

**CDS 422: Communication Problems of the Hearing Impaired:
Aural (Re)habilitation**
2:00 – 3:15pm Tuesday/Thursday, COMM 1007
Spring 2017

Instructor: Atheana Meadows, MA, CCC-A
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Office hours: T/R (12:00-1:50pm) or by appointment
Phone: 618-453-8262 (main office)/ 453-7204 (316A)
***No office hours week of January 15th**

Course Description:

The purpose of this course is to provide undergraduate and graduate students with essential concepts necessary to provide rehabilitative audiology services for children and adults. This course will introduce students to theory and treatment issues for child and adult populations. Following the completion of this course, students should have a knowledge base to aid them in the provision of audiological rehabilitative services.

Prerequisites: Successful completion of **CDS 302, CDS 303, and CDS 420**

This course is divided into three main sections: Early Identification and Assistive Technology; Child Assessment/Child Intervention; and Adult Rehabilitation. Students should attend classes having read the assigned material for the lecture. Please note that some topics may involve examining sensitive and controversial issues (e.g., Deaf Culture and cochlear implants). Students may have strong personal feelings and experiences related to these issues, and there is often conflict in society over these issues. Consequently, we can expect to find differing opinions across individuals in our classroom discussions. All participants are expected to treat one another (and their opinions) with respect.

The following Knowledge and Skills Acquisition (KASA Audiology, 2011) requirements are met by this course (based on ASHA Standards for Certification in Audiology):

Foundations of Practice: A5, A6, A7, A8, A9, A15, A16, A17, A26, A27, A29
Prevention and Identification: B1, B3
Assessment: C2, C3, C9, C10, C11
Intervention: D1, D2, D5
Advocacy/Consultation: E1, E2, E3
Education/Research/Administration: F1, F2, F6

The following Knowledge and Skills Acquisition (KASA Speech-Language Pathology) requirements are met by this course (based on 2014 ASHA Standards for Certification in Speech-Language Pathology):

Standard IV-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences..., including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

- hearing, including the impact on speech and language
- social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- communication modalities (including oral, manual augmentative, and alternative communication techniques and assistive technologies)

Standard IV-D: For each of the areas specified in Standard VI-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Time Commitment:

Please be aware that for each semester hour of credit, the average student should expect to spend at least 2 hours per week preparing for each class session. **This course is a three-credit course; therefore, standard out-of-class preparation is six hours.**

Text:

The following text is required for this course and is available at the Student Center bookstore:

TITLE: Introduction to Audiologic Rehabilitation

AUTHOR: Schow and Nerbonne

EDITION: 6th

COPYRIGHT YEAR: 2013

PUBLISHER: ALLYN and BACON (ISBN-10: 0-13-2582575-0)

(Also available through PUBLISHER: PEARSON (ISBN: 0-13-3091014-0))

Accommodations for Students Who Have Disabilities or Need Special Assistance:

If any student has a disability, which may require some modification of seating, testing or other class requirements, please see me so that appropriate arrangements can be made. The student should also contact the Disability Support Service Office at Woody Hall B-150 (453-5738).

Writing Center:

Students who need assistance with writing skills can contact the SIUC Writing Centers. The service is free to SIUC students; their email address is write@siu.edu, their website address is www.siu.edu/~write. NOTE: Appointment is often necessary to meet individually with writing assistant.

Student Complaints Concerning Faculty Actions and Student Academic Misconduct:

Please read the College of Education and Human Services Student Handbook. It can be found at the following address <http://web.coehs.siu.edu/public/studenterv.php> . You are responsible for reading this information. Please ask if you need clarification. In the event that you need to contact the department chair, his name and email are as follows:

Carl Flowers, Ph.D.

Chair, Rehabilitation Institute

cflowers@siu.edu

General Information:

This course is provided through the College of Education and Human Services. Therefore, class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the College of Education and Human Services.

Policy on Plagiarism and Cheating:

The University has outlined disciplinary procedures in the University's Student Conduct Code found at <http://web.coehs.siu.edu/public/grievance.php>

If you are unclear about the **proper use and citation of sources—seek assistance at the Writing Center**. For the specific details/guidelines for any assignment--discuss the assignment and your related questions with the instructor . All forms of plagiarism and any other activities that result in a student presenting work that is not really his or her own are considered academic fraud. Academic fraud includes these and other **intentional and/or unintentional misrepresentations:**

- + presentation of ideas from any sources you do not credit;
- + the use of direct quotations without quotation marks and without credit to the source;
- + paraphrasing information and ideas from sources without credit to the source;
- + failure to provide adequate citations for material obtained through electronic research;
- + downloading and submitting work from electronic databases without citation;
- + participation in a group project which presents plagiarized materials;
- + taking credit as part of a group without participating as required in the work of the group;
- + submitting material created/written by someone else as one's own, including purchased term/research papers

Cheating on examinations and other work also interferes with your own education as well as the education of others in your classes. If you are unclear about guidelines for any testing situation or assignment, you should discuss your questions with the instructor. Academic cheating includes all of the following, and any other activities that give a student an unfair advantage in course work:

- + copying from someone else's exam, homework, or laboratory work;
- + allowing someone to copy or submit your work as his/her own;
- + accepting credit for a group project without doing your share;
- + submitting the same paper in more than one course without the knowledge and approval of the instructors involved;
- + using notes, text messaging, cell phone calls, pre-programmed formulae in calculators, or other materials during a test or exam without authorization;
- + not following the guidelines specified by the instructor for a "take home" test or exam

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. See <http://www.policies.siu.edu>

Reacting Safely to Severe Weather

If severe weather is indicated, class members will seek shelter in the innermost part of the building, if possible at the lowest level, staying clear of windows and of free-standing expanses which might prove unstable. The class will resume after the severe weather has ended. See the Department of Public Safety's website at www.dps.siu.edu (disaster drop down).

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, the Department of Public Safety's website at www.dps.siu.edu (disaster drop down), and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Attendance:

Regular class attendance and participation is expected. Attendance is taken regularly. The text covers the majority of the information covered in exams; however, class discussion and hands-on activities are also included in exams and determination of final grade. Missing class routinely will directly affect your grade in this course. Regular attendance and class participation are expected and will be necessary to successfully master the course. If you must be absent, you are responsible for the material covered.

Cell Phone Policy: NO cell phone/internet use during class. Laptops are allowed for note-taking purposes only. In case of emergency call, please excuse yourself from the class as quietly as possible. Violation of this policy may result in lost points, thereby affecting your final grade.

Course Requirements and Grading:

- 1- **Exams (250 pts) will comprise approximately 50% of your course grade.** There will be a midterm (100 pts); and a final exam (150 pts) which will be comprehensive covering the entire course.
- 2- **The remainder of points (250 pts) or 50% of your course grade** will be earned through a combination of the following written assignments and attendance:
 - a) **Written Assignments** – Literature review (50 pts), including preliminary outline and bibliography (50 pts), and term paper (100 pts).
 - b) **Attendance** (50 pts).
 - c) **Extra credit will be limited to exams for this course.**

In general, final grade cutoffs will be assigned as follows:

450 points or >	A (90%)
400 points	B (80%)
350 points	C (70%)
300 points	D (60%)
< 300 points	F (below 60%)

Final exam: Tuesday May 9, 2:45 – 4:45pm, 1007 COMM

*Readings and order of readings are subject to change. Additional articles may be assigned to supplement text readings.

Date	Topic	Readings*
1/17	Introductions, Syllabus and Course Requirements	**Readings from <u>Introduction to Audiologic Rehabilitation</u>, Schow & Nerbonne, 6th edition, unless otherwise noted.
1/19	Definitions and History of Aural (Re)habilitation	Chapter 1
1/24-1/26	Review CDS422 Terms/Concepts	**CDS422 Review/Hearing Loss/Audiograms
1/28-2/2	Overview: Auditory Processing	Introduction to AUDITORY PROCESSING
2/7-2/9	Overview: Hearing Aids and Hearing Assistive Devices; Listening Checks	Chapter 2
2/14-2/16	Cochlear Implants; Vestib &	Chapter 3

	Tinnitus Rehab	
2/21- 2/23	Overview: Adult Aural Rehabilitation	Chapter 10
2/28**	CASE STUDIES	(Adults Ch.12) **LAST DAY to turn in Article Synopses/Annotated Bibl.
3/2	Auditory Perception and Training	Chapter 4
3/7	REVIEW	Wrap-up/REVIEW
3/9	MIDTERM EXAM 1	*** Ch. 1, 2, 3, 4, 10, 12 (plus 420, (C)AP lectures)
3/13- 3/19	NO CLASS	SPRING BREAK
3/21	Considerations in Assessment HOH Children	Chapters 6
3/23	Management School-Aged	Chapter 8
3/28- 3/30	Audiologic Rehab for Children	Chapter 9
4/4**	Aud. Rehab for Children	Chapter 9 (cont.) **Last Day to turn in (C)AP Outline (Case Studies – Children)
4/6	CASE STUDIES	(Case Studies – Children)
4/11- 4/13	Counseling Strategies for Children and Families	Chapter 7
4/13**	Case Studies	TBA **(C)AP Papers due (4/13-4/21)
4/18- 4/20	Aural Rehabilitation Counseling Issues with Adults	Chapter 7, Chapter 10
4/25	****	****GUEST SPEAKER
4/27- 5/4	****	**** TBA/Wrap-up/REVIEW
5/12	FINAL EXAM Tuesday, May 9, 2:45-4:45pm	1007 COMM

PLEASE CAREFULLY READ THE SIU SPRING 2017 SYLLABUS ATTACHMENT:

<http://pvcaa.siu.edu/common/documents/syllabus-attachments/syllabus-attachment-spring-2017.pdf>

(Note copy with associated SIU links on following page.)

SIU-Carbondale Syllabus Attachment Spring 2017 <http://pvcaa.siu.edu/>

IMPORTANT DATES *

Semester Class Begins01/17/2017
Last day to add a class (without instructor permission):.....01/22/2017
Last day to withdraw completely and receive a 100% refund:01/27/2017
Deadline to apply to graduate at the end of this term:.....04/02/2017
Final examinations:.....05/08–05/12/2017

Note: For outreach, internet, and short course drop/add dates, visit Registrar's Academic webpage <http://registrar.siu.edu/>

SPRING SEMESTER HOLIDAYS

Martin Luther King, Jr.'s Birthday Holiday 01/16/2017
Spring Break 03/11—03/19/2017

WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stop-ping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit

<http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

INCOMPLETE POLICY~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or *graduation*, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average. *For more information please visit:*

<http://registrar.siu.edu/grades/incomplete.html>

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. *See full policy at*

<http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit

<http://gradschool.siu.edu/about-us/grad-catalog/index.html>

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.

<http://disabilityservices.siu.edu/>

PLAGIARISM

Student Conduct Code http://srr.siu.edu/student_conduct_code/

Guidelines for Faculty <http://pvcaa.siu.edu/common/documents/Plagiarism/Guide%20to%20Preventing%20Plagiarism.pdf>

MORRIS LIBRARY HOURS

<http://www.lib.siu.edu/about>

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://safe.siu.edu>

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu,

<http://salukicare.siu.edu/index.html>

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU **Emergency Response Plan** and **Building Emergency Response Team (BERT)** programs. Please reference the **Building Emergency Response Protocols for Syllabus** attachments on the following pages. *It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.*

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career.

For more information please visit: <http://www.inclusiveexcellence.siu.edu/>

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring : <http://tutoring.siu.edu>

Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit <http://write.siu.edu/>

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. *For more information visit:*

<http://diversity.siu.edu/#>

Additional Resources Available:

SALUKINET: <https://salukinet.siu.edu/cp/home/displaylogin>

ADVISEMENT: <http://advisement.siu.edu/>

SIU ONLINE: <http://online.siu.edu>

SALUKI SOLUTION FINDER: <http://solutionfinder.siu.edu/>

MORRIS LIBRARY HOURS: <http://libguides.lib.siu.edu/hours>