COURSE SYLLABUS

Class dates: Tuesday 2:45-6:30
May 19-July 29 2016
Final exams August 3-5

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Note: This syllabus and other class materials are available in alternative formats on request

Course Description: the Aural Rehabilitation course addresses the rehabilitative or non-medical treatment and management of hearing loss in the adult population.

Course Goals and Objectives: Students will develop knowledge and skills in the individualized management of hearing loss in adults, to reduce the impact of the hearing loss on the life of the adult and their families, using evidence-based qualitative and quantitative tools in addition to technology. The knowledge/skills include the following, in accordance with ASHA accreditation standards:

A9. Patient characteristics (e.g., demographics, cultural and linguistic diversity, medical history and status, and physical and sensory abilities) and how they relate to clinical services.

A26. Principles and applications of counseling

A29. Consultation with professionals in related and/or allied service areas
B1. Implement activities that prevent and identify dysfunction in hearing, communication, balance, and other auditory-related systems.

B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age-and site-specific screening measures.

B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services.

C3. Evaluating information from appropriate sources and obtaining case history to facilitate assessment planning.


C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan.

C11. Referring to other professionals, agencies, and/or consumer organizations.

D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication.

D2. Development of a culturally appropriate audiologic rehabilitative management plan that includes, when appropriate, the following:
   a. Evaluation, selection, verification, validation and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating consumer and family/caregivers in the use of and adjustment to such technology.
   b. Determining of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiological rehabilitation to optimize device use.
   c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and process to enhance communication competence.
   d. Provision of comprehensive audiological treatment for persons with hearing loss or other auditory dysfunction including but not exclusive to communication strategies, auditory training, speechreading, and visual communication systems.

D6. Management of the selection, purchase, installation and evaluation of large-area amplification systems.

D7. Evaluation of the efficacy of intervention (treatment) services.

E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, right and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders.
E2. Consulting about accessibility for person with hearing loss and other auditory
dysfunctions in public and private buildings, programs and services.

Course Requirements: Attendance, Professional Attitude and Conduct are required
in accordance with AU Honor Code and Classroom Behavior Guidelines. As a
student in a doctoral program, you are expected to be on time and to treat both instructor
and fellow students with respect. Any behavior in the classroom that impedes teaching
and learning, and creates obstacles to this goal is considered disruptive and will not be
tolerated. The AU policy for dealing with disruptive students will be observed. It is
expected that all students will follow the Honor Code, and that each student will not
violate the Student Academic Honesty Code as per AU policy.

Students with Disabilities: Students needing accommodations should arrange a meeting
with the instructor and provide Accommodation Memos and Instructor Verification
Form. Discuss what accommodations are needed for this course. If you do not have an
Accommodation Memo and need accommodations, make an appointment with the
Program for Students with Disabilities (see AU website for contact information.)
This syllabus and other class materials are available in alternative formats on request.

Emergencies: University warnings may be sounded during the class period. Some may
be to seek shelter within the Haley Center and others may be to evacuate the building.
During shelter warnings, please gather within the central hallway of the 1200 quadrant.
During evacuation warnings, please gather at the designated location given by evacuating
personnel (otherwise on the front lawn of Cater Hall). In order to be accounted for
during these warnings, please notify the instructor.

Course Materials: A text is not required for this class. Readings will be assigned
throughout the course. Students may be asked to research some topics and present
journal articles and/or other professional materials to the class.

Course Grading: completion of assignments (20%), class participation (10%), quizzes
(30%) and project (40%). Grading Scale: A= 89.6-100%, B=79.6-89.5%, C=69.6-79.5%,
D=59.6-69.5%, F=below 59.5%

Student Project: Students will develop an aural rehabilitation plan for 3 adults with
hearing loss; hearing levels should be different for each, and cultural and/or generational
differences are preferred if possible. Based on the individual’s hearing level, the student
will develop a plan of service to meet their individual needs at home, work, school, or
recreation as applicable. Hearing aids, cochlear implants and/or assistive devices (both
auditory and visual) can be used. Project must include pre and post identification of
needs and outcomes. Students may use individuals they serve in the clinic or from
outside of the university.
Projects may include:

Hearing aid orientation/troubleshooting for old and new users (note: various materials needed to meet the needs of the population range)
  Communication strategies
  Communication assessments/scales
Auditory training (use of apps, web resources, professional programs)
  Consumer organizations, including Facebook groups, blogs
  Cochlear implant use/training/troubleshooting
Environmental/acoustic modifications for home and work
  Vocational resources
  Hearing aid resources
  Hearing assistive technology/devices
    Alerting devices
  Telecommunications devices
  Visual communication devices
  Tinnitus/Hyperacusis resources and/or programs

All materials must be cited appropriately.

Class Discussions:

I. What is Aural Rehabilitation? (Auditory Rehabilitation? Audiologic Rehabilitation?)
   
   Historical perspectives
   Hearing Handicap or Disability? Or both?
   What is the impact of hearing loss? Educational, Vocational, Socioeconomic, Social-Emotional?
   What factors affect the impact of hearing loss?
   Person-Centered rehabilitation
   What is Evidence Based Practice?

II. Considerations for our Adult Clients/Patients/Consumers
   
   Age/Generation
   Normal ageing/presbycusis
   Congenital hearing loss
   Type/degree of loss, especially Severe/profound SNHL
   Cognitive impairment/Alzheimer’s disease
   Medical history/ischemic conditions
   Noise exposure history
   TBI/stroke/trauma victims
   Low vision/blindness
IV. The "tools" of Audiologic Rehabilitation

Counseling
Communication strategies (including speechreading)
Auditory Training programs
Environmental strategies
Hearing Aids
Hearing Assistive Technology, including Hearing loops/induction loops
Cochlear Implants
BAHA
Visual communication devices
Manual communication
Alerting devices
Telecommunication devices
Iphone/ipad

V. Outcome Measures/Consumer Satisfaction