Chapter 11 and Module 7
	--	Case Study #2 DUE	
	8	<u>Conversational Fluency and Communication Strategies</u> Assignment: Discussion Board #4 10 points	Chapter 7, 8 and 9 and Module 8
	--	WIKI Project #4 DUE (See assignment details and rubric); Review each group's WIKI in preparation for Quiz #4	--
	9	<u>Aural Rehabilitation for Adults</u>	Chapter 10, 12 and 13 and Module 9.
	--	Case Study #3 Due (See assignment for details and rubric), 15 points	--
	--	Quiz #4	--
	--	Final Exam	

Course Assignments and Grading

It is each student's responsibility to check the Blackboard website frequently in order to maintain contact with the instructor and classmates as well as to keep up with assignments, group discussions, any changes in schedule, etc. *It is suggested that students create an e-folder/notebook to maintain all resources from this course. Although students may not yet have clients with hearing loss, the materials provided in this course will be helpful in future practice. While it is not possible to learn everything one needs to know to provide best practice for clients with hearing loss in one course, knowing how and where to access the necessary tools/materials, is invaluable.*

Assignments (Also see calendar, modules, and assignments/grading rubrics):

A brief overview of the assignments is provided below. Be sure to review the individual assignments and grading rubrics for detailed information.

- **Interviews:** Each student will talk with both an adult with hearing loss as well as a child with hearing loss (or someone associated with the child). The purpose is to gain an appreciation of the impact of hearing loss and the communicative needs of individuals with hearing loss. A short reflection will be submitted based upon suggested questions and points of consideration. *Specific details and a grading rubric are provided.*
- **Discussion Boards:** As students work through the course modules, lessons will have specific assignments requiring students to post to the discussion board. These discussion board postings will be graded by thoughtful participation (not right or wrong). Students are required to respond to 4 discussion board topics and reply to classmates' responses 4 times (5 points for each posting; 10 points total for each of the four discussion board topics). The purpose of the discussion board is to provide opportunities for sharing ideas and learning about different perspectives.
- **Quizzes:** Four brief quizzes will be used to assess self-study of material including information from the audiology review and the WIKI reports.
- **WIKIs:** Each student will be placed into a small learning group. Each group is assigned a series of topics for WIKI assignments (4 projects/3 case studies). WIKI group members are expected to act as professionals by contributing equally and working well with each other. Individual and group grades will result from the work. Should any concerns arise, it is each group's responsibility to alert the course instructor as soon as possible to avoid any impact on group work or grades. The purpose of the WIKI is to allow students to work cooperatively to discover, assimilate, analyze, and synthesize new information and experience in a collaborative community, which can also be shared with other course groups to extend learning beyond one's own work.

WIKI project topics will be:

- **WIKI 1: Current Topics in Aural Rehabilitation.** Each group will study an assigned topic and create a report. *Specific details and a grading rubric are provided.*
- **WIKI 2: Subjective Assessment:** Each group will review two assessments appropriate for speech-language pathologists to use with individuals with hearing impairment (e.g., ITMAIS, SIFTER, HHIE) and provide a report that includes research support, usefulness, cost, etc. *Specific details and a grading rubric are provided.*

- **WIKI 3: Intervention:** Each group will review two intervention programs/curricula/resources appropriate for speech-language pathologists to use with individuals with hearing impairment (e.g., SPICE, Learning to Hear Again) and provide a report that includes research support, usefulness, cost, etc. *Specific details and a grading rubric are provided.*
- **WIKI 4: Lesson Plan.** Each group will design a 30 minute lesson plan for both an adult client and a pediatric client. The adult intervention will focus on everyday events (e.g., banking, going to the movies, etc.) and the pediatric intervention will be built around a high quality children's book. The pediatric target group may range from early listening to the more advanced listener; the adult target may be a new hearing aid/CI user ranging to someone with other communication concerns (e.g., following a stroke). *Specific details and a grading rubric are provided.*

WIKI Group Projects:

Group	WIKI 1: Current Topics	WIKI 2: Assessment	WIKI 3: Intervention Tools/Program	WIKI 4: Lesson Plan
Orange	Cochlear implant updates	IT*MAIS & HHIE	There are many commercially available intervention tools/resources such as Talk Around the Clock, SPICE, Learning to Hear Again, LACE, etc. including many on-line tools/resources. Some of these are available free; others are costly. Group members should select one pediatric and one adult tool/resource, either from their own resources, or a free source. <i>See assignment handout for ideas and links. Be sure to obtain approval of your choices before proceeding to avoid overlap amongst groups.</i>	Group members should work together to choose a high quality children's book (e.g., The Snowy Day, I Can Do It, Mr. Gumpy's Outing, The Lorax, etc.) on which to base their pediatric lesson and an everyday listening experience for adults (e.g., planning a trip, dinner at a restaurant). Each book/ everyday listening experience choice must be approved by the course instructor before starting in order to avoid overlap amongst groups.
Red	Neuroplasticity: How early auditory access can change auditory processing in the brain?	SPISE & APHAB		
Blue	The impact of environmental noise: Prevention of listening and hearing problems	SECONDARY SIFTER & SSQ		
Green	Assistive listening devices (ALDs) and their use in AR	LIFE & GHABP		
Violet	Cultural influences on communication choice, assessment, and intervention.	ELF & SAC		
Yellow	Implantable middle ear prosthetic devices	CHILD & THI		

*ADDED 2 more groups for Project 1				
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WIKI Group Case Studies

Each WIKI Group will also be assigned three cases (Infant/Toddler, School-Age, Adult). Groups are expected to complete the case assignments and post one report reflecting the group's work. *A detailed handout is provided with each case, including a grading rubric.*

Evaluation:

<u>Student responsibilities:</u>	<u>Score</u>
Interviews (2 @ 5 points each)	10
Discussion Board (4 @ 10 points each)	40
Quizzes (4 @ 5 points each)	20
Projects using WIKIs (4 @ 15 points each)	60
Case Studies using WIKIs (3 @ 15 points each)	45
One (final) exam @ 25 points	<u>25</u>
	200 Total Points

Grading Scale:

Total Points					
187-200 = A	173-178 = B+	160-165 = B-	148-153 = C	134-139 = D+	120-127 = D-
179-186 = A-	166-172 = B	154-159 = C+	140-147 = C-	128-133 = D	Below 120 = F

Topical Outline

Start Here, Syllabus Review, and Survey (background information gathering)

Audiology Review

Course Modules:

1. Introduction to AR
2. Hearing aids, implantable devices and related technology
3. Speech, Language & Literacy Development of Children with Hearing Loss: An Overview
4. Pediatric Aural (Re)Habilitation: Infancy through Adolescence
5. Auditory Processing Problems and Perceptual Problems
6. Learning and Academic Issues
7. Hearing Loss and Aging
8. Conversational Fluency and Communication Strategies
9. Aural Rehabilitation for Adults

Educational/Informational Websites

AR research information	http://www.hearingresearch.org/about/index.php
Helpful resources (organizations, manufacturers)	http://www.hearingresearch.org/links/index.php
Academy of Audiology	www.audiology.com
ASHA	www.ASHA.org
Alexander Graham Bell Association for the Deaf	www.agbell.org and http://www.agbellacademy.org/
Hearing Loss Association of America	http://www.hearingloss.org
National Institute on Deafness and Other Communication Disorders	www.nih.gov/nidcd
Central Institute for the Deaf (CID)	www.cid.wustl.edu
Boystown Research Programs and Hospital	www.boystown.org
John Tracy Clinic	www.jtc.org
Listen Up	www.listen-up.org
Deafness Research Foundation	www.drf.org
Therapy ideas	www.mnsu.edu/comdis/kuster2/sptherapy.html
*Quiz questions/flashcards	http://quizlet.com/3688558/aural-rehab-final-flash-cards/

Student Performance and Conduct:

Students are responsible for adhering to all policies and procedures indicated in the Student Handbook. To view the Student Handbook, go to www.utoledo.edu, click on current students and highlight student handbook.

Students are expected to participate in all discussions. *Please see "Netiquette" below.* Due to the nature of the on-line exercises, these assignments will not be made up if a student misses the event.

Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the syllabus calendar. Students will be made aware via a Blackboard posting of any calendar changes. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. All assignments are to be emailed to the instructor via Blackboard attachment.

Students are expected to complete quizzes and the exam during the posted time. Students may take a make-up only with prior instructor approval. The make-up quiz/examination will vary from the original.