

Course Syllabus

Course Information

<i>Course Number/Section</i>	AUD6316
<i>Course Title</i>	<i>Adult Aural Rehabilitation</i>
<i>Term</i>	<i>Spring 2008</i>
<i>Days & Times</i>	Thursday, 1 – 3:45 p.m.

Professor Contact Information

<i>Professor</i>	Carol Cokely, PhD
<i>Office Phone</i>	214-905-3125
<i>Other Phone</i>	214-905-3116 (Dept Sec'y)
<i>Email Address</i>	cokely@utdallas.edu
<i>Office Location</i>	J208
<i>Office Hours</i>	Mon 1-3 or by appointment
<i>Other Information</i>	

Course Description

Course content will be presented via learning modules listed below. This course is designed to foster active participation in the preparation and learning of content material. Directed activities and assigned experiences are intended to facilitate learning of course content. Development of written and oral communication skills commensurate with a doctoral degree is emphasized in all assignments. Class time will be given towards project and assignment completion.

- Counseling/Listening
- Identification of Rehabilitation Needs
- Intervention

Student Learning Objectives/Outcomes

Students will:

1. Identify normal and abnormal consequences of aging that impact communication and auditory rehabilitation
2. Analyze patient profiles according to the World Health Organizations (WHO) guidelines for functioning and impairment. Obtain and interpret a communication-needs profile for an adult with a hearing loss and investigate social, vocational and emotional consequences of hearing loss.
3. Discuss the rationale and methods for screening of auditory and vestibular disorders
4. Analyze patient-clinician interactions, classify informational, confirmation or affect related requests; students will classify clinician comments as open ended, closed ended, leading or neutral.
5. Discuss auditory and auditory-visual, communication skills, and coping strategy training techniques, complete simulation exercises, and develop a 1.5 hour Communication Strategies/Coping Skills class.
6. Based upon required reading, students will analyze similarities and differences among the behavioral, cognitive, humanistic and existential approaches to counseling and describe emotional responses of patients/parents and clinicians that might interfere with client-clinician relationship.

7. Define the provisions of the American with Disabilities Act as it pertains to individuals with hearing loss and investigate accommodations and compliance within the community.
8. Complete a service-learning project that requires collaboration with vocational and college counselors that culminates in provision of authentic service to meet vocational needs of adults with hearing loss
9. Six assignments will require writing samples and the content, grammar and organization of their writing will be graded. Students will classify writing errors and make corrections.

Required Textbooks and Materials

- Luterman, D.M. (2001) *Counseling Persons with Communication Disorders, 4th Ed.* Austin: Pro Ed.
- Tye-Murray, N. (2004). *Foundations of Aural Rehabilitation, 2nd edition* San Diego: Singular Publishing Group, Inc.
- Valente, M., Hosford-Dunn, H., and Roeser, R. (2000). *Audiology: Treatment.* New York: Thieme.
- Hosford-Dunn, H, Roeser, R and Valente, M. (2000). *Audiology: Practice Management,* New York: Thieme.
- Additional readings will be assigned for each module. Reading list on G drive: G:\group\Students\AUD Students\1st year 07-11\Adult AR 08

The URL for your electronic reserves page is: <http://tinyurl.com/y4dyv2>

The password for access to your electronic reserves is: _____

The electronic reserve site may also be accessed from the Course Reserve section of the UTD catalog (library.utdallas.edu), or from the Callier Electronic Reserves page (callierlibrary.utdallas.edu/reserve.html).

Optional:

- Clark, J.G. and English, K.M. (2004). *Counseling in Audiologic Practice,* Boston: Pearson Education, Inc. (text on reserve)

ASHA Standards:

AUD 6316 provides academic and practical preparation towards the acquisition of the following required knowledge and skills:

Standard IV-A- Prerequisite Knowledge and Skills

A1. Oral and written or other forms of communication

Standard IV-B – Foundations of Practice

D2. Evaluate information from appropriate sources to facilitate assessment planning

D3. Obtain Case History

D6. Administer clinically appropriate and culturally sensitive assessment measures

D10. Perform aural rehabilitation assessment

D12. Interpret results of evaluation to establish type and severity of disorder

D13. Generate recommendations and referrals resulting from the evaluation process

- D14.** Provide counseling to facilitate understanding of the auditory or balance disorder

Standard IV-E- Treatment

- E1.** Interact effectively with patients, families, other appropriate individuals, and professionals.
- E2.** Develop and implement treatment plan using appropriate data
- E3.** Discuss prognosis and treatment options with appropriate individuals
- E6.** Collaborate with other service providers in case coordination
- E7.** Perform hearing aid, assistive device and sensory aid assessment
- E8.** Recommend, dispense and service prosthetic and assistive devices
- E9.** Provide hearing aid, assistive listening device and sensory aid orientation
- E10.** Conduct aural rehabilitation
- E11.** Monitor and summarize treatment progress and outcome
- E12.** Assess efficacy of intervention for auditory and balance disorders
- E13.** Establish treatment admission and discharge criteria
- E14.** Serve as an advocate for patients, families and other appropriate individuals

Assignments & Academic Calendar

Independent and Service-Learning Opportunities: The learning opportunities below will allow students to investigate, observe and participate in activities that will enhance your knowledge and skills in auditory rehabilitation, patient advocacy, and community involvement. Corresponding ASHA standards denoted in brackets [].

Grading for all written assignments will follow the following criteria. Expected content is described for each Independent Learning Opportunity:

Content: 80 points

Organization/Style: 10 points

Grammar/spelling: 10 points

1) Counseling Module –(100 points total) [A1, E14, D13, D14]

A) Essay Questions: 50 points - Due Feb 1, noon 2008

Answers to each question should not exceed 2 pages, double spaced.

1. Compare and contrast the behavioral, cognitive, humanistic, and existential approaches to counseling. How might each be used in the field of communication disorders? Defend your answer.
2. Describe four emotions that a clinician might encounter in a person with a communication disorder or a family member. For each emotion, provide an example of a *behavior* that might interfere with the client-clinician relationship. Be sure to discuss denial and its role in the coping mechanism.

B) Learning to Listen (50 points) Due Feb 8, noon 2008

Observe a videotaped clinician-patient interaction. Complete the following exercises adapted from Clark and English (2004). The videotape will be provided; *Listening Exercise* Work Sheet on g: drive. G:\group\Students\AUD Students\1st year 07-11\Adult AR 08

1. Case history/Information Gathering

Audiologists' interviewing style may have a profound impact on the type of information gathered but on the patient-clinician relationship as well. A clinician's requests for information may be categorized in a number of ways: *open-ended; closed; neutral; leading*. A) Record 5 – 10 supervisor inquiries as close to verbatim as possible. Indicate whether the clinician's **question** reflects an *open-ended* or *closed inquiry*; determine whether the statement/question is *neutral* or *leading*. B) Record 5 – 10 clinician responses. Indicate whether the clinician's **response/statement** to the patient reflects an *honest* response, a *hostile* response, a *judging* response, a *probing* response or a *reassuring* response. Support your choices. If you are unable to categorize a statement, state the reason.

2. Differentiating Patient's Comments

For this part of the assignment, gather 5 – 10 of the patient's comments. Audiologists must learn to recognize the true nature of a patient's concern. Whereas the patient's intent is not always easily understood, the true nature of the inquiry becomes easier to discern with listening practice and observation. Patient's inquiry may be related to: *Content (Information)*; *Confirmation (affirm a preexisting belief)*; *Affect - (pertains to an emotional need)*. Briefly justify your designations.

3) Provide a one-page paper detailing your reaction to this exercise. Discuss any difficulties you encountered in analyzing the sample and how this exercise relates to case management.

2) Review of the Literature (100 points) [A1; E12] Due March 7, 2008

Audiologists who provide aural rehabilitation because they believe intervention is beneficial. Three articles, cited below, address the timely and important issue of evidenced-based practice as it pertains to rehabilitation of adults with hearing loss. Based upon these works, write a 2 - 3 page paper that addresses the following question: "Is Adult Aural Rehabilitation Beneficial?" This is not an "opinion" essay but should reflect the integration of information presented in the three articles.

Sweetow, R. and Palmer, C.V. (2005). Efficacy of individual auditory training in adults: a systematic review of the evidence. *J Am Acad Audiol.*, 16, 494-504.

Hawkins, D.B. (2005). Effectiveness of counseling-based adult group aural rehabilitation programs: a systematic review of the evidence. *J Am Acad Audiol.* 16, 485-493.

Fabry, D.(2005). Creating the evidence: lessons from cochlear implants. *J Am Acad Audiol* 16, 515-522.

3) Needs assessment of an adult with hearing loss- (100 points) - [A1, D2, D3, D6, D10, D13, D14, E1, E3] -due March 21, noon 2008

Complete a comprehensive assessment of communication function and disability for an adult with suspected (or confirmed) hearing loss. A confirming audiogram is NOT necessary. You must choose self-assessment tool(s) that adequately

address an appropriate scope of individual's needs, facilitators and hindrances without substantial redundancy. Your assessment must include the COSI. The completed assessment, placed securely in a folder, must include the following:

- original history forms, scales and inventories
- evidence of *interpretation/scoring*
- a 3 -5 page summary that includes: summary of case history, integrative summary of patient's self assessment(s), including which domain(s) you assessed; at least 3 recommendations for further action and support for your plan
- adherence to patient privacy

4) Case Presentation: (50 points) D10, 12, 13 Due Tuesday, April 15.

Each student will be assigned one clinical case in which they will provide a write-up and no more than a 15 minute PowerPoint presentation to the class on **April 15th**. Clinical case studies will be assigned the week following the Diagnostics mid-term. The case presentation will count towards your final grade in both Diagnostic Audiology and Adult Aural Rehabilitation. Your presentation should include all anticipated test results, likely medical/audiological diagnosis as well as the communicative/rehabilitative impact with follow-up considerations. Place outlines and powerpoint presentations on "G" drive in folder "Dx/AR case studies" to share with fellow students.

5) Service-Learning Experience (250 points) [E1, E6, E10, E11, E12, E 14] due April 24

Service learning (SL) is experiential education that provides a unique balance between learning goals and service outcomes and benefits both the student and the community. SL is not "extracurricular" but is integrated in an academic context. Students engage in community-based problem solving via direct and on-going interaction with community partners and the process of self reflection. Students and community mentor work together to: 1) define a need/problem; 2) collect appropriate data and refine problem; 3) define the solution/product; 4) create timeline; 5) implement the solution/product; 6) evaluate success; 6) present project.

You will participate in one of two SL venues- (introduced in class). The exact nature of the project will be determined once you meet with your SL mentor:

- 1) Mentor: Kerry Tate, M.S., Disability Service Coordinator, UTD. Ms. Tate works with college students with hearing loss who need assistance maximizing learning opportunities. This population is underserved as often students, families, high school counselors are not aware of services, or eligibility requirements.
- 2) Mentor, Mary Carey, M.S., Division for Rehabilitation Services. Ms. Carey provides services to adults with hearing loss so they can obtain and maximize employment and career opportunities. Greater access for this under-served population requires improved communication among rehabilitation specialists (including audiologists) to ensure appropriate referrals, adequate technology, and enhanced access to service

Project Requirements:

a) Service-Learning Agreement

b) Formal reflections: select three specific incidents that occurred during your SL experience that were significant to you in terms of what you've learned about your population, delivery of services, your capabilities and material addressed via this course;

c) Product/Solution: All materials, correspondence

d) Presentation April 24, 2008.

5) Adult Aural Rehabilitation Sourcebook (200 points) - due May 2, 9 a.m.

The binder will serve as your reference for providing aural rehabilitation services to adult patients and should reflect material presented throughout the semester. Students should complete the Sourcebook throughout the semester. It should include at least four sections:

- Evaluation tools (include all forms, scoring instructions, and interpretation guidelines)
- Intervention materials
- Patient resources:
- Professional resources

6) Final Examination (200 points)- Take Home – due May 5 9 a.m

AUD 6316 PROJECTED SCHEDULE – Spring 2008

The course content outlined below contributes to development of knowledge and skills outlined in the ASHA standards denoted in brackets [].

MODULE I - Counseling [D13, D14, E14]

<u>Date</u>	<u>Week</u>	<u>Readings</u>
Jan. 10	Week 1	Luterman, Ch. 1,2, 4
	Listening/Counseling	Clark & English Ch 1- 4,
Jan 17	Week 2	Margolis, Valente, Ch 7,14
	Listening/Counseling,	Tye-Murray Ch 5
	HAO	Valente, CH 14

MODULE II - Identifying Rehabilitation Needs [D2, D3,D6,D10,D12, D13, D14]

<u>Date</u>	<u>Week</u>	
Jan. 17	Week 2	
	Demographics	Abrams; McArdle;
	Why AR?	Prendergast; Tye-Murray
		Ch 1
Jan 24	Week 3	
	Service Learning:	

Jan 24	Post-Secondary Education Needs/ Workplace Div. for Rehab Services(DARS),	
Jan 31, Feb 7	Week 4, 5 Impairment, Functioning, Disability, Health (WHO)	Tye-Murray Ch 11 Valente, pp 562-568 ASHA; WHO,
Feb 7	Week 5 Screening Speech Measures	Tye-Murray, Ch 6; Killion; Nilsson;
Feb 14, 21	Week 6, 7 Inventories & Outcome Measures (in-class project time)	Hosford-Dunn, Ch 5; Cox www.ausp.memphis.edu/harl ; Demorest; Dillon; Donabedian; Erdman, Gatehouse; Humes; Ventry
MODULE III – Aural Rehabilitation Intervention		
Feb 28	Week 8 ADA, Hrg Asst Tech	Tye-Murray, Ch 12(472, 477) Tye-Murray, Ch 7, Valente, Ch 19
	Is AR Beneficial?	Fabry, Sweetow, Hawkins
March 6	Week 9 Information Systems Communication Strategies Coping Skills	Dr. Clayton Abrahamson, Smith, Tye- Murray articles, Tye-Murray, Ch. 5, 12,13 Valente Ch 18 (558-575)
March 13	Week 10 SPRING BREAK	
March 20,	Week 11 Communication Strategies Coping Skills	

March 20, 27	Week 11,12 Plasticity Auditory Training Auditory/Visual Training	Tremblay, Tye-Murray, Ch 8,9,10 Valente, Ch. 18(547-558) ; Bradlow; Chisolm; DeFilippo; Owens; Preminger, Rubinstein; Walden,
April 3	Week 13 AAA – No class Work on projects	
April 10	Week 14 Special Considerations: Elderly Center for Brain Health	Kricos, Jennings
April 17	Week 15 Service Delivery Models Project Time	Tye-Murray, Witt; Erdman et al.
April 24	Week 16 Service Learning Projects	

Grading Policy

Students' grades will be determined based upon works completed for each content area. Grades will be assigned as follows:

- A 900-1000 points *
- B 800-899 points **
- C 700-799 points
- F <700 points***

* Student must earn at least a B (80 – 89%) on the final examination to achieve an A in the course

** Student must earn at least a C (70- 79%) on the final examination to achieve a B in the course

***Student earning an F (<70 %) on the final examination will receive an F in the course.

Course Policies

Make-up exams

Make-up examinations will be given only in extenuating circumstances and must be requested in writing.

Late Work

Incompletes will be given only in extenuating circumstances and must be requested in writing. Late assignments WILL NOT BE ACCEPTED and evidence of academic dishonesty will result in no credit for the exam or assignment. Academic dishonesty includes cheating, plagiarism, collusion, and falsifying academic records. Please consult the course schedule and catalogue for information on withdrawals, incompletes, and academic dishonesty.

Field Trip Policies / Off-Campus Instruction and Course Activities

Students are responsible for their own transportation for visits to off-site locations.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the

following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

<http://www.utdallas.edu/senate/SyllabiTemplates.html>

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.