

## *Course Syllabus*

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### **Course Information**

<i>Course Number/Section</i>	AUD6316
<i>Course Title</i>	<i>Adult Aural Rehabilitation</i>
<i>Term</i>	<i>Summer 2016</i>
<i>Days &amp; Times</i>	J204; Wed, Thurs 1– 4 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 (Admin Asst)
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<i>Office Location</i>	J208
<i>Office Hours</i>	Wed/Thurs 10-11:30 and by appointment

### **Course Description**

Course content will be presented via combination of lecture, directed activities and independent experiences. Development of written and oral communication skills commensurate with a doctoral degree is emphasized in all assignments. **Class time will be given towards completion of projects and assignments.**

### **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. Analyze patient-clinician interactions, classify informational, confirmation or affect related requests; students will classify clinician comments as open ended, closed ended, leading or neutral.
4. Integrate models of counseling and management of chronic-health care conditions as it pertains to hearing loss, including behavior change, motivational interviewing.
5. Review auditory and auditory-visual, communication skills, and coping strategy training techniques and complete simulation exercises.
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 professionals who work with elderly that culminates in project designed to meet needs of elderly adults with hearing loss.
9. Investigate resources and accommodations for individuals with hearing loss.
10. 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**

- Montano, J. J. and Spitzer J.B. (2014). *Adult Audiologic Rehabilitation*. San Diego: Plural Publishing.
- Clark, J.G. and English, K.M. (2004/2014). *Counseling in Audiologic Practice*, Boston: Pearson Education, Inc. (chapters provided)
- Additional readings will be assigned and made available on K drive

### **ASHA Standards:**

AUD 6316 provides academic and practical preparation towards the acquisition of the following required knowledge and skills re: *2011 Standards and Implementation Procedures*:

#### Standard IV-A: Foundations of Practice

- A3. Normal aspects of auditory physiology and behavior over the life span
- A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning
- A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
- A15. Assistive technology
- A22. Oral and written forms of communication
- A26. Principles and applications of counseling
- A27. Use of interpreters and translators for both spoken and visual communication
- A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management
- A29. Consultation with professionals in related and/or allied service areas

#### Standard IV-B: Prevention and Identification

- B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems
- B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs
- B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
- B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
- C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems
- C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning
- C11. Referring to other professions, agencies, and/or consumer organizations

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 the consumer and family/caregivers in the use of and adjustment to such technology
  - c. Counseling relating to

psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems  
D7. Evaluation of the efficacy of intervention (treatment) services

The applicant must have knowledge and skills in:

- E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders
- E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services
- E3. Identifying underserved populations and promoting access to care

Standard IV-F: Education/Research/Administration

- F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services
- F2. Applying research findings in the provision of patient care (evidence-based practice)
- F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence
- F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

**Assignments & Academic Calendar**

**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 %
- Organization/Style: 10 %
- Grammar/spelling: 10 %

- 1) **Ida Institute's e-Learning Lab – *Motivational Tools* (100 points) due June 6–**  
<http://idainstitute.com/> to sign up

[http://idainstitute.com/toolbox/ida\\_tele\\_training/get\\_started/e\\_learning/lite\\_version/](http://idainstitute.com/toolbox/ida_tele_training/get_started/e_learning/lite_version/)

The e-Learning Laboratory uses animation, virtual practitioners and patients, videos, reflection activities to introduce *Motivation Tools* for behavior change. Print reflections.

- 2) **Counseling Module –(100 points)**

**Essay Question:** DUE - June 20

Answer should not exceed 2 pages, double spaced.

Compare and contrast the behavioral, cognitive, and person-centered approaches to counseling. Include, but do not limit your discussion to, how these approaches relate to bio-psychosocial model of counseling and self-efficacy.

[Given length requirements, you must be concise. Limit definitions and focus on defense of concepts. Note that *compare* and *contrast* requires analysis and integration of ideas, with limited space devoted to definitions.]

**3) Review of the Literature (150 points) Due July 11**

Audiologists provide aural rehabilitation because they believe intervention is beneficial and that treatment may result in brain changes. The works, 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 (you must refer to at least 3), write a 2 - 3 page paper, double-spaced, that addresses the following question: "Is Adult Aural Rehabilitation Beneficial?" In your paper, you must refer to at least ONE additional and pertinent research article published subsequent to 2011. Provide a copy of the article.

Anderson, S., White-Schwoch, T., Choie H.J. and Kraus, N. (2014). Partial maintenance of auditory-based cognitive training benefits in older adults. *Neuropsychologia* 62: 286-296.  
<http://dx.doi.org/10.1016/j.neuropsychologia.2014.07.034>

Chisolm, T and Arnold, M. (2012). Evidence about the effectiveness of aural rehabilitation programs for adults. *Evidence-Based Practice in Audiology*, L. Wong and L. Hickson, eds, Plural Publishing: San Diego

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

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.

Henshaw, H and Ferguson, M.A. (2013). Efficacy of individual computer-based auditory training for people with hearing loss: a systematic review of the evidence. *PLOS ONE*, 8. <http://dx.doi.org/10.1371/journal.pone.0062863>

**4) Auditory Training in Practice (150 points). Due July 20.** This assignment requires that you experience the training program and provide useful information to disseminate to patients or practitioners. You will be introduced to several auditory training programs, but may investigate others that were not reviewed in class. Choose 3 programs and spend at least one hour per program you select. Be sure to investigate the various components and utilities of each program. The programs you select should reflect a variety in target skills and methods. For each program you must: 1) describe the program and how to use it – e.g. what equipment is needed, tasks included, individual or with a partner, etc.; 2) document your own performance (if a report form doesn't exist – create one); 3) evaluate the strengths and limitations of the

program; 4) create a handout intended to introduce patients and practitioners to the auditory training programs. [You may work in groups of 2 or 3 to – but each student is still responsible for 3 programs]

5. **Support Group Visit and Reflection (100-points):** Due one week after visit. List of support groups for individuals with hearing loss provided. Maximum 2 pages double spaced; Describe content of meeting; How was information and group information exchange and interactions related to at least two areas of course content? Explain how the meeting altered or confirmed your notions about hearing loss, treatment or its consequences.

Cochlear Crusaders – Shannon Williams AUD (Owens Ear Center)  
608 Haskell Street, Dallas, TX – Email ahead of time:  
[earimplant@hotmail.com](mailto:earimplant@hotmail.com)  
June 18; July 16  
1 – 3 pm

Hearing Loss Association of America – Goodrich Center for the Deaf and HOH  
2500 Lipscomb Street, Fort Worth, TX 817.926.5305  
[Daniel.white761@gmail.com](mailto:Daniel.white761@gmail.com) [www.hearinglossfortworth.org](http://www.hearinglossfortworth.org)  
Second Sat of the month: June 11\*; July 16, 9:30 – 11:30

Cochlear Implant Support Group  
The REC of Grapevine  
1175 Municipal Way,  
Grapevine, TX 76501  
June 4  
Alisha Loya, [aloya@cochlear.com](mailto:aloya@cochlear.com)

Lone Star Cochlear Clan/Dallas Hearing Foundation  
Second Tues of the month – 7 – 9 pm [June 14<sup>th</sup>, July 12<sup>th</sup>]  
Forest Park Medical Center  
11990 North Central Expressway  
<http://dallashearingfoundation.org/support/>

FW Cochlear Implant Support Group  
Goodrich Center for Deaf and HOH  
2500 Lipscomb, FW  
June 25 - 10 am  
[Karen.moulder@dactexas.org](mailto:Karen.moulder@dactexas.org)

- 6) **Community access and the ADA (100 points).** Due by July 25. Consider Title II or Title III of the American with Disabilities Act (ADA). Consider a public or private sector facility or service you use or participate in regularly and is covered under the ADA. [you may choose a venue of interest for which you previously were not familiar]. Explain how they are covered under the ADA. Determine how they comply with ADA guidelines as they pertain to individuals with hearing loss. Assess how well they accommodate individuals with hearing loss [sufficient accommodation,

clear instructions, knowledgeable staff, etc], and provide reasonable suggestions for improvement.

7) In class assignments/activities/participation (-50 points). Class participation is essential. In addition to class discussion, students will be asked to complete case reviews, investigate/create resources during class time. All students are expected to contribute. Instructor will provide feedback regarding participation; points will be deducted if student participation is limited.

8) **Final Examination** (300 points) - **Take Home – due before July 29 1 p.m.**

#### **AUD 6316 PROJECTED SCHEDULE – Summer 2016**

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
May 25,26	Course Structure & Goals Self-Efficacy Defining adults with HL Counseling Theories	Smith (article or Montano, Ch. 12)  Montano, Ch. 10, 11
June 1,2	Counseling Theories; Patient-Self Management: Models of Behavioral Change; Bio-psychosocial Models Ida Institute	Ida Institute website <a href="http://idainstitute.com/toolbox/motivati">http://idainstitute.com/toolbox/motivati</a> <a href="http://idainstitute.com/toolb">on tools/ http://idainstitute.com/toolb</a> <a href="http://idainstitute.com/toolb">ox/ida_tele_training/get_started/e_lea</a> <a href="http://idainstitute.com/toolb">ring/</a>
June 7, 8	Plasticity Auditory Training Auditory/Visual Training Discourse Tracking Clear Speech	Tremblay, Anderson Montano, Ch. 14, 15, 16 DiFilipo & Scott Bradlow, Cassie, DeFilippo <a href="http://www.cochlear.com/us/communication-corner">http://www.cochlear.com/us/communication-corner</a>
June 15, 16	WHO Impairment, Functioning Case Studies ADA Assignment time	Montano Ch 3 or ICF Overview, Dannemark
June 22	Cognitive Behavioral Intervention (2 pm)	Dr. Jackson; reading TBD
June 23	Hearing Assistive Technology	Montano, Ch. 19
June 29	The Older Adult Center for Brain Health	Lin et al; Montano, Ch 24,26
June 30	Loop America Project/Assignment time	Reading TBD; Dr. Juliette Sterkens

	Non-technology considerations Communication/Coping skills	Montano 13, 17, 18, 20
July 6	Deaf Action Center (1:30-4pm) Vocational Considerations	Montano, Ch 23
July 7,13	Health Literacy Assignment time Communication Strategies Coping Skills Communication Partners Group AR	Dr. Deborah von Hapsburg  Montano 13, 17, 18, 20
July 14	Outcome Measurements & residual deficits Economics of AR	Montano Ch 5, 6, 7  Abrahms & McArdle
July 20	Assignment time	
FINAL	DUE NO LATER THAN July 29	

### Grading Policy

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

- A 90 – 100 % of total points \*
- B 80 - 90 % of total points \*\*
- C 70- 79 % of total points
- F <70 % of total 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.

Regardless of cumulative-point total, missing assignments will result in a Grade of F for the course.

### **Field Trip Policies / Off-Campus Instruction and Course Activities**

Students are responsible for their own transportation for visits to off-site locations. Students are to dress professionally during all encounters with community members.

### **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 Student Accessibility 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.

## **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.

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

Additional information is available from the office of the school dean.  
([http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm))

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