

California State University, Chico
CMSD 640: Assessment and Management of Auditory Disorders
3 Units, Fall 2018
T 4-6:50pm

Professor: Suzanne Bonneau Miller, PhD, CCC-A/SLP

Office: AJH 130B

Office hours: T: 2-3:30; 6:50-7:30*

(* for CMSD 640 and 689 students only- by appointment)

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COURSE DESCRIPTION

This lecture/discussion/lab course will provide an advanced level of knowledge and principles used in the assessment and remediation of persons with auditory impairments and will be taught with a clinical emphasis. It is assumed that all class participants are familiar with the fundamentals of aural anatomy/physiology, acoustics of speech, speech perception, diagnostic methods for speech-language pathology, and basic audiology and aural (re)habilitation, as this knowledge is essential to the course, but will not be specifically reviewed. The course will be divided into three topic sections: (1) Clinical Methods in Audiology, (2) Aural Rehabilitation of Elderly Individuals and (3) Auditory Processing Disorders.

Required Texts/Resources:

ASHA [Guidelines for Audiologic Screening.](#)

<https://www.asha.org/Practice-Portal/Professional-Issues/Adult-Hearing-Screening/>

Richard, G.J. (2017). [The Source: Processing Disorders](#), 2nd Ed. ProEd.

ISBN: 9781416410607

Martin, F.M. & Clark, J.G. (2012). Introduction to Audiology (11th or 12th Ed.).

Pearson Education, Inc: Upper Saddle River, NJ.

Schow, R.L. and Nerbonne, M.A. [Introduction to Audiologic Rehabilitation](#), 6th or

7th Ed. Allyn & Bacon: Needham Heights, MA.

OR other CMSD 441: AR Text

BlackBoard Learn: Copies of the course syllabus and many assignments may be found on Blackboard <https://learn.csuchico.edu> You are responsible for regularly checking the online resources, which can also be accessed through the portal at <http://portal.csuchico.edu>

Alignment of Student Learning Outcomes, assignments, and assessments with CTC standards and ASHA CCC standards

Successful analysis, synthesis and evaluation on academic assignments and examinations, and the ability to apply knowledge to clinical applications, will determine acquisition of the following student learning objectives:

Course SLOs Students will be able to explain/implement:	Implementation	Program SLOs	Accreditation Standards		
			CAA	CFCC	CCTC
Hearing loss impact on speech, language, cognition, educational, cultural and psychosocial aspects	Activities: Lecture, Audiogram Interpretation labs Assessments: Clinical Methods Exam Parts I and II (80% accuracy)	SLO 1 SLO 2	3.1.2b 3.1.3b 3.1.4b 3.1.5b	IV-C	SLP 1 SLP 4
Principles and methods of prevention, assessment, and intervention for people with communication impairments specific to hearing disorders.	Activity: AR project Assessment: Screening performance, Poster presentation	SLO 1 SLO 2 SLO 3	3.1.2b 3.1.3b 3.1.4b 3.1.5b	IV-D	PS 4 PS 5
Evaluation and treatment of the psychological impact of hearing loss, as well as “linguistic and cultural correlates of auditory disorders”	Activities: Lecture, Readings Assessment: Clinical Methods Exam, Part II (80% accuracy)	SLO 3	3.1.3b, 3.1.4b, 3.1.5b	IV-D	SLP 3
Academic and clinical skill in pure-tone air conduction, tympanometric screening and prevention activities.	Activities: Lectures, Readings; Laboratory assignment to gain experience; AR project Assessments: Clinical Methods Exam, Part I; Evaluation of hearing screening quality and AR project	SLO 4	3.6b	V-B V-F	SLP 4
Hearing screening program development and implementation; limitations.	Activities: Lecture, Readings Assessment: Clinical Methods Exam, Part I	SLO 1 SLO 2 SLO 4	3.1.2b 3.1.3b 3.1.4b 3.1.5b 3.6b	V-B	SLP 4
Relationship between audiometric information and communicative impact.	Assessment: Clinical Methods Examination, Part II: Audiogram Interpretation	SLO 1 SLO 2 SLO 3 SLO 4	3.1.2b 3.1.3b 3.1.4b 3.1.5b 3.6b	IV-C	SLP 3 SLP 4
Community service and service learning activities in communication, hearing health, and hearing loss prevention	Activity: AR assignment Assessments: Evaluation of quality of presentation and hearing screening	SLO 1 SLO 2 SLO 3 SLO 4	3.1.2b 3.1.3b 3.1.4b 3.1.5b 3.6b	IV-C	PS 4
Assessment and management of CAPD; characteristics, attention, memory, sequencing, problem-solving, and executive function related to auditory processing; differential DX	Activities: CAPD screening administration; Lecture, Readings Assessment: APD Examination (80% accuracy)	SLO 2 SLO 3	3.1.3b 3.1.4b 3.1.5b	IV-C IV-D	SLP 4 SLP 5 PS 5
Neurological aspects of auditory processing.	Activities: Lecture, reading Assessment: APD Examination (80% accuracy)	SLO 1 SLO 2	3.1.2b 3.1.4b 3.1.5b	IV-A	SLP 1

PROGRAM SLOs

1. Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
3. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
4. Successful completion of supervised clinical experiences, demonstrating knowledge and skill competencies.

CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology.

<https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>

CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology

<https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards>

CTCC - California Commission on Teaching Credentialing

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd6>

Course Materials:

Hearing Aid Battery tester (under \$10 Amazon)

Hearing Aid Listening Stethoscope (about \$20 on Amazon)

COURSE REQUIREMENTS

Examinations (200-220 points total): Two in-class examinations will be given: The first is worth 100-120 points, is in two parts, and follows the Clinical Methods section. It includes information from readings, audiograms, lectures, small group discussions. The second exam will follow the Auditory Processing section and will be worth 100 points. See assignment schedule for approximate dates.

AR Project (100 points): During the AR portion of the course you will participate in service-learning/community-service activities. Several assignments will be attached to this project. More details on the assignments and activities will come shortly.

SCAN Assignment: Each student will administer two individual SCAN-A or C tests, including correct scoring. This is a required, no-point activity.

Small group assignments: There will be several individual and small group activities. You are required to participate in these activities and points may be assigned.

Assigned Readings: Chapter readings and possibly some supplementary readings will be assigned. Some information contained in your book may not be dealt with directly in class; however, you are responsible for the contents.

Guest Lecturers: There may be guest lecturers on therapy perspectives and techniques in AR and Auditory Processing. Speaker names and dates will be announced as soon as they are arranged. Attendance is required.

RIGOROUS LEARNING (excerpt from CSU statement of Academic Rigor)

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something. Rigorous students:

- Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time.
- Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.
- Treat the instructor, fellow students, and the classroom environment with complete respect. Give each class full attention and participation. Do not miss class, arrive late, or leave early.
- Accept continuing responsibility for learning and for grades earned.
- Approach each class in a professional manner, as if the class was real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.

- Experiment with all teaching and learning strategies used in classes, and also determine which work best for them.
- Demonstrate complete honesty and integrity.

GRADES

Grades will be assigned on the basis of the above listed course requirements, with approximately 300-320 points possible. Attendance and class participation will also be considered. If the above listed rigorous learning standards are not adhered to your grade will be dropped 10%.

Grading Scale	
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
Below 63	F

Here's a conceptual grading guideline that may help you to understand how your assignments and tests are graded: An "A" constitutes outstanding performance, work that is above and beyond expectations; a "B" is very good work, commendable; a "C", acceptable, accurate, and complete work, but not beyond ordinary; "D" and "F" grades are failing work at the graduate level.

ACADEMIC CONDUCT: Although collaboration with other students is required in certain situations, you are expected to do your own work on examinations. If it is apparent, or suspected, that you are turning in work that is not your own, it will be dealt with under the guidelines of the University's policy on academic dishonesty.

STUDENTS WITH DISABILITIES: If you have any disability related needs in terms of taking exams or other accommodations, please contact Accessibility Resource Center (530-898-5959) on campus to obtain the appropriate documentation. Afterwards, come by my office to discuss your needs within the first two weeks of class so that any necessary arrangements can be made.

CONFIDENTIALITY AND MANDATORY REPORTING: As an instructor, and certainly as a campus ombuds, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as Program Director and Ombuds. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required

to share information with the University regarding sexual misconduct or risk of imminent harm. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

ADD/DROP POLICY: Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester by Change of Program (COP) form. During the third and fourth weeks of classes, COP forms are required in order to add and drop and need instructor's signature. After the end of the fourth week of the semester, all COP forms are required in order to add or drop will require a serious and compelling reason (University Catalog) and require approval signatures of the instructor, department chair, and dean of the college. It is your responsibility to commit to dropping or continuing in class by the end of the second week. Do not assume that you will be automatically dropped for not attending class; doing so may result in you getting a failing grade for the class.

Fall 2018, CMSD 640:
Assessment and Management of Auditory Disorders
LECTURE AND EXAMINATION SCHEDULE
 (Subject to change with notice)

DATES	LECTURE/EXAMINATION
8/28-10/2	<p>Methods in Audiology</p> <ul style="list-style-type: none"> Screening procedures Child vs. Adult approaches Otoscopy (videoscope) Tympanometry Speech Audiometry <p>Assignments/Labs: Screenings</p> <ul style="list-style-type: none"> Audiogram interpretation Communication implications <p>Examination 1: Methods in Audiology (9/25 & 10/2)</p>
9/11-10/30	<p>Aural Rehabilitation</p> <ul style="list-style-type: none"> What to do in clinic? <ul style="list-style-type: none"> Listening checks, HA troubleshooting, Ling test Inventory Materials Room Case studies with small group activities Adult, and older Adult issues- <ul style="list-style-type: none"> Psychosocial, vocational, educational Practical considerations: Clear speech and rate of speech practice <p>Assignment 1: Conduct hearing screenings and provide hearing education to OLLI participants</p> <p>Assignment 2: Provide hearing education to OLLI peer leaders</p> <p>Reflection write-up & in class discussion</p>
11/6-12/11	<p>Auditory Processing Disorders</p> <ul style="list-style-type: none"> Normal aspects of auditory processing Anatomy and Physiology Stages/Levels <p>Disordered Processing</p> <ul style="list-style-type: none"> Common behaviors Assessment: SLP and Audiologist Differential Diagnosis <ul style="list-style-type: none"> (vs. ADD, ADHD, SLI, and other language and phonological processing disorders) <p>Treatment: Who treats? What's involved? Where do I start?</p>
11/20	No Class- Thanksgiving Break
12/18	Examination 2: APD, 6-7:50pm

