

University of North Carolina at Greensboro
Department of Communication Sciences and Disorders

CSD 557: Pediatric Aural Rehabilitation

Spring 2006
3.0 Credit Hours

Tuesday, 7:00 – 9:30 pm
Ferguson, Room 325

Course Syllabus

Instructor: Lisa G. Fox-Thomas, Ph.D., CCC-A

E-mail: lgfoxtho@uncg.edu

Phone: (336) 256-1496

Office: Ferguson, Room 336

Office hours: By appointment, 12:00 – 1:00 pm on Tuesday and Thursday

Course Description

This course introduces students to the field of aural rehabilitation by describing the effects of hearing impairment on communication in children and methods of intervention. Technological advances in hearing aids, assistive listening devices and cochlear implants are discussed as a means of improving accessibility to sound in the classroom and therapeutic settings. In addition, auditory training and compensatory strategies for facilitation of communication are covered. Finally, educational considerations and interventions for children with auditory processing disorders are discussed. This course targets undergraduate and graduate students in the field of Communication Sciences and Disorders. It also contains information useful to students majoring in Education of Deaf Children.

Course Prerequisite: CSD 334: Introduction to Audiology

Student Learning Objectives

Upon successful completion of this course, students will be able to:

1. identify methods of hearing assessment in children
2. describe effects of hearing loss on communication in children
3. understand the value of counseling for children and their families
4. identify resources available to families of children who are hearing impaired
5. compare hearing aid styles and technologies
6. discuss special considerations when fitting hearing aids in children
7. describe assistive listening devices used in the classroom
8. understand cochlear implants and how they work
9. describe medical aspects of cochlear implantation (candidacy and surgery)
10. discuss ethical issues of cochlear implantation of young children
11. describe approaches to communication training in children
12. compare management approaches of auditory processing disorders in children

Course Design

CSD 557 is an advanced level course that has been designed to stimulate active learning on the part of the student. Class lectures are intended to complement, rather than duplicate, material presented in the textbook and assigned readings. As a result, students are required to *take responsibility for their own learning* by actively attending while in class and engaging in self-study outside of class. In addition, CSD 557 has been approved as a speaking intensive (SI) course, aimed to improve students' speaking skills. The main requirement of an SI course is that students receive feedback on their speaking skills and be given an opportunity to implement suggestions. Thus, at least two formal presentations are required. Students should

Cooperative Learning Groups

Class members will participate in a cooperative learning group consisting of three or more students. Members of each group will work together to complete several assignments (see description below). A portion of the grade on each assignment will be based on each student's contributions to the cooperative learning group (as determined by confidential peer review).

Blackboard

CSD 557 is posted online at <http://blackboard.uncg.edu>. Students need an active university e-mail address to access this site. Blackboard enables the instructor to interact with the class both by e-mail and by posting messages online. In addition, many of the class materials (e.g., general course information, a copy of the syllabus, announcements, assignments, related links, etc.) will be posted on Blackboard. Students are encouraged to log on to the website at least twice weekly and to check their e-mail regularly for the latest information. *Note that students are responsible for ensuring that their e-mail accounts are configured correctly to receive class e-mails.* Students can access their grades securely via the online grade book. Grades will be posted as soon as they are available.

Course Readings

Course readings are intended to enrich the student's knowledge in the field of aural rehabilitation by reinforcing and supplementing class lectures. Students are expected to complete all assigned reading prior to class.

1. Required Text:

Northern, J. L., & Downs, M.P. (2002). *Hearing in children* (5th ed.). Philadelphia: Williams and Wilkins.

2. Assigned Readings: Additional readings will be assigned at the instructor's discretion.

Course Requirements

1. **Exam (25%)** – One in-class examination will be administered upon conclusion of the course. Students should prepare for the exam by attending all classes, participating in class activities, and completing all assigned reading. The format of the examination will be discussed in class prior to the exam date.
2. **Focus Questions (15%):** Students will work in their cooperative learning group to prepare a list of three focus questions on an assigned topic. Although each topic is covered in the textbook, additional references may be used (and should be cited accordingly). Each group should bring enough copies of the typed list of questions for all class members (25) and should be prepared to lead the class in a 10 – 15 minute discussion of the designated topic. A PowerPoint presentation may be used to *facilitate* discussion, but should not serve as a *substitution* for discussion. Each member of the group must speak during the discussion and will receive individual feedback from the instructor. Thus, an effort should be made to avoid dominance of the discussion by one group member. Topics will include:
 - a. “Hearing Loss” versus “Hearing Handicap” in Children (Chpt 1)
 - b. Children with Unilateral Deafness (Chpt 1)
 - c. Prevalence of Otitis Media and Associated Risk Factors (Chpt 3)
 - d. Effects of Fluctuating Hearing Loss on Children’s Speech and Language Development (Chpt 3)
 - e. Management of a Child with Otitis Media (Chpt 3)
 - f. Etiology of Prelingual Hearing Loss in Children (Chpt 4)
 - g. Team Management of Children with Hearing Loss (Chpt 4)
3. **Technology Presentations (15%):** Each cooperative learning group will be assigned a hearing aid manufacturer to contact regarding products, features, and/or accessories recommended for young children. Groups will share this information with the class in a 10 minute PowerPoint presentation. Each member of the group must speak during the presentation. A one-page handout summarizing the group’s findings should be distributed to class members (25) along with brochures and/or educational materials (if available).
 - a. Phonak (www.phonak.com)
 - b. Starkey (www.starkey.com)
 - c. Widex (www.widex.com)
 - d. Oticon (www.oticon.com)
 - e. Siemens (www.siemens-hearing.com)
 - f. Resound (www.hearingplanet.com)
 - g. Sonic Innovations (www.sonici.com)
4. **In-class Debate and Position Paper (20%):** Each cooperative learning group will “take a stance” on the issue of cochlear implantation in young children. Half of the groups will be in favor of implantation (“pro”) and the other half will be against implantation (“against”) An in-class debate will be held during which students will present their point of view. Every student in the group must speak during the debate. A typed 3 to 5 page paper summarizing the group’s position must be submitted to the instructor on the day of the presentation. The paper shall be in APA format and include at least 3 references.

- 5. Resource Portfolio (25%):** Each student will work *independently* to assemble an e-Portfolio online in their Blackboard Content area consisting of resource materials related to aural rehabilitation in children. The ultimate goal is for students to produce a well organized collection of materials that will be useful in the future when working with children who are hearing impaired (and their parents).

The e-Portfolio may include internet links, electronic articles, scanned brochures, your own powerpoint presentations, class notes, etc. In addition, students should write a one-page summary of two research articles on each topic (include a complete citation in APA format). Materials on the following topics are mandatory, although students are free to include additional information:

- a. Universal hearing screening (includes assessment technologies and importance of early intervention)
- b. Hearing aids in children (selection, fitting, and verification)
- c. Cochlear implants in children (e.g., candidacy, surgery, mapping, habilitation)
- d. Assistive listening devices in the classroom
- e. Therapeutic intervention in children with hearing loss (e.g., auditory training, speechreading training, communication strategies training)
- f. Intervention of auditory processing disorder (APD) in children

Changes in Course Requirements

The instructor reserves the right to change the course assignments and/or assessment procedures. However, students will be adequately notified of any changes during class meetings.

Attendance Policy

Students are expected to attend all classes, to arrive on time, and to stay until dismissed. Tardiness disrupts other students and interrupts the flow of the class. Packing up materials before the end of class will not be permitted. An attendance sheet will be circulated at the beginning of each class. When absent, it is the student's responsibility to ascertain missed information, including special announcements.

Instructor Expectations

Students are expected to actively attend in class. Sleeping, chatting, reading the newspaper, or other forms of multi-tasking is distracting to all in attendance and will not be permitted. All cell phones and beepers should be turned off or in the vibrate mode.

Students are expected to complete all assigned reading and assignments on time. Late assignments will not be accepted without a valid reason. Computer difficulties and/or printer failure are not acceptable excuses. All exams must be completed on the assigned day unless approval from the instructor is obtained *in advance*. Students who do not attend the exam and do not contact the instructor will receive a zero on the exam.

Students are expected to do their own work. All assignments should be completed independently unless explicitly stated otherwise. In addition, exact language taken from an outside source must be cited. Cheating and plagiarism will not be tolerated (see UNCG's Academic Integrity Policy at <http://saf.dept.uncg.edu/studisp/Honor.html> for a description). Per university policy, each student is required to write out and sign the following academic integrity pledge on all work submitted for a grade in this course: *I have abided by the academic integrity policy on this assignment.* Assignments will not be graded unless the pledge is signed.

All prepared work should be neatly composed and proofread. Spelling, grammar, and punctuation do count and assignments will be graded accordingly. Assignments should be typed, with standard fonts (e.g., Arial 12 point) and one-inch margins. In most cases, double-spacing is appropriate. References should be formatted in accordance with the 5th edition of the *Publication Manual of the American Psychological Association* (see the "APA Research Style Crib Sheet" at <http://www.wooster.edu/psychology/apa-crib.html> for assistance).

Grading Scale

Final grades will be determined according to the following scale:

100-98	A+	86-83	B	72-70	C-	59 or less	F
97-93	A	82-80	B-	69-67	D+		
92-90	A-	79-77	C+	66-63	D		
89-87	B+	76-73	C	62-60	D-		

Note that Grades of A+ are not permitted for undergraduate students and grades of D (D+, D, D-) are not permitted for graduate students.

**CSD 557
Pediatric Aural Rehabilitation**

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Tentative Course Schedule (1/10/06)

Date	Topic	Reading/Assignments
1/10	Introduction to Course Group Assignment	
1/17	Pediatric Hearing Assessment	Chapters 6, 7
1/24	Universal Hearing Screening and Early Intervention	Chapters 5, 8
1/31	Hearing Loss in Children	Chapters 1, 3, 4 Focus Questions Due
2/7	Counseling and Familial Support	Assigned Reading
2/14	Hearing Aids: Technology	Chapter 9 Assigned Reading
2/21	Hearing Aids: Special Considerations in Selection, Fitting, and Verification	Chapter 9 Assigned Reading Technology Presentations
2/28	Personal FM and Sound Field Systems in the Classroom	Chapter 9 Assigned Reading
3/7	No Class (Spring Break)	
3/14	Cochlear Implants: Technology	Chapter 9 Assigned Reading
3/21	Cochlear Implants: Medical Perspective	Assigned Reading

Date	Topic	Reading/Assignments
3/28	Movie Night! <i>Sound and Fury</i> <i>Cecilia</i>	BYOP: Bring your own popcorn!
4/4	In-class Debate Auditory Training	Position Papers Due Assigned Reading
4/11	Speechreading Training and Other Therapeutic Strategies	Assigned Reading
4/18	Central Auditory Processing Evaluation and Intervention	Assigned Reading
4/25	Wrap-Up	e-Portfolios Due
5/9	Final Exam (7:00 pm)	