AURAL HABILITATION OF CHILDREN WITH HEARING IMPAIRMENTS
AUD 7326

Summer 2016
Mon and Wed 8:30 to 12 starting June 1st
June 24-26 Camp CHAT, Briarwood Retreat Center, Argyle, TX

Instructor:
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COURSE TOPICS: To understand and apply knowledge about the following topics, as they relate to hearing-impaired children:

1) interpretation of an audiogram re: aural habilitation needs
2) speech acoustics in relation to hearing loss and speech development
3) individual and group amplification including types, set-up and maintenance, and troubleshooting
4) measurement of room acoustics and effects on speech perception
5) assessment and intervention for auditory training
6) integration of speech/language/academics with auditory training
7) educational considerations for mainstreamed children
8) psychosocial issues in relation to parents and children
9) management of special populations (unilateral loss, cochlear implant)

COURSE OBJECTIVES: After completing the course, students should be able to:

1) given three audiograms, determine the aural habilitation needs for infants, toddlers, and school-aged children,
2) develop a table to compare speech features across frequencies and the impact of three types of hearing loss,
3) create a spreadsheet of amplification types, setup, maintenance, and troubleshooting for children in,
4) given acoustic features of a room, calculate the reverberation and describe three possible effects on speech recognition,
5) given a case study, determine the appropriate auditory training assessment and intervention and outline the steps required to implement the program.

ASHA STANDARDS ADDRESSED IN THIS CLASS:

A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment
A15. Assistive technology
A17. American Sign Language and other visual communication systems
A20. Health care and educational delivery systems
A27. Use of interpreters and translators for both spoken and visual communication
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
C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function
C9. Evaluating functional use of hearing
D2. Development of a culturally appropriate, audiologic rehabilitative management plan that when appropriate include 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
b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use
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

D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)
F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services
F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

COURSE REQUIREMENTS:

1) Prerequisites-
   a) Basic understanding of individual amplification systems.
   b) Knowledge of differential diagnostic audiological evaluation.
   c) Graduate standing.

2) Readings-
   TEXTBOOKS:
   a) Pediatric Audiology: Diagnosis, Technology and Management, Madell, Jane and Flexer, Carol Eds. (2008) New York: Thieme.
   b) Alone in the Mainstream by Gina Oliva. (2004) Washington DC; Gallaudet University Press. ISBN 978-1-56368- 300-8

   OTHER:
   b) AAA Clinical Practice Guidelines: Remote Microphone Hearing Assistance Technologies for Children and Youth Birth-21 Years (2008). www.audiologyonline.com
   c) AAA Clinical Practice Guidelines: Remote Microphone Hearing Assistance Technologies for Children and Youth Birth-21 Years, Supplement A. (2008). www.audiologyonline.com
   d) Articles/Chapters on AUD7326 in Dropbox
3) Extensions, make-up exams, and incompletes will be given only in **extenuating** circumstances. They must be requested in writing prior to the due dates.
4) Evaluation Procedure-Requirements for each letter grade are indicated below:

   Requirements for a C: Final paper (see below)
   Requirements for a B: Final paper (see below)
   Requirements for an A: Final paper (see below)

Explanations of Requirements

Final Paper

You will submit a comprehensive Final Paper to reflect on what you learned in this course that justifies you receiving a final grade of A, B, or C. Due July 22nd to elearning.

Required AH Experiences-to be shared with an assigned partner and shared in class

Specific instructions for each experience will be provided and you will provide feedback to each other on each experience.

1) Audiological Case- You will write a summary of audiologic results with respect to the unaided and aided long-term speech spectrum and make two recommendations regarding further testing.

2) FM Fitting Case- You will write an FM recommendation that includes the pertinent background information regarding current amplification use, school factors, and proposed FM evaluation.

3) FM Evaluations-You will conduct electroacoustic evaluations of four sets of FM equipment according to AAA guidelines. A one page copy of the electroacoustic evaluations and a summary statement of the adequate functioning (or not) is to be submitted for each one.

4) Auditory Training Program-You will develop an auditory training program with a partner for a child with hearing loss. You will develop at least twenty stimuli for auditory training (20 trials) to run on a PC via a ppt file.

5) Transition Workshop-You will participate in the development/offering of a workshop for teachers, administrators, and counselors on the needs of teens transitioning to college.

Required AH Experience-to be completed individually - AH Activity for Teens

You will create an auditory-based activity in which you apply the course material with teen populations to teach an audiologic/social/speech perception/technology issue. The activity will be conducted during teen camp, June 24-26.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to http://go.utdallas.edu/syllabus-policies for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

STUDENT INFORMATION

Name:_____Phone:_____

Major:_____# of graduate hours to date:_____

Expected Semester of Graduation:_____

Courses:

Have you had an undergraduate course aural habilitation that included information on amplification? _____

Practicum:

Have you had any experience with hearing-impaired children? Briefly describe.

_____

_____

_____

General:

Are you working in addition to taking classes? If so, where and how many hours per week?

_____

Where was the majority of your lower-division coursework completed?

_____

Have you worked with or known any hearing-impaired persons? Briefly describe.

_____

_____

What do you particularly hope to learn in this course about hearing-impaired children?

_____

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