

SAN JOSE STATE UNIVERSITY  
EDAUD 172  
INTRO TO AURAL REHABILITATION  
Fall 2009

Dr. June McCullough

Class meets on T TH, 1:30 – 2:45 pm

Office Hours: T TH 10 – 12 am; another hour to be arranged; please make an appointment!

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Mission of the College of Education, SJSU:

The mission...is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Mission of the Department of Communicative Disorders and Sciences, SJSU:

The mission of CD&S is to provide a high quality program for speech-language pathologists to meet the communicative needs of our increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum, based on a sound theoretical framework and research findings that promote competent practitioners who participate in lifelong learning experiences. The program is enhanced through faculty, academic, and clinical expertise, trans-disciplinary and family collaboration and technological advancements in assessment and intervention.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING STANDARDS  
SPEECH-LANGUAGE PATHOLOGY SERVICES CREDENTIAL

Standard 12.2 Educating Learners with Disabilities

Knowledge and understanding of disabilities of diverse groups.

Standard 22.2 Speech and Language Disorders

The candidate demonstrates understanding of speech, language, and hearing disorders associated with special populations, including but not limited to disorders of autism, cerebral palsy, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

Standard 17.1 Assessment, Curriculum and Instruction

Each candidate defines key assessment concepts and technology and identifies the steps in the assessment process and the roles that parents, students, and professionals play on the multidisciplinary team.

Standard 24 Management of Speech and Language Disorders

Each candidate demonstrates proficiency in the management of speech, language, and hearing disorders.

24.1 The candidate demonstrates knowledge of management procedures, including remediation principles used in habilitation and rehabilitation for children and adults with various disorders of communication in their primary languages.

24.4 The candidate exhibits knowledge of habilitative/rehabilitative procedures with individuals who have hearing impairments.

I. Course Description: Theory and design of aural rehabilitation programs for hard of hearing children and adults. Prerequisites: EDAU 115, 170; or consent of instructor.

II. Knowledge Base: ASHA recommended competencies for AR (1985); course bibliography.

III. Student Learning Objectives:

1. Knowledge of principles of communication.
2. Knowledge of the effects of hearing loss on communication.
3. Knowledge of evaluating communication handicap.
4. Knowledge of hearing aids: models, processing strategies, benefits and limitations.
5. Knowledge of room acoustics and the use of hearing assistance technologies that assist hard of hearing children and adults in difficult listening situations.
6. Knowledge of the acoustic parameters of speech.
7. Knowledge of the speech and language development of children with hearing loss, and the hierarchy of developing listening skills.
8. Knowledge of therapeutic models for developing auditory learning.
9. Knowledge of speech reading: assessment and intervention.
10. Knowledge of cochlear implants: candidacy, benefits, troubleshooting.
11. Knowledge of communication and education options for children with hearing loss.

IV. Texts

Tye-Murray, Nancy (2008). Foundations of Aural Rehabilitation. Thomson; Del Mar Learning. Third Edition. Required.

Contemporary Issues in Communicative Sciences and Disorders (CICSD), Volume 35 (Fall, 2008). Articles by Zwolen, Lewis, Moog, and Kerchkhoff. Available free for NSSLHA members on the ASHA website ([www.asha.org](http://www.asha.org)). Otherwise, can be purchased as a course reader. Required.

Carmen, Richard (ed.) (2000) Consumer Handbook on Hearing Loss and Hearing Aids: A Bridge to Healing. Auricle Inc, AZ. Supplemental; not required.

Schow and Nerbonne (2007). Introduction to Aural Rehabilitation. Pearson. Supplemental; not required.

Madell, Jane and Flexer, Carol (2008). Pediatric Audiology: Diagnosis, Technology, and Management; not required.

Chute, Patricia and Nevins, Mary Ellen (2006). School Professionals Working With Children With Cochlear Implants. Plural Publishing, San Diego.

#### V. Requirements

1. Participate in class discussions.
2. Complete assigned readings.
3. Complete one written journal article evaluation.
4. Complete two “case study” projects for a child and an adult.
5. Complete two website reviews: parent/professional resources and cochlear implant manufacturers.
6. Complete two examinations.

#### VI. Grading Criteria:

Journal article evaluation: 10 points                      90-100% = A, etc.  
Case study projects: 20 points.  
Webpage evaluations: 20 points each.  
Exams: 50 pts each.

Total points: 150

There are no options for extra credit. Late work will be penalized by 10% of the total possible points.

VII. Grievance Procedures: Students dissatisfied with course policies should refer to grievance procedure policy on file in SH 115.

VIII. Academic Integrity: “Your own commitment to learning, as evidenced by your enrollment at SJSU, and the University’s Academic Integrity Policy requires you to be honest in your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct).

IX. Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

X. Proposed Schedule and Reading Assignments:

Week One: Definitions and Scope of Practice in AR; Communication.  
Chapter 1; Chapter 7.

Week Two: Assessing communication difficulties and teaching communication strategies.  
Chapters 8, 9, 10.

Week Three: Hearing Aids.  
Chapter 3; Kershkhoff article.

Week Four: Room Acoustics and FM Systems; Hearing Assistance Technology.  
Lewis Article.

Week Five: Cochlear Implants; Technology and Candidacy  
Zwolen Article.

Week Six: Cochlear Implants: Expected Outcomes

Week Seven: Cochlear Implants: Videos

Week Eight: Exam One

Week Nine: Speech Acoustics and Listening Skills Hierarchies  
Chapter 4.

Week Ten: Developing Listening Skills  
Moog Article.

Week Eleven: Speech and Language of Children with Hearing Loss  
Chapter 15.

Week Twelve: Educational Options for Children  
Chapter 14

Week Thirteen: Pediatric Demographics  
Chapter 14

Week Fourteen: Adults with Hearing Loss  
Chapter 11

Week Fifteen: Speechreading Classes for Adults  
Chapters 5, 6, 12, and 13.

Exam Two: Final Exam week.