

Course Outline
SHS 726
Auditory Perceptual Disorders

Instructor: Virginia Berry
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Text: Assessment and Management of Central Auditory Processing Disorders in the Educational Setting
Second Edition
Author: Teri James Bellis

Course Objectives:

1. The student will acquire the knowledge necessary to identify peripheral versus central deficits.
2. The student will develop an awareness of the anatomical and physiological organization of the central auditory system.
3. The student will understand the complexion of central auditory disorders, including the specific auditory skills necessary for adequate performance.
4. The student will acquire the skills necessary to identify and assess central auditory disorders in children and adults.
5. The student will develop an understanding of appropriate counseling and management strategies involved with direct skill intervention, educational modifications and environmental manipulation for central auditory disordered children and adults.
6. The student will understand the nature of assistive technology and its impact on central auditory disorders.

Course Requirements and Formative Evaluation Procedures:

1. Each student is responsible for all material presented in class, including all assigned readings and handouts.
2. Each student is expected to attend class regularly and to participate in class discussions.
3. Each student will take two examinations, each totaling 200 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. The class grading scale is as follows:
 - 500 - 450 points = A
 - 449 - 400 points = B
 - 399 - 350 points = C
 - 349 - 300 points = D
 - below 300 points = F

Remediation

If you do not have a satisfactory grade of 80% or higher, the student may contact the instructor for remediation. Remediation may include, but is not limited to, any one or more of the following:

1. Additional assigned readings on topics discussed in class.
2. Additional course and practicum assignments as deemed necessary.
3. Submit chapter outlines from textbooks on areas of difficulties and prepare study questions.

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. Common terminology

- B. Peripheral vs central mechanisms
 - C. Professional roles and responsibilities
- II. Central auditory systems
- A. Anatomical features
 - B. Physiology of perception
 - C. Impact of sensorineural deficits
 - D. Effects of maturation and aging
 - E. Hierarchy of central auditory skills
- III. Identification and assessment protocols for children
- A. Behavioral characteristics
 - B. Classroom performance and observation
 - C. Audiometric assessments
 - 1. Traditional evaluation indicators
 - 2. Speech audiometric procedures
 - 3. Electrophysiological methods
 - D. Speech/language evaluations
 - E. Psycho-educational evaluations
- IV. Identification and assessment protocols for adults
- A. Behavioral characteristics
 - B. Self-assessment inventories
 - C. Audiometric assessments
 - 1. Traditional evaluation indicators
 - 2. Speech audiometric procedures
 - 3. Pattern perception assessments
 - 4. Electrophysiological methods
- V. Management of central auditory processing disorders in children
- A. Counseling strategies
 - B. Specific skill intervention
 - C. Educational management
 - 1. Classroom modifications
 - 2. Curriculum adjustments
 - 3. Service provision models
 - D. Psycho-social management
 - E. Home intervention
 - F. Assistive technology
 - G. Resource materials
- VI. Management of central auditory processing disorders in adults
- A. Counseling strategies
 - B. Specific skill intervention
 - C. Environmental modifications
 - D. Psycho-social management
 - E. Assistive technology