

SAN JOSE STATE UNIVERSITY
EDAU 172
INTRO TO AURAL REHABILITATION
Fall 2015

Dr. June McCullough

Class meets on W 1:00 – 3:45 PM

Office Hours: to be arranged; please make an appointment!

Office Numbers: SH 118C; 924-3683; June.McCullough@sjsu.edu

The MISSION of San Jose State University:

In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

Learning Outcomes:

San Jose State University graduates will have developed:

- Specialized Knowledge
 - Depth of knowledge required for a degree, as identified by its program learning outcomes.
- Broad Integrative Knowledge
 - Mastery in each step of an investigative, creative or practical project (e.g. brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing, and communicating).
 - An understanding of the implications of results or findings from a particular work in a societal context (e.g. social or economic implications of a scientific finding).
 - Students graduating with a baccalaureate degree will have demonstrated an understanding of critical components of broad academic areas, the arts, humanities, social sciences, and sciences and their integration.
- Intellectual Skills
 - Fluency in the use of specific theories, tools, technology and graphical representation.
 - Skills and abilities necessary for life-long learning: critical and creative thinking, effective communication, conscientious information gathering and processing, mastery of quantitative methodologies, and the ability to engage effectively in collaborative activities.
- Applied Knowledge

- The ability to integrate theory, practice, and problem-solving to address practical issues.
- The ability to apply their knowledge and skills to new settings or in addressing complex problems.
- The ability to work productively as individuals and in groups
- Social and Global Responsibilities
 - The ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities.
 - Diverse and global perspectives through engagement with the multidimensional SJSU community.

Character and Commitment

San José State University is a major, comprehensive public university located in the center of San José and in the heart of Silicon Valley. SJSU is the oldest state university in California. Its distinctive character has been forged by its long history, by its location, and by its vision -- a blend of the old and the new, of the traditional and the innovative. Among its most prized traditions is an uncompromising commitment to offer access to higher education to all persons who meet the criteria for admission, yielding a stimulating mix of age groups, cultures, and economic backgrounds for teaching, learning and research. SJSU takes pride in and is firmly committed to teaching and learning, with a faculty that is active in scholarship, research, technological innovation, community service and the arts.

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.

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

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

3. 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.

4. Texts

Tye-Murray, Nancy (2008). Foundations of Aural Rehabilitation. Thomson; Del Mar Learning. Third Edition. 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. Not required.

Other Journal Articles will be assigned to supplement textbook readings!

5. 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.
6. Complete two examinations.

6. Grading Criteria:

Journal article evaluation: 10 points. 90-100% = A, etc.

Case study projects: 10 points each; 20 points total.

Webpage evaluations: 5 points each; 10 points total.

Exams: 50 pts each.

Total points: 140

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

7. 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](http://sa.sjsu.edu/student_conduct) can be found at http://sa.sjsu.edu/student_conduct.

9. 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.”

10. Proposed Schedule and Reading Assignments:

Week One: Definitions and Scope of Practice in AR – Chapter 1

Week Two: Adults with Hearing Loss – Demographics; Communication Issues – Chapter 11

Week Three: Adult AR – Assessing Communication Difficulties and Teaching Communication Strategies – Chapters 8, 9, and 10.

Week Four: Hearing Aids – Chapter 3.

Week Five: Speech Reading – Chapters 12 and 13.

Week Six: Room Acoustics and FM systems; HAT – Chapter 3.

Week Seven: Spillover of material!

Week Eight: Midterm

Week Nine: Cochlear Implants; Technology and Candidacy

Week Ten: Cochlear Implants: Expected Outcomes

Week Eleven: Cochlear Implants: Videos

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

Week Thirteen: Developing Listening Skills – Chapters 5, 6

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

Week Fifteen: Pediatric Demographics, Newborn Screening, and Early Intervention Models.
Chapter 14.

Exam Two: Final Exam week.