Rationale and Instructional Objectives:

The rehabilitative process for persons with hearing loss is an important area of knowledge and clinical skill for the professional worker in communication disorders. To this end, it is the purpose of this course to academically prepare student clinicians to work toward the rehabilitation of the hearing impaired.

Prerequisites:

Competencies obtained in Hearing Science, Introduction to Clinical Audiology, and Introduction to Rehabilitative Audiology, or their equivalents.

Competencies: Upon completion of this course the student is able to:

1) describe electroacoustic characteristics of hearing aids, and the principles of hearing aid selection.
2) develop skills necessary for effective patient interviewing and counseling.
3) describe the acoustic, auditory, visual, and cognitive processes of normal speech perception.
4) describe the effects of hearing loss upon speech perception.
5) describe the principles and procedures of assessment necessary for aural rehabilitation.
6) plan appropriate therapy for hearing-impaired children and adults.
7) develop procedures and materials appropriate for use in programs of aural rehabilitation.

Required Texts:

Jeffers, J. A. & M. Barley, Speechreading, Charles C Thomas.
Erber, N. P. Auditory Training, A. G. Bell, Washington, DC
Learning Activities:

1) Lecture and discussion in class will center around a series of study questions, which will be given in advance of a topic's being covered in class. Students should prepare answers (and questions) about the study questions in order to adequately participate in class.

2) Students will simulate a sudden bilateral conductive hearing loss by wearing ear plugs for three days. The student will then prepare a short (no more than five pages) paper describing her/his emotional reactions to the loss, and the circumstances surrounding these reactions.

3) The learner will be provided with three hypothetical cases for aural rehabilitation. From these, written materials will be prepared as outlined below:

   For the two hearing-impaired clients, the student will:

   (a) make a recommendation for suitable amplification, and include definitions of hearing aid terminology used (e.g. "gain"),

   (b) assess each client prior to therapy

      (1) include a description of each assessment tool or procedure. For standardized materials, include relevant material on purpose, description, development, and research from published sources. For non-standard (unpublished) procedures, provide a rationale, based on published information, for why you structured each procedure in a particular way.

      (2) present a rationale for using each assessment tool or procedure.

      (3) describe the methodology of presentation.

      (4) make up hypothetical results, which include areas of deficit, and explain the results.

   (c) Out of several possible long-term goals, list one each in the areas of auditory training and speechreading. With each goal, include a rationale derived from your assessment results. For each long-term goal, include a set of short-term goals necessary and sufficient to reach the long-term goal.

   (d) For one of the short-term goals under each long-term goal, provide two lesson goals. For one of these lesson goals, provide one lesson plan. The lesson plan should include:

      (1) a restatement of the short-term goal, and a statement of the lesson goal.

      (2) specific materials to be used (e.g. if your material is twenty sentences, it is not sufficient to say "Materials: Twenty sentences." You must show the twenty sentences you would use.)
(3) complete description of the activities, including (at least) instructions, tasks, and response.

(4) provisions for collecting data, if appropriate.

For the counseling client, provide:

(a) a general description of the grieving or mourning process as it applies to a hearing loss.

(b) two imaginary conversations with the client (at least five statements or sentences by the client) which indicate the stage of grieving the patient has reached. Show how, in your conversations, you use various facilitative, and "active listening" techniques.

ALL WRITTEN MATERIALS ARE DUE BY THE LAST CLASS MEETING.

4) Panels. Each student will be assigned to a presentation panel. The function of each panel will be to present a) amplification, b) assessment, and c) therapy procedures for one of the hearing-impaired clients. Division of tasks is completely up to the panel members.

5) Readings. It is expected that students will read, listen to, or watch, required materials. Recommended readings, on the other hand, are not intended to be an exhaustive listing. Even a cursory review of the literature will reveal many more sources than are listed here. It is expected that graduate students will avail themselves of whatever scholarly sources are available in order to understand and derive value from the course material.

Assessment:

1. A written midterm examination, covering hearing aids, counseling, and normal and abnormal speech perception: 30% of final grade.

2. The instructor will assess the written materials for the hearing-impaired clients in the areas of:

   a) knowledge of amplification - 10%
   b) knowledge of assessment - 25%
   c) ability to outline goals - 20%
   d) ability to plan therapy sessions - 25%
   e) originality, completeness, scholarship, and organization - 20%

   Each paper for the hearing-impaired clients will be worth 25% of the final grade.

3. The instructor will assess the written materials for the counseling client. 10% of final grade.

4. Paper on reaction to hearing loss - 10%
Grading:

A - indicative of superior achievement of competencies. Evidenced by a total of 90% on all grading factors.

B - indicative of satisfactory achievement of competencies. Evidenced by a total of 80% on all grading factors.

U - indicative of unsatisfactory attempt to achieve competencies. Evidenced by failure to meet criteria for grades A or B.

Synopsis of Classes

1. Overview of class. Experiences with aural rehabilitation.
2. Hearing aids
3. Emotional reactions and counseling
4. Emotional reactions and counseling
5. Normal speech acoustics and perception. Information processing
6. Speech perception and hearing impairment
7. Diagnostic and therapeutic procedures. Theoretical considerations.
8. Midterm exam (covers 1-6)
11. Presentations
12. Presentations
13. Presentations
14. Presentations
15. Projects due. Review and discussion. Preparations for practicum
CDIS 845 Advanced Rehab Audiology

Readings and Other Resources

Hearing Aids

Required


Recommended


Bragg, V. S. Toward a more objective hearing aid fitting procedure. Hearing Instruments, 28 (9), 1977, 6-9.


Counseling

Required


Three Psychotherapies. Videocassette. Sections with Carl Rodgers and Fritz Perls.

Recommended


Readings and Other Resources

Acoustics and Perception

Required

Fletcher, S. G. Acoustic phonetics. In F. S. Berg and S. G. Fletcher (Eds.),

Massaro, D. W. Language and information processing. In D. W. Massaro (Ed.),

Pickett, J. M. Chapter 11, Acoustic cues to speech perception. In The Sounds of

Recommended

Cole, R. A. and Jakimik, J. Understanding speech: How words are heard. In
G. Underwood (Ed.) Strategies of Information Processing. New York:

Duncan, J. and Katz, J. Language and auditory processing: Top down plus bottom
up. In E. Z. Lasky, and J. Katz (Eds.) Central Auditory Processing Disorders.

In E. Z. Lasky and J. Katz, ibid.


Auditory Perception by the Hearing Impaired

Required

Erber, N. P. Chapter 2, Speech perception. In Auditory Training. Washington:


Van Tassell, D. J. Auditory perception of speech. In J. M. Davis and E. J.
Hardick (Eds.) Rehabilitative Audiology for Children and Adults. New York:

Walden, B. E. Speech perception of the hearing impaired. In J. Jerger (Ed.)
Readings and Other Resources

Recommended


Evaluation

Required


Erber, N. P. Chapters 3 and 4 in Auditory Training.


Readings and Other Resources

Recommended


Auditory Training

Required


Recommended


Speechreading

Required