**The University of Southern Mississippi**  
College of Health - Department of Speech and Hearing Sciences  
SHS 710 – Rehabilitation for Hearing Impaired Adults  
Fall Semester 2016

---

**COURSE SYLLABUS**

---

**Instructor**
- **Name**: Charles G Marx  
- **Office Address**: SHS 123  
- **Office Number**: 601-266-6227  
- **Fax Number**: 601-266-5224  
- **Email**: Charles.marx@usm.edu

**Office Hours**
- 10:45-11:30 T/Thur and 1-2 Thur  
- Appointments for any time/day may be arranged by email

**Drop Date**
- August 23 (last day to drop without academic/financial penalty)

**Prerequisites**
- Admission into the Doctor of Audiology program or permission from instructor

**Credit Hours**
- 3 credit hours.

**Course Description**
- This course provides knowledge and skills in aural rehabilitation for adults, including amplification, speech reading, tinnitus management, and counseling.

**Course Overview**
This course provides AuD students with the knowledge and skills to provide aural rehabilitation services for adults. The course will give theoretical background and information for evidenced based practice for many areas of aural rehabilitation including management of hearing impairment and tinnitus, audiologic rehabilitation needs of the elderly, counseling, audiologic outcome measures, and audiologic rehabilitation assessment tools. The student will be required to show proficiency with these areas by completing a comprehensive project. This course is required for graduate students in the Doctor of Audiology, although this course may be appropriate for related disciplines.

**Course Outcome(s)**
The student will be able to use evidence based practice to develop and provide aural rehabilitation services for adults with hearing impairment.

**Student Learning Outcomes**
Upon successful completion of the course requirements, the student will be able to:

1. Understand the role of audiologic rehabilitation in the treatment of hearing impairment [KASA IV-D1,D2]

2. Understand the classification of handicap and disability according to the International Classification of Function.

3. Understand the different types of professional settings for the provision of aural rehabilitation [KASA IV-D1,D2].
4. Describe the effects of aging on hearing and how it affects the rehabilitative needs of the elderly in the provision of audiological rehabilitation. [KASA IV-D2]

5. Assess the effectiveness of different counseling techniques used in aural rehabilitation, in particular group counseling techniques [KASA IV-D7]

6. Explain the rationale for outcome measures in audiological rehabilitation [KASA IV-F1, F2]

7. Discuss the relationship between audiometric testing and audiological rehabilitation outcome measures [KASA IV-F1]

8. Explain the rationale of and administer several audiological self-assessment including Abbreviated Profile of Hearing Aid Benefit, Glasgow Hearing Aid Performance Assessment Scale, Consumer Oriented Scale of Improvement, Hearing Handicap Inventory for the Elderly, and others [KASA IV-C3]

9. Describe and develop an audiological rehabilitation program for adults [KASA IV –C10, D2, D4,]

**ASHA Standards:** This course is designed to meet the following standards for the Certificate of Clinical Competence in Audiology from the American Speech-Language-Hearing Association:

- Standard IV-A3, IV-A7, IV-A9, IV-A15, IV-A26, IV-A29
- Standard IV-B1, IV-B3
- Standard IV-C3, IV-C5, IV-C10, IV-C11
- Standard IV-D1, IV-D2, IV-D4, IV-D7
- Standard IV-E1, IV-E2
- Standard IV-F1, IV-F2

A description of each standard can be found at the following URL: [http://www.asha.org/Certification/2012-Audiology-Certification-Standards/](http://www.asha.org/Certification/2012-Audiology-Certification-Standards/)

**Instructional Strategies**
- Class discussion/lectures, directed reading of relevant literature, student presentations, class discussions, and student final comprehensive project will be the instructional methods used in the course. Lectures, directed readings, student presentation, and student projects will provide the students with valuable and appropriate information concerning the assigned topics.

**Course Communication**
- E-mail is the best way to communicate with the instructor; however, feel free to call or come by my office during office hours or by appointment.

**Required Text (s) and Readings**

**Class Procedures and Requirements**
- This course is conducted in a seminar format. The instructor will lead students in a discussion of assigned reading material. Students are responsible for reading assigned material for each unit. For select material, students will be assigned to present information to the class for discussion. This presentation will follow the same grading guideline as the project (91% for a passing score). These discussions will be led by a presenting student under the direction of the instructor.
- There will be two examinations: a mid-term exam and a final exam. Exam format is at the discretion of the instructor but may be conventional, take home, or open book with time limits.
- Each student will develop a comprehensive aural rehabilitation program that is grounded in evidence-based practice. This project will be graded on a pass-fail basis with a pass earning a grade
of 91% that will be incorporated into the student’s final average. A fail grade will earn a score of 59%. Failure to turn in a project by the assigned deadline will earn a score of 0% to apply to the final average.

- **Class Participation:** Each student will be evaluated on a daily basis for class participation. Class participation is shown by students participating in topical discussions, asking pertinent questions, and developing discussion points for the class and instructor. The grade for class participation will consist of an adjustment to the student’s final average. The adjustment may range from -10 to +10 where “0” is the expected level of participation by a doctoral student in an AuD Program. If a student is on track to earn a negative value for participation, the instructor will inform the student immediately and identify the area of weakness.

  Remediation: Should formative assessments indicate that you are not meeting the objectives of the class, you may be required to participate in remedial activities designed to permit you to successfully complete the course (such as observation of others that are performing the task appropriately, assignment of additional literature review of the current topic area, or direct discussion of the topic area and performance of the EP test with the Electrophysiology supervisor). Participation in those remedial activities, however, will not guarantee your successful completion of the course.

**Class Attendance Policy**
- Students are expected to attend class on a regular basis and are required to be active, professional participants in the teaching and learning process. No more than one unexcused absences will be permitted. Further unexcused absences will result in a 5% decrease in the final grade for each absence. Please contact the instructor if you are going to be absent.

**Evaluation Criteria**
- Mid-Term Exam: 100 points
- Final Exam: 100 points
- Project: 91 points
- Class Presentation: 91 points
- Class Participation: + or – 0 to 10 point adjustment to final average

(Total points earned by student/Grand total) *100 = % points assigned

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
</tr>
</tbody>
</table>

**CLASS PROJECT(S)**

Each student will develop a comprehensive aural rehabilitation (AR) project for adults with hearing impairment. The topics must be chosen from those listed below or derived with the instructor’s permission. The format of the written portion of the project must be in APA style. The project may include original treatment materials or treatment approaches as well as previously published material.

Project topics:

1. AR for HI adult individuals who do not use personal amplification
2. AR for HI adult Individuals who use amplification
3. A compendium of Self-Assessment Measures based specifically on ability to understand speech or receive auditory signals
4. A compendium of Self-Assessment Measures based on components not directly related to ability to hear sounds or understand speech

Each project must include the following outline as a minimum:

1. **Rationale:**
The rationale should set forth the mission, goals and philosophy of the aural rehabilitative program. The rationale should be supported by relevant research literature.

2. **Candidacy for program or Indications for use**
The program should include specific criteria for recruiting, selecting and assessing clients for the program. Be specific in your criteria. Include any tools used for assessing candidacy for the program. Have a rationale as to why specific assessment tools were included. (Please put a copy of any assessment tools used in your paper.) Cite appropriate literature used to develop your candidacy criteria.

3. **Program structure**
The program structure should include the personnel needed, the number of sessions, length of sessions, and the curriculum/content of sessions. All necessary client materials, such as handouts should be developed and included in your paper. Cite any appropriate literature used to develop your program structure.

4. **Assessment of individual and group outcomes**
The assessment of individual or group outcomes should provide the necessary information for you to evaluate the effectiveness of the aural rehabilitation program. The information gathered should assess effectiveness of the program for participants and should assess effectiveness of the overall program, so that changes can be made to improve effectiveness. Please include a rationale for assessment tools chosen, a copy of assessment tools (if feasible), and appropriate citations of any research literature used to develop your assessments.

5. **References**
A bibliography in APA format of all references cited in your project should be included at the end of your paper.

PROJECT(S) are due by noon on the day of our last regular class meeting. You may put the assignment in my box in the SHS office or e-mail your assignment (including all attachments) to Charles.marx@USM.edu.

**Late Assignments or Projects**
Late assignments or projects will not be accepted except in the case of emergency. Please contact the instructor to make arrangements in this circumstance; late assignments will not be accepted without prior arrangement.

**Academic Honesty**
“When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion.

Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.”
**Academic Integrity:**

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others’ work)
2. Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members’ involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” For more details, please see the University’s Academic Integrity Policy. Note that repeated acts of academic misconduct will lead to expulsion from the University.

**ADA Policy**

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies 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 for Disability Accommodations
118 College Drive # 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 email ODA at oda@usm.edu.
**GRADING RUBRIC - PROJECT ADULT AR**

Name __________________________  Date ___________

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excellent =20</th>
<th>Good = 16</th>
<th>Needs Work = 14</th>
<th>Unacceptable = 12</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another; the organization enhanced effectiveness of the project</td>
<td>Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear</td>
<td>Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience</td>
<td>Chopy and confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Completely accurate and thorough; all facts were precise and explicit</td>
<td>Mostly accurate and thorough; a few inconsistencies or errors in information</td>
<td>Somewhat accurate; content partially incomplete; more than a few inconsistencies or errors in information</td>
<td>Very inaccurate and/or incomplete; the facts in this project were misleading to the audience</td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Went above and beyond to research information; used additional material beyond what was provided; and utilized many types of resources to make project effective</td>
<td>Did a very good job of researching; utilized materials provided to their full potential; used several types of resources to enhance project.</td>
<td>Used the material provided in an acceptable manner, but did not consult any additional resources</td>
<td>Did not utilize resources effectively; did little or no fact gathering on the topic</td>
<td></td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td>Bibliography is complete and adheres to the APA format.</td>
<td>Bibliography is complete but has some format errors.</td>
<td>Bibliography is complete but does not adhere to APA format.</td>
<td>Bibliography is incomplete and not in correct format.</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Was extremely creative and presented with originality; used a unique approach that truly enhanced the project</td>
<td>Was creative at times; thoughtfully and uniquely presented</td>
<td>Added a few original touches to enhance the project but did not incorporate it throughout</td>
<td>Little creative energy used during this project; was bland, predictable, and lacked “zip”</td>
<td></td>
</tr>
</tbody>
</table>

http://ctap295.ctaponline.org/~jboston/Student/grading_rubric.htm

PASS – 91       FAIL – 59