Course: CSDS 3330  Section: 001  Semester: 202110  Instructor: Richardson

Instructor: Lydia Richardson SLPD, CCC/SLP  
Office: HSTC 205F  
Office Phone: 1255  
Other Contact Information: 936-468-7109

Office Hours & Location: TR 12:30 pm - 1:45 pm; HSTC 317

Credits: 3

Prerequisites: Students enrolled in the course must have admission into the CSD undergraduate program or Pre-Aud program; minimum grade of C in CSD 240 for CSD majors; minimum grade of B in CSD 240 for Pre-AUD majors.

I. Course Description:
Introduction to the principles and procedures in the habilitation and rehabilitation of hearing-impaired children and adults. **Must obtain a grade of C for credit toward degree plan

Credit Hour Statement:
CSDS 3330 “Aural/Oral Habilitation of the Hearing Impaired” (3 credit hours) is required for all students majoring in Communication Sciences and Disorders or Pre-Audiology. This course follows a hybrid format in which we will replace half of the time we would normally spend together in a face to face format with ZOOM classes and thoughtful exchanges online. In our face-to-face sessions, we'll spend the majority of our time considering more difficult concepts and learning necessary skills.

In-class and out-of-class requirements are as follows:
- In-class time (1.25 hours weekly): We'll have one 75-minute classes each week in which we will implement our knowledge of the principles and procedures in the (re)habilitation of hearing-impaired children and adults through various hands on activities. You may also complete brief quizzes and other assessments during the sessions. Students will attend face to face classes on day assigned according to last name.
  - Last Names that begin A – L: You will attend face to face class on Day 1 each week; ZOOM on Day 2
  - Last Names that begin M – Z: You will attend face to face class on Day 2 each week; ZOOM on Day 2
- In-class replacement time (2.0 hours weekly): Instead of attending face to face lecture class 75 minutes each week, you will join us during the scheduled time via the ZOOM link provided in Brightspace.
- Out-of-class time (~5 hours weekly): Outside of class, expect to complete readings and studying for quizzes and exams as well as completing the two clinical intervention assignments.

Diversity Statement:
James I. Perkins College of Education
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Program of Communication Sciences and Disorders
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

- Standard I: Degree
- Standard II: Education Program
- Standard III: Program of Study
- Standard IV: Knowledge of Outcomes
- Standard V: Skills Outcomes
- Standard VI: Assessment
Standard VII: Speech-Language Pathology Clinical Fellow
Standard VIII: Maintenance of Certification

Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Program Learning Outcomes:
I. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.
II. The student will demonstrate knowledge of physiological processes utilized in communication.
III. The student will recognize and articulate the foundational skills related to normal speech and language development.
IV. The student will demonstrate understanding of the process of assessing communication disorders.
V. The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
VI. The student will demonstrate professional writing skills appropriate for clinical management.

Student Learning Outcomes: At the end of this course, students will demonstrate, by performance on examinations, projects/presentations, class discussion, and interactive group activities an understanding of the following:

1. The students will demonstrate understanding of the profession of audiology especially as it relates to the speech-language pathologist
2. The student will demonstrate knowledge of the anatomy and function of the auditory system
3. The student will demonstrate understanding of disorders of the auditory system
4. The student will demonstrate understanding of evaluation of the auditory system especially as it relates to the speech-language pathologist
5. The student will demonstrate knowledge of the role of the speech-language pathologist in management of disorders of the auditory system
6. The student will describe multicultural issues and implications for assessment and intervention of auditory systems.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
A. Quizzes: there will be 5 quizzes throughout the semester. These quizzes will be over reading material and class notes from class. The quiz will be given in the first few minutes of class. If you are late to class, you will not be given extra time to complete the exam. Punctual attendance will be in your best interest. Each quiz will be worth 20 points.
B. Exams: There will be a total of three examinations; two during the semester and the final. Each exam will be worth 100 points.
C. Practical Assignments:
   a. You will create an aural rehabilitation plan for one adult client and one child client.
      i. You will be given an audiogram and short case history for a patient who needs aural rehabilitation.
      ii. Develop an aural rehabilitation plan for your patient including short- and long-term goals. Develop one complete therapy session including age appropriate materials, sequence of ideas to complete during the session, and how the session will be modified to accommodate the hearing loss of the patient.
      iii. You will present one of your plans (assigned by instructor) to the class at the end of the semester.
   b. Periodically, chapter summaries, aural rehabilitation plans and activities will be assigned to be used during class discussions. These assignments will be worth 10 points each. (5 assignments throughout the semester).
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Quizzes (20 points each)</td>
<td>100</td>
<td>A = 515 – 575</td>
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<tr>
<td>Assignment #1 (child)</td>
<td>50</td>
<td>B = 458 – 514</td>
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<tr>
<td>Assignment #1 (adult)</td>
<td>50</td>
<td>C = 400 – 513</td>
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<tr>
<td>In-class assignments (10 points each)</td>
<td>50</td>
<td>D = 343 – 399</td>
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<tr>
<td>Participation</td>
<td>25</td>
<td>F = below 343</td>
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<tr>
<td>Exam #1</td>
<td>100</td>
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<tr>
<td>Exam #2</td>
<td>100</td>
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<tr>
<td>Exam #3</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td>575</td>
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</table>

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Course Introduction</td>
<td></td>
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<tr>
<td>2</td>
<td>1</td>
<td>Introduction to Auditory Rehabilitation</td>
<td>Tye-Murray Chapter 1</td>
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<tr>
<td>2</td>
<td>1</td>
<td>Introduction to Auditory Rehabilitation</td>
<td>Tye-Murray Chapter 1</td>
<td></td>
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<tr>
<td>2</td>
<td>2</td>
<td>Neurological Foundations for Listening and Talking</td>
<td>Cole &amp; Flexer Ch. 1</td>
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<tr>
<td>3</td>
<td>1</td>
<td>Audiovestibular System</td>
<td>Cole &amp; Flexer Ch. 2</td>
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<tr>
<td>3</td>
<td>2</td>
<td>Assessing Hearing Acuity and Speech Recognition</td>
<td>Tye-Murray Chapter 2</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>Listening Devices and Related Technology</td>
<td>Tye-Murray Chapter 3</td>
<td></td>
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<tr>
<td>4</td>
<td>2</td>
<td><strong>Sound and Fury</strong></td>
<td></td>
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<tr>
<td>5</td>
<td>1</td>
<td>Speech Perception, Auditory Training, and Speechreading</td>
<td>Tye-Murray Chapter 4 &amp; 5</td>
<td>Quiz 2</td>
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<tr>
<td>5</td>
<td>2</td>
<td>Speech Perception, Auditory Training, and Speechreading</td>
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<tr>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td>Exam 1</td>
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<tr>
<td>6</td>
<td>2</td>
<td>Communication Strategies and Conversational Styles</td>
<td>Tye-Murray Chapter 6</td>
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<tr>
<td>7</td>
<td>1</td>
<td>Assessment of Conversational Fluency and Communication Difficulties</td>
<td>Tye-Murray Chapter 7</td>
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<td>Communication Strategies Training</td>
<td>Tye-Murray Chapter 8</td>
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<td>8</td>
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<td>Counseling Training</td>
<td>Tye-Murray Chapter 9</td>
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<td>8</td>
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<td>Adult Aural Rehabilitation</td>
<td>Tye-Murray Chapter 10 &amp; 11</td>
<td>Quiz 3</td>
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<tr>
<td>9</td>
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<td>EXPLORE ADULT CASES</td>
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<td>2</td>
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<td>Exam 2</td>
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<tr>
<td>10</td>
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<td>Auditory Verbal Therapy – An overview</td>
<td>Estabrooks, Maclver-lux, &amp; Rhoades Ch</td>
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<td>10</td>
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<td>Milestones in AVT development</td>
<td>Estabrooks, Maclver-lux, &amp; Rhoades Ch</td>
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<td>11</td>
<td>1</td>
<td>AVT SESSIONS</td>
<td>Estabrooks, Maclver-lux, &amp; Rhoades Ch</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignments</td>
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<td>2</td>
<td>Aural Rehabilitation Infants and Toddlers</td>
<td>Tye-Murray Chapter 13</td>
<td>Quiz 4</td>
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<td>12</td>
<td>Aural Rehabilitation for Children</td>
<td>Tye-Murray Chapter 12</td>
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<td>2</td>
<td>Aural Rehabilitation School Age Children</td>
<td>Tye-Murray Chapter 14</td>
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<td>13</td>
<td>Emergent Literacy and Literacy in Children with Hearing Loss</td>
<td>Tye-Murray Chapter 15; Estabrooks, Maclver-Lux, &amp; Rhoades Chapter 9</td>
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<tr>
<td>2</td>
<td>Explore Child Cases</td>
<td>Quiz 5</td>
<td></td>
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<tr>
<td>14</td>
<td>Team work on Adult Case Presentation</td>
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<tr>
<td>2</td>
<td>Team work on Child Case Presentation</td>
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<tr>
<td>15</td>
<td><strong>THANKSGIVING BREAK</strong></td>
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<td>2</td>
<td><strong>THANKSGIVING BREAK</strong></td>
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<tr>
<td>16</td>
<td>Case Study Presentations</td>
<td>Child Case Due</td>
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<td>2</td>
<td>Case Presentations (if needed)</td>
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<tr>
<td>17</td>
<td>5/9</td>
<td>Final Exam (3) – Thursday 1:30 pm – 4:00 pm</td>
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</table>

VI. Readings:

Required:


Assigned Journal Articles throughout the semester.

Supplemental:


VI. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents. One unexcused absence will result in 20 points being subtracted from your total grade and two unexcused absences will result in the failure of clinic. Late assignments will not be accepted unless permission is granted from instructor. If allowed to submit late work, 10% will be deducted from grade for each day it is late.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom,
labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Masks (cloth face coverings)** must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions. [https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html)

**Additional Information:**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Communication for this course will be done in class, through Brightspace, and email. Please check Brightspace and your SFASU email often to get announcements, print out handouts, check your grades, etc. All responses to emails and phone calls will be made within 48 hours, Monday through Friday, from the date of initial contact. If contact is made on the weekend, a response can be expected the Monday following initial contact.