

COURSE OUTLINE
SHS 521
AURAL REHABILITATION

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Text: Introduction to Audiological Rehabilitation
Fourth Edition
Authors: Ronald L. Schow and
Michael A. Nerbonne

Supplemental Texts and Readings:
Rehabilitative Audiology: Children and Adults
Authors: J.G. Alpiner and R.L. Schow

Learning to Hear Again: An Audiologic rehabilitation Curriculum Guide
Authors: D.S. Wayner and J.E. Abrahamson

Course Objectives:

1. To acquaint the student with the principles of aural rehabilitation and deaf education and their historical development.
2. To develop in the student the ability to identify varying types of hearing losses, their etiologies and degrees.
3. To alert the student to the implications of specific hearing losses and rehabilitation needs of this population.
4. To acquaint the student with the psychological effects, impact and manifestations of hearing loss in the child, adult and family.
5. To introduce the student to the principles of amplification systems and their selection criteria.
6. To develop in the student the skills necessary to organize and manage an aural rehabilitation program for children and their families, including normal developmental criteria, assessment, goal identification, speech/language/cognitive/academic intervention, sensory training and educational management.
7. To develop in the student the skills necessary to organize and manage an aural rehabilitation program for the adult and elderly populations, including assessment, goal identification, counseling, management alternatives, sensory

training and appropriate programming.

Course Requirements and Formative Evaluation Procedures:

1. Each student is responsible for all material presented in class, including all handouts and assigned readings.
2. Each student is expected to attend class regularly and to participate in class discussions.
3. Each student will take three examinations, each totaling 100 points. Examinations will consist of true and false, fill-in-the-blank, short answer and discussion questions covering knowledge of material presented in class, from assigned readings and handouts. Make-up examinations are scheduled at the discretion of the instructor. No bonus questions are included on tests not taken at the scheduled time.
4. Each student will complete a special project totaling 100 points. Any project that is late or not picked up from the instructor as directed will be penalized 25 points.
5. Grades on each of the three examinations and the project will be averaged to determine the final grade in the class. The class grading scale will be as follows:

90 - 100 points = A
80 - 89 points = B
70 - 79 points = C
60 - 69 points = D
below 60 points = F

Remediation:

If you do not have a satisfactory average grade of 70% or higher, the student may contact the instructor for remediation. Remediation may include, but is not limited to, one or more of the following:

1. Individual tutoring on selected topics with the instructor's Graduate Assistant.
 2. Additional assigned readings on topics discussed in class.
 3. Additional assignments as deemed necessary.
 4. Submit chapter outlines from textbook on areas of difficulties and prepare study questions.
- Americans with Disabilities Statement

Americans with Disabilities Statement

If a student has a disability that qualifies under the

Americans with Disabilities Act(ADA), he/she should contact the Office for Disability Accommodations(ODA) for information on appropriate polices and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office of Disability Accommodations
118 College Dr. #8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601)266-5024 or (228)-214-3232

FAX: 601-266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or e-mail Suzy Hebert at Suzanne.Hebert@usm.edu

Course Outline:

- I. Introduction
 - A. Description of program terminology
 - B. Historical development of services to the hearing impaired
 - C. Service delivery models

- II. Hearing losses: Their manifestations, implications and effects
 - A. Types of hearing loss
 - B. Degrees and configurations of hearing loss
 - C. Common etiologies of deafness
 - D. Criteria for program selection
 - E. Psychosocial aspects of hearing losses
 1. Familial variables
 2. Stages of acceptance/adjustment
 3. Client variables
 4. Impact on behavior, education, development, career and daily living
 5. Counseling strategies

- III. Amplification systems
 - A. Personal hearing aids
 1. Components
 2. Electroacoustic characteristics
 3. Evaluation and selection procedures
 4. Operation and maintenance
 5. Orientation and adjustment procedures
 - B. Assistive devices
 1. FM systems
 2. Tactile aids
 3. Cochlear implants
 4. Environmental assistive devices

5. Candidate selection and orientation procedures

IV. Habilitation/Rehabilitation of children

- A. Language development
 1. Acquisition of childhood language
 2. Parent-child interactions
 3. Assessment of language abilities
- B. Speech development
 1. Acoustic parameters of speech
 2. Acquisition of speech skills
 3. Assessment of speech abilities
- C. Management of the infant and preschooler who are deaf and hard of hearing
 1. Center-based programs
 2. Home-based programs
 3. Auditory training
 4. Speech and language intervention
 5. Cognitive training
 6. IDEA
- D. Management of the school-aged child who is deaf and hard of hearing
 1. Speech and language intervention
 2. Academic needs
 3. Auditory training
 4. Speechreading
 5. Educational management and alternatives
 6. Classroom modifications
 7. IDEA

V. Rehabilitation of adult and elderly populations

- A. Non-audiometric assessment
 1. Disability versus handicap
 2. Communication needs
 3. Psychosocial variables
 4. Vocational variables
- B. Types of programs and settings
- C. Intervention and management
 1. Auditory training
 2. Speechreading
 3. Speech conservation
 4. Environmental modifications