



Directed Independent Study/ COMD 8V98
Planning Audiology Services in Developing Countries: Course Syllabus

Course Information

Course Number/Section **COMD 8V98.IND**

Course Title Planning Audiology Services in Developing Countries (3 credit hours)

Term: Summer 2016

Professor Contact Information

Professor J.L Clark (jclark@utdallas.edu)

Office- (214.905.3031) Callier Dallas J207

Cell phone (214.455.6547)

Office Hours Wednesday, by appointment

Directed Independent Study Pre-requisites, Co-requisites, and/or Other Restrictions

Course Co-requisite: participate on-site (in a developing country) with direct supervision by Dr. Clark. The student is required to personally purchase their own commercial airline ticket to the destination and bear all expenses related to the trip as detailed by Dr. Clark.

Directed Independent Study Description

This course is created with a required on-site practicum in underserved and developing country as well as providing a structured didactic experience for students. Students will get first hand overview of the specific challenges involved in providing hearing health care services in developing countries in the context of the country and culture. Students will be supervised and demonstrate required clinical knowledge and skill to interact with patients and professionals during the experience as well as those outlined in Clinical Standards and Implementation Guidelines. The specific standards addressed in this class are:

Student Learning Objectives/Outcomes (note: ASHA guideline in parentheses)

After completing this course, students should be able to:

- 1) Describe audiological protocol modifications needed to facilitate testing special needs and pediatric populations (Standard IV- B2, B3, B14, B16, C2, C3, C4, D1, D2, D3, D4, D6, D7, D8, D12, D13, D14, D16)
- 2) Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures. (Standard C4)
- 3) Describe relevant etiological, and medical causes of hearing loss (Standard IV-D4, D5, D6, D7, D8, D12)
- 3) Describe and apply ethical considerations and professional issues and their impact on assessment and treatment of individuals with hearing deficits. (Standard IV-D4, D5, D6, D7, D8, D12)

Required Textbooks and Materials

Required Texts

Audiology in Developing Countries. (2008). Bradley McPherson & Ron Broulette. Nova Scientific Publishing Group:.

Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa (2009). Dambisa Moyo and Niall Ferguson. MacMillan Press

Culture Matters Training Guide (1999) *Peace Corps Training Manual*

Recommended Texts

Poisonwood Bible (2005). Barbara Kingsolver. Harper Perennial Modern Classics.

The Crisis Caravan: What's wrong with Humanitarian Aid. (2010) By Linda Polman. Henry Holt and Company Publisher

Required Materials

Various readings found in eLearning

Various assigned readings from Peace Corps Workbooks

Resource Texts A Life Inspired: Tales of Peace Corps Service (2007). Peace Corps (www.peacecorps.gov)



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Interactive Web based workbook:

<http://www.peacecorps.gov/index.cfm?shell=search.searchresults#>

Assessment & Intervention for Communication Disorders in Culturally & Linguistically Diverse Populations (2008), Henriette W. Langdon. Thomson Delmar Learning Publishing (Chapters 1 & 4).

World Health Organization Fact Sheet on Deafness and Hearing Loss

<http://www.who.int/mediacentre/factsheets/fs300/en/index.html>

World Health Organization Guidelines for Hearing Aids and Services for Developing Countries.

http://whqlibdoc.who.int/publications/2004/9241592435_eng.pdf

World Health Organization Prevention of major Causes of Deafness and Hearing Impairment.

<http://www.who.int/pbd/deafness/activities/strategies/en/index.html>

World Health Organization Primary ear and hearing care: A training resource.

http://www.who.int/pbd/deafness/activities/hearing_care/en/index.html

Congenital Anomalies of the Ear, Nose, and Throat. (1997). Ted Tewfik & Vazken der Kaloustian. Oxford: London.

ASSIGNMENTS & COURSE CALENDAR

(All time lines are at the discretion of the instructor)

25-May		1.0 hr	Planning, over view of project and area; review itinerary, and eLearning resources; take Cultural Competence test
1-June		1.0 hr	OIE over view
8 -June		1.0 hr	Brief Lecture, touching base
	Prior to Departure	(self Paced)	TOPIC: Why do hard-working families remain in poverty? Understanding Community Economic Development Peace Corps, Training & Programming Booklet 1
			TOPIC: Relationship between education and poverty; How can working poor acquire personal Peace Corps, Micro economics Module 1 & 2
			TOPIC: WHO, Hearing Care Training Methods; Audiology Services in Developing Countries.
			TOPIC: WHO Guidelines for Dispensing Hearing aids? WHO Guideline for Hearing Aids 2004
			TOPIC: Culture Matters: 1.2 – 1.10
			Online recorded lectures 1 -4



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27-Jul-16	Wednesday	-Understanding the local customs and traits; Assess resources; Travel to Mamelodi, South Africa
28-Jul-16	Thursday	Mamelodi, 9:00 – 3:00 (6 hr) audiology work. Reflection and Discussion on incidence of hearing loss and reducing preventable hearing loss
29-Jul-16	Friday	Mamelodi 9:00 - 3:00 (6.0 hr) On-site work Reflection and Discussion on impact of poverty and personal health
30-Jul-16	Saturday	Tour Pretoria, Reflection and Discussion on impact of HIV/Aids on population
31-Jul-16	Sunday	REST
1-Aug-16	Monday	Mamelodi 9:00 - 3:00 (6.0 hr) On-site work Reflection and Discussion on impact of poverty and personal health
2-Aug-16	Tuesday	Soweto Hospital Tour, Reflection and Discussion WHO guidelines for service
3-Aug-16	Wednesday	U. Witwatersrand Tour: Reflection and Discussion WHO guidelines for service
4-Aug-16	Thursday	Tour Johannesburg Reflection and Discussion of current sub-sarahan health issues
5-Aug-16	Friday	Student encounters, tour, TBD DEPART FOR PRIVATE TOURS OR HOME
TBD	TBD	DALLAS 2.0 hr Callier Dallas Assessing available resources in a hearing and hearing health care program. Integrate goals and training. Debriefing

Class Requirements

- 1 Review all required online class lectures before departure
- 2 Completion of the Peace Corps worksheets provided throughout the semester prior to departure
- 3 Be familiar with WHO guidelines BEFORE DEPARTURE!
- 4 Maintain a journal detailing the on-site experience
- 5 Each evening at the end of on-site work, actively engage in discussion about the client interactions and reflect upon how it differs in the environment of a developing country
- 6 Complete and turn in project TBD (10-September)

Grading Policy

Acquired knowledge will be assessed via journal, completion of worksheet, active participation with clients while on-site and completion of project (due date TBD). Knowledge will be applied and skills demonstrated via end of day discussions, and interaction with clients while on-site.

ASHA Competencies and Standards Addressed In this Course:

In terms of pending ASHA standards for the Certification of Clinical Competence in Audiology, this course provides information relevant to all or part of the following:

Standard IV-B Foundations of Practice

- B 2. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and



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- status, cognitive status, and physical and sensory abilities) and how they relate to clinical services.
- B 3. Educational, vocational, and social and psychological effects of hearing impairment and their impact on the development of a treatment program.
 - B 4. Anatomy and physiology, pathophysiology and embryology and development of the auditory and vestibular systems.
 - B 5. Normal development of speech and language.
 - B 7. Normal processes of speech and language production and perception over the life span.
 - B 8. Normal aspects of auditory physiology and behavior over the life span
 - B 12. Infectious/contagious diseases and universal precautions.
 - B 14. Physical characteristics and measurement of electric and other nonacoustic stimuli.
 - B 16. Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems.

Standard IV-C Prevention and Identification

- C 1. Interact effectively with patients, families, other appropriate individuals and professionals.
- C 2. Prevent the onset and minimize the development of communication disorders.
- C 3. Identify individuals at risk for hearing impairment.
- C 4. Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures.

Standard IV-D Evaluation

- D 1. Interact effectively with patients, families, other appropriate individuals and professionals.
- D 2. Evaluate information from appropriate sources to facilitate assessment planning
- D 3. Obtain a case history.
- D 4. Perform an otoscopic examination.
- D 5. Determine the need for cerumen removal.
- D 6. Administer clinically appropriate and culturally sensitive assessment measures
- D 7. Perform audiologic assessment using physiologic, psychophysical and self-assessment measures
- D 8. Perform electrodiagnostic test procedures
- D 12. Interpret results of the evaluation to establish type and severity of disorder
- D 13. Generate recommendations and referrals resulting from the evaluation process
- D 14. Provide counseling to facilitate understanding of the auditory and balance disorder
- D 16. Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s).

Standard IV-E Treatment

- E 1. Interact effectively with patients, families, other appropriate individuals and professionals.
- E 2. Develop and implement treatment plan using appropriate data.
- E 3. Discuss prognosis and treatment options with appropriate individuals.
- E 4. Counsel patients, families and other appropriate individuals.
- E 5. Develop culturally sensitive and age-appropriate management strategies.
- E 6. Collaborate with other service providers in case coordination.
- E 14. Serve as an advocate for patients, families, and other appropriate individuals.
- E 16. Maintain records in a manner consistent with legal and professional standards.
- E 17. Communicate results, recommendations and progress to appropriate individual(s).

Field Trip Policies 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 http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related



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activity associated with this course.

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



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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



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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.

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