

SYLLABUS
CSD 836 Pediatric Auditory Habilitation/Rehabilitation
University of Wisconsin AuD Consortium Program
Spring 2023
M 2:00-3:15, in addition to weekly asynchronous requirements
Room 234 in CPS, UWSP

Professor: Rebecca Henning, Ph.D., CCC-A

Office: 050, CPS

Phone: 715-346-2351 (office)

E-mail: rhennin@uwsp.edu

Office Hours: Wednesday 3:30-4:30, Thursday 1:30-2:30, Friday 11-noon, & by appointment
Zoom and phone "office hours" appointments can also be arranged as needed, either during my regular office hours times or at other times. Please email or call me to schedule Zoom or phone appointments.

Course Description:

Language and auditory development of children with hearing loss. Principles and techniques of amplification selection and fitting for children with hearing loss. Effect of hearing impairment on speech perception, production, language, literacy, and socio-emotional development. Communication and educational options, and re/habilitation of communication skills.

Prerequisites and Co-requisites:

Hearing Science

Hearing Assessment

Pediatric Audiology

Amplification I and II

Implantable Devices

Required Textbook and Other Readings:

- *Comprehensive Handbook of Pediatric Audiology, 2nd ed.*, edited by Tharpe and Seewald and published by Plural Publishing (2017)
- Additional required and supplemental readings to be provided on the course Canvas website.

Credit Hour Policy Standard:

This 3-credit class meets for one, 75-minute class period each week, and will have additional asynchronous, approximately 75-minute required activities each week. In addition to those activities, this course carries the expectation that students will work on course learning activities (reading, studying, viewing recorded lectures, working on assignments reviewing and organizing notes, preparing for class, etc.) for about 5 hours outside of the classroom per week. The information about class meeting times and expectations for student work are included in this syllabus.

Course Format and Expectations:

- This class will meet in person on Mondays in the UWSP and UW-Madison distance rooms as much as possible, unless unforeseen circumstances require remote or virtual classes.
- In order to allow flexibility in scheduling off-campus placements, there will be required weekly asynchronous activities instead of a Wednesday class meeting. There will often be required recorded lectures to view.

- You are expected to attend class and complete required asynchronous activities regularly, and absences should be reserved for circumstances such as illness, caring for someone who is ill, personal or family emergency, etc. Class absences should NOT be requested or used for routine or controllable circumstances like vacation, personal time off, or work.

E-mail communication:

You are expected to check your school e-mail account at least once per weekday for any important class announcements. I typically reply to emails within two business days or sooner. I cannot guarantee that I will check email on evenings and weekends, so please plan ahead to avoid last-minute weekend or late-night “emergencies”.

You are not permitted to turn in an assignment late because you are waiting for a reply from me. If you’ve emailed me with reasonable advance notice (see later in this paragraph), but I haven’t replied within the timeframe given above, there is a chance I did not receive your message. Please check your sent-mail to see if it was actually sent, and try re-sending it or calling me. If you are emailing a question within 1-2 days or less of the deadline, I may not have time to reply/answer before the deadline. (I will do my best to reply, but sometimes it’s not possible). If I do not reply before the deadline, then you should submit your assignment by the deadline, using your best judgment to answer your question.

Student Privacy and Intellectual Property of Recorded Lectures:

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation [Regent Policy Document 4-1]. (You may contact me to request permission to record lectures).

Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. **Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission.** Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Student Requirements:

Personal situations and/or difficulty meeting course requirements:

If you are concerned that a family or personal situation may affect your ability to meet the class requirements, please discuss this with me (or with the graduate advisor or another faculty member on your home campus with whom you feel comfortable) so that we can be aware of the situation and figure out alternative arrangements if needed. It is far better to be proactive about discussing possible difficulties than to wait until your performance in the class has already suffered. I will not ask you for specific medical or personal information if you do not wish to share it; however, you will typically need to provide some type of documentation to at least one faculty member (either myself or the graduate advisor on your home campus) if a short-term accommodation is needed, or to the Disability Center on your home campus if ongoing or repeated accommodations are needed.

You must complete all of the following in order to pass this course:

Class Preparation:

Please come to class sessions prepared and ready to contribute to the day's activities.

Classroom Etiquette, Professionalism, & Attendance

As doctoral students, I expect you to be prepared for class, and to regularly attend class (including any remote classes) with an attitude of respect, engagement, and professionalism. **I expect you to behave respectfully toward everyone in the class and myself.**

Assignments: You are required to participate in class activities and to complete all assignments on time. See the separate assignment descriptions and general grading information document for more information.

Accommodations for Disability or Health Condition:

If you have a short- or long-term disability or health condition that requires accommodations, please contact the Disability Center on your home campus.

Religious Observances:

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first three weeks of the semester regarding specific dates that you will need to change course requirements.

Academic Misconduct:

I expect all students to follow the course requirements for academic honesty. **If you are tempted by academic dishonesty, I recommend asking yourself why:** Are you having trouble meeting an assignment deadline? Are you struggling to understand some course material? Are you having trouble understanding why an assignment is relevant or important? Are you unsure how to get started? Are you struggling with confidence? These are all understandable problems (I've had all of them myself at times!), and I'm happy to discuss some possible strategies or solutions with you.

The policies that apply to all UW System students and faculty regarding academic misconduct can be found here: <https://conduct.students.wisc.edu/academic-misconduct/>. (Although this is a UW-Madison link, these are UW System-wide policies). You are also responsible for reviewing and understanding all of the information about avoiding plagiarism at this link, especially the information on successful and unsuccessful paraphrases:

<https://writing.wisc.edu/handbook/assignments/quoting/sources/>.

Grading:

Your *percent correct* (not total number of points) on the assignments will be weighted as follows for your final class grade:

Assignment #1 (speech/language screening):	20%
Assignment #2 (dB HL and SPL calculations):	10%
Assignment #3 (HA and FM verification lab):	20%
Assignment #4 (HA case questions):	20%
Assignment #5 (AR needs and goals):	30%

Grading Scale

UW – SP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-92	91.9-90	89.9-88	87.9-82	81.9-80	79.9-78	77.9-72	71.9-70	69.9-68	67.9-60	<60
UW – Madison Letter Grade	A	A-B		B	B-C		C	C-D		D	F

ASHA Standards/Competencies: The following American Speech-Language-Hearing Association (ASHA) Council for Clinical Certification (CFCC) 2020 standards for the Certificate of Clinical Competence in Audiology (CCC-A) are partially or fully covered in this course (see table below). For standards that are partially covered, **the portion covered in this class is bolded**.

The student will demonstrate knowledge of (for items lettered A) and knowledge and skills in (for items lettered B-F):	Method of Assessing Competency
A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span	Passing grade on speech-language screening assignment, and Passing grade on AR needs and goals assignment
A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management	Passing grades on all assignments, excluding speech-language screening
A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and other interested parties	Passing grades on speech-language screening assignment, and Passing grade on hearing aid case assignment, and Passing grade on AR needs and goals assignment
A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions	Passing grades on speech-language screening assignment, and Passing grade on hearing aid case assignment, and Passing grade on AR needs and goals assignment
A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span	Passing grade on hearing aid case assignment, and Passing grade on AR needs and goals assignment
A11. Manual and visual communication systems and the use of interpreters/transliterators/translators	Passing grade on AR needs and goals assignment
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication	Passing grade on AR needs and goals assignment
A13. Principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making	Passing grades on all assignments

A14. Assessment of diagnostic efficiency and treatment efficacy through the use of quantitative data (e.g., number of tests, standardized test results) and qualitative data (e.g., standardized outcome measures, client/patient-reported measures)	Passing grades on all assignments
A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision making regarding treatment options and goals	Passing grade on hearing aid case assignment, and Passing grade on AR needs and goals assignment
A17. Importance, value, and role of interprofessional communication and practice in patient care	Passing grade on AR needs and goals assignment
A18. The role, scope of practice, and responsibilities of audiologists and other related professionals	Passing grade on speech-language screening assignment, and Passing grade on AR needs and goals assignment
A19. Health care, private practice, and educational service delivery systems	Passing grade on AR needs and goals assignment
A21. Advocacy for individual patient needs and for legislation beneficial to the profession and the individuals served	Passing grade on hearing aid case assignment, and Passing grade on AR needs and goals assignment
B10. Identifying persons at risk for speech-language and/or cognitive disorders that may interfere with communication, health, education, and/or psychosocial function	Passing grade on speech-language screening assignment, and Passing grade on AR needs and goals assignment
B11. Screening for comprehension and production of language, including the cognitive and social aspects of communication	Passing grade on speech-language screening assignment, and Passing grade on AR needs and goals assignment
B12. Screening for speech production skills (e.g., articulation, fluency, resonance, and voice characteristics)	Passing grade on speech-language screening assignment, and Passing grade on AR needs and goals assignment
B13. Referring persons who fail the screening for appropriate speech-language pathology consults, medical evaluation, and/or services, as appropriate	Passing grade on speech-language screening assignment, and Passing grade on AR needs and goals assignment
E1. Engaging clients/patients in the identification of their specific communication and adjustment difficulties by eliciting client/patient narratives and interpreting their and/or caregiver-reported measures	Passing grade on speech-language screening assignment, and Passing grade on AR needs and goals assignment
E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory-perceptual and motor skills, and other health/medical conditions, as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues	Passing grade on speech-language screening assignment, and Passing grade on AR needs and goals assignment
E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship	Passing grade on speech-language screening assignment, and Passing grade on AR needs and goals assignment
E4. Providing assessments of family members' perception of and reactions to communication difficulties	Passing grade on speech-language screening assignment, and

	Passing grade on AR needs and goals assignment
E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning	Passing grade on hearing aid case assignment, and Passing grade on AR needs and goals assignment
E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision making regarding treatment goals and options	Passing grade on hearing aid case assignment, and Passing grade on AR needs and goals assignment
E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties	Passing grade on hearing aid case assignment, and Passing grade on AR needs and goals assignment
E8. Selecting and fitting appropriate amplification devices and assistive technologies	Passing grade on dB HL and dB SPL calculations assignment, and Passing grade on hearing aid and FM verification lab, and Passing grade on hearing aid case assignment
E9. Defining appropriate electroacoustic characteristics of amplification fittings based on frequency-gain characteristics, maximum output sound-pressure level, and input-output characteristics	Passing grade on dB HL and dB SPL calculations assignment, and Passing grade on hearing aid and FM verification lab
E11. Conducting real-ear measurements to (a) establish audibility, comfort, and tolerance of speech and sounds in the environment and (b) verify compression, directionality, and automatic noise management performance	Passing grade on hearing aid and FM verification lab
E15. Counseling cochlear implant candidates and their families regarding the benefits and limitations of cochlear implants to (a) identify and resolve concerns and potential misconceptions and (b) facilitate decision making regarding treatment options	Passing grade on AR needs and goals assignment
E16. Providing programming and fitting adjustments; providing postfitting counseling for cochlear implant clients/patients	Passing grade on AR needs and goals assignment
E17. Identifying the need for—and fitting—electroacoustically appropriate hearing assistive technology systems (HATS) based on clients'/patients' communication, educational, vocational, and social needs when conventional amplification is not indicated or provides limited benefit	Passing grade on hearing aid and FM verification lab, and Passing grade on hearing aid case assignment
E19. Ensuring compatibility of HATS when used in conjunction with hearing aids, cochlear implants, or other devices and in different use environments	Passing grade on hearing aid and FM verification lab
E21. Providing auditory, visual, and auditory–visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication	Passing grade on AR needs and goals assignment
F1. Counseling parents to facilitate their acceptance of and adjustment to a child's diagnosis of hearing impairment	Passing grade on hearing aid case assignment, and Passing grade on AR needs and goals assignment

F2. Counseling parents to resolve their concerns and facilitate their decision making regarding early intervention, amplification, education, and related intervention options for children with hearing impairment	Passing grade on hearing aid case assignment, and Passing grade on AR needs and goals assignment
F3. Educating parents regarding the potential effects of hearing impairment on speech-language, cognitive, and social-emotional development and functioning	Passing grade on AR needs and goals assignment
F4. Educating parents regarding optional and optimal modes of communication ; educational laws and rights, including 504s, individualized education programs (IEPs), individual family service plans (IFSPs), individual health plans; and so forth	Passing grade on AR needs and goals assignment
F5. Selecting age/developmentally appropriate amplification devices and HATS to minimize auditory deprivation and maximize auditory stimulation	Passing grade on hearing aid and FM verification lab, and Passing grade on hearing aid case assignment
F6. Instructing parents and/or child(ren) regarding the daily use, care, and maintenance of amplification devices and HATS	Passing grade on hearing aid and FM verification lab, and Passing grade on hearing aid case assignment
F7. Planning and implementing parent education/support programs concerning the management of hearing impairment and subsequent communication and adjustment difficulties	Passing grade on AR needs and goals assignment
F8. Providing for intervention to ensure age/developmentally appropriate speech and language development	Passing grade on AR needs and goals assignment
F9. Administering self-assessment, parental, and educational assessments to monitor treatment benefit and outcome	Passing grade on AR needs and goals assignment
F11. Counseling the child with hearing impairment regarding peer pressure, stigma, and other issues related to psychosocial adjustment, behavioral coping strategies, and self-advocacy skills	Passing grade on AR needs and goals assignment
F13. Providing interprofessional consultation and/or team management with speech-language pathologists, educators, and other related professionals	Passing grade on AR needs and goals assignment

A passing grade is a B or better. If a student fails to complete any of the tasks listed above, they will work with the course instructor to either redo the task or complete an additional task in order to demonstrate competency. If a student is not able to successfully complete this task, then an improvement plan will be initiated to remediate the skill in question. See the handbook section on improvement plans.

Tentative Course Schedule

Required readings from the textbook and other sources will be posted in Canvas for each topic. For the required textbook, only the assigned chapter or page number(s) will be posted in Canvas, and you are responsible for having a copy of the textbook. For other readings, the document itself will be posted in Canvas.

Week	Topic
January 23-25	Introduce the class; Auditory skill development; speech acoustics; speech perception; speech, language, & auditory development in children with HL; Communication modes

January 30-February 1	Communication modes; Auditory skill development; speech acoustics; speech perception; speech, language, & auditory development in children with HL
February 6-8	Finish auditory and speech/language development? Early intervention, & hearing assessment for fitting HAs on infants & young children; RECD for assessment
February 13-15	Assignment #1: Speech/language screening due by 2 pm Feb. 13 HA verification & RECD; DSL/Prescriptive Procedures
February 20-22	Assignment #2: dB HL and dB SPL calculations due by 2 pm Feb. 20 FM & ALDs
February 27-March 1	Choosing amplification technology and features for children
March 6-8	Choosing technology & features for children; troubleshooting; counseling parents on HA use
March 13-15	Assignment #3: HA and FM verification lab due by 2 pm March 13 No class meeting: spring break for Madison SP students view recorded lectures or other required course activity Topic is TBD
March 20-22	No class meeting: spring break for Stevens Point Madison students view recorded lectures or other required course activity Topic is TBD
March 27-29	Counseling parents on HA use; Measuring hearing aid outcomes with children
April 3-5	Assessing AR needs for different ages, including specific tools; multidisciplinary assessment
April 10-12	Assignment #4: HA case questions due by 2 pm April 10 Finish assessing AR needs; start family-centered AR and coaching
April 17-19	Family-centered AR & coaching
April 24-26	Family-centered therapy & coaching at different ages; AR for children with CAPD
May 1-3	AR for children with CAPD
May 8	Assignment #5: AR needs and goals due by 2 pm