

**SYLLABUS**  
**COMD 866: Amplification II**  
**UW-Stevens Point & UW-Madison**  
**Spring 2021**  
**Monday/Wednesday 9:40-10:30**  
**Zoom-Canvas course page (LIVE/REMOTE)**

**Professor:** Rachel Craig, AuD, CCC-A  
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**Office Hours:** Wednesdays 1-3pm, or by appointment.

**E-mail:** I will typically reply within 1-2 business days, but it may be slightly longer if your email does not require an urgent reply. I cannot guarantee that we will check or respond to email during evenings and weekends (I may be out of town or busy with family responsibilities). If you believe that you are delayed on an urgent matter, then you are responsible for contacting me in person, or over the phone.

**Course Description**

Per UWSP Catalog:

“Strategies for fitting hearing aids including selection and recommendation, use of prescription gain formulas and verification of gain. Geriatric and pediatric hearing aid fitting and ethical issues. Basic techniques in determining patient satisfaction with hearing aids.”

This class will focus on **adult amplification**, and we will cover some advanced clinical topics, including current and emerging technology, the role of the audiologist in amplification, patient- and family-centered care, current issues in verification and validation, hearing assistance technology (HAT), and aural rehabilitation. It is important that you understand current hearing aid technology; however, the technology changes quickly, and it’s far more important that you learn how to critically and independently interpret new hearing aid information and apply knowledge and evidence to clinical situations.

**Prerequisites:**

- Hearing Science
- Electroacoustics and Instrument Calibration
- Hearing Assessment
- Amplification I
- Research Methods

**Required Readings:**

- Harvey Dillon, *Hearing Aids 2<sup>nd</sup> edition*
- **Additional readings to be provided on Canvas\*\***

**\*\*Additional required readings will be available on the course Canvas site. Please check Canvas often for updates and changes, as well as additional readings.**

## Course Objectives:

The student will demonstrate knowledge of. . .	Standard Fully or Partially Covered in this Course; Knowledge vs. Skill Coverage
A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span	Partial (knowledge-only standard)
A5. Calibration and use of instrumentation according to manufacturers' specifications and accepted standards	Partial (knowledge-only standard)
A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management	Partial (knowledge-only standard)
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	Partial (knowledge-only standard)
A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span	Partial (knowledge-only standard)
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication	Partial (knowledge-only standard)
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	Partial (knowledge-only standard)
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)	Partial (knowledge-only standard)
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	Partial (knowledge-only standard)
A18. The role, scope of practice, and responsibilities of audiologists and other related professionals	Partial (knowledge-only standard)
B10. Identifying persons at risk for speech-language and/or cognitive disorders that may interfere with communication, health, education, and/or psychosocial function	Partial knowledge
D4. Enhancing clients'/patients' acceptance of and adjustment to hearing aids, hearing assistive technologies, and osseointegrated and other implantable devices	Partial knowledge
D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life	Partial knowledge
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	Partial knowledge
E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship	Partial knowledge
E4. Providing assessments of family members' perception of and reactions to communication difficulties	Partial knowledge
E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning	Partial knowledge
E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision making regarding treatment goals and options	Partial knowledge

E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties	Partial knowledge
E8. Selecting and fitting appropriate amplification devices and assistive technologies	Partial knowledge
E14. Identifying individuals who are candidates for cochlear implantation and other implantable devices	Partial knowledge
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	Partial knowledge
E19. Ensuring compatibility of HATS when used in conjunction with hearing aids, cochlear implants, or other devices and in different use environments	Partial knowledge
E21. Providing auditory, visual, and auditory–visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication	Partial knowledge
E23. Counseling clients/patients to promote the effective use of ear-level sound generators and/or the identification and use of situationally appropriate environmental sounds to minimize their perception of tinnitus in pertinent situations	Partial knowledge
E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome	Partial knowledge

**The above course objectives line up with the American Speech-Language-Hearing Association (ASHA) 2020 standards. These standards are available at: <https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>.**

### **Course Requirements:**

I expect you to attend class regularly. I understand that you may occasionally need to miss class for either excused or unexcused reasons; however, repeated absences are not appropriate. Regardless of your reason for missing class, you are responsible for contacting me as soon as reasonably possible and making up any missed work. If you miss **more than two classes**, I may ask you to provide me with documentation for excused absences. *More than two absences for unexcused, undocumented reasons could, depending on the circumstances, result in an improvement plan for lack of professionalism.* Excused absences are for reasons such as illness, death in the family, personal or family emergency, etc.

### **HA Features Assignment**

The first assignment due in this class will be the HA features assignment. **You will need to work on this assignment regularly throughout late January and February.** See the separate assignment description for full information.

### **Exam**

There will be one exam during April.

### **Presentation**

The final class requirement will be a two-part presentation at the end of the semester. See the assignment description for full information.

### **Grading:**

Your final grade is determined by averaging your percent correct (*not* total number of points) on the following components. The percentages listed below are for the 1<sup>st</sup> portion of the class. I will calculate your final grade using the following weighting scale:

- HA features assignment: 33.33%
- Exam: 33.33%
- Presentation: 33.33%

### **Grading Scale:**

<b>UW – SP</b> Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
<b>Percentage</b>	100- 92.00	91.99- 90.00	89.99- 88.00	87.99- 82.00	81.99- 80.00	79.99- 78.00	77.99- 72.00	71.99- 70.00	69.99- 68.00	67.99- 60.00	<60
<b>UW – Madison</b> Letter Grade	A	A-B		B	B-C		C	C-D		D	F

### **Grading and Making Up Exams:**

Any missed and/or late assessments/exams (e.g., due to illness, family emergency on day of exam), may or may not be made up, at the discretion of the instructor. Advance notification, if possible, should be given. While it is understood that “life happens,” due date policies are instituted to foster equal opportunity for each student in the class. Out of respect to your fellow classmates, please act and plan responsibly to meet the same time requirements as the rest of the class. Discuss any concerns with the instructor as soon as possible.

### **Electronic Devices:**

All cell phones MUST be turned off/silenced during class time. No exceptions. Computers and tablets may be used only as note-taking devices. If you choose to use a tablet or laptop to take notes in class, you may NOT have social media programs open. Social media is not relevant to the course content and could distract other students as well as your attention from course content. I do NOT recommend multi-tasking during class.

**If this privilege is abused during class time for non-class activities such as for IM, texting, corresponding using social media, or listening to music, etc., or if the devices become a distraction to classmates or the instructor, this privilege may be revoked at any time at the instructor’s discretion.**

### **Academic Conduct:**

You are responsible for keeping track of points earned on assessments in case there is a discrepancy between your records and the instructor’s records. All discrepancies must be brought to the attention of the instructor by the time of the final examination.

Please refer to UWSP Academic Affairs for other information pertaining to academic conduct:

<http://www.uwsp.edu/acadaff/Pages/handbook.aspx>

<http://www.uwsp.edu/AcadAff/Handbook/CH5-6%2011-12.pdf>

<http://www.uwsp.edu/dos/Pages/Information%20for%20Students.aspx>

**Academic Misconduct:**

Academic misconduct will not be tolerated, and the UWSP Student Misconduct procedures will be followed for any instances of academic misconduct.

Canvas for this course is linked to turnitin.com for plagiarism detection.

**Definition of Academic Misconduct:**

From the UWSP Handbook, Chapter UWSP 14, pages 10 – 20:

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

**Accommodation for Religious Beliefs:**

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks of the semester regarding specific dates with which you have conflicts.

**Accommodation for disability or special learning needs:**

If any student has a documented disability and requires accommodations in meeting these requirements, please see me as early as possible in the semester to discuss accommodations. Please note that we cannot apply accommodations retroactively to a class requirement that you've already completed. Thus, if you are unsure whether or not you need an accommodation, it is best to discuss the possibility with us beforehand, and we can then decide the best way to proceed.

**Regarding the Use of On-Line/Electronic Means to Hand in Assignments:**

This course will utilize Canvas. Any known problems with the Canvas system (e.g., if the system is down) will be acknowledged and addressed if/as these problems arise. However, problems with Canvas or other computer problems will not be recognized as a valid reason for not turning in other assignments by the assigned date/time. For example, a computer crash is not an acceptable reason for not turning in your assignment. If computer problems persist, you may turn in a paper copy to the instructor, or to the instructor's mailbox in CPS, or email. Plan ahead and be organized to minimize computer difficulties. Save your work early & often, and back it up.

UWSP Information Technology has a help desk that can be reached by phone at 715-346-4357.

**Professionalism:**

This class is part of your training for your professional career. Professional behavior and attitude are expected. This includes, but is not limited to, respect and tolerance of others, and acting responsibly and with integrity.

For examples of Codes of Ethics for Speech and Hearing Professionals, see:

American Academy of Audiology Code of Ethics

<http://www.audiology.org/resources/documentlibrary/Pages/codeofethics.aspx>

Or

American Speech-Language Hearing Association Code of Ethics

<http://www.asha.org/policy/ET2010-00309/>

**Please communicate any other concerns or accommodation requests to the instructor.**

The course schedule is tentative and subject to change; however, the schedule for exams will not change.

Day	Date	Topic	*Required Readings*
Wed	1/20	Intro, Begin Noise Management Tech	Dillon Ch. 7, Dillon Ch. 8 pg. 227-233, 247-254, Anderson, Arehart, & Souza (2018), Chung, 2010
Mon	1/25	Noise Management Tech	
Wed	1/27	Noise Management Tech	
Mon	2/1	Noise Management Tech	
Wed	2/3	Wrap-up Noise Management Tech/Begin Tinnitus Tech	Lugli et al. (2009), Tyler et al. (2017), Henry et al. (2015)
Mon	2/8	Tinnitus Tech	
Wed	2/10	HAs & Music	Dillon pg. 322, Chasin (2010/2012), Oticon Velox, Starkey info (see canvas)
Mon	2/15	Cochlear Dead Regions, Frequency Lowering Tech, CI vs. HA Candidacy	Dillon pg. 298-301, Moore (2009), Alexander (2013), Glista et al. (2016)
Wed	2/17	Cochlear Dead Regions, Frequency Lowering Tech, CI vs. HA Candidacy	
Mon	2/22	Cochlear Dead Regions, Frequency Lowering Tech, CI vs. HA Candidacy	
Wed	2/24	FM, HATS for adults, Wireless Tech	Dillon pg. 56-80, Roger info, Sheehan (2011), Bankaitis (2010)
Mon	3/1	FM, HATS for adults, Wireless Tech	
Wed	3/3	Assessing Needs & Measuring Outcomes	Dillon Ch. 14, Cox et al. (2016), Johnson et al. (2016), Taylor & Bernstein (2011)
Mon	3/8	Assessing Needs & Measuring Outcomes	
<b>Wed</b>	<b>3/10</b>	<b>HA Features Assignment Due/Assessing Needs &amp; Measuring Outcomes</b>	
Mon	3/15	Bilateral vs. Unilateral Candidacy	Dillon Ch. 15, Cox et al. (2011), Jerger (2017)
Wed	3/17	Bilateral vs. Unilateral Candidacy	
<b>Mon</b>	<b>3/22</b>	<b>Spring Break: No Class</b>	
<b>Wed</b>	<b>3/24</b>	<b>Spring Break: No Class</b>	
Mon	3/29	Changes in HA delivery & the audiologist's role; AR	See Canvas for readings
Wed	3/31	Changes in HA delivery & the audiologist's role; AR	
Mon	4/5	Options for Unilateral & Asymmetric HL	Dillon pg. 513-521, 526-529, 535-536,
Wed	4/7	Options for Unilateral & Asymmetric HL	Valente et al. (2006), Kitterick et al. (2016)

<b>Mon</b>	<b>4/12</b>	<b>Exam</b>	
<b>Wed</b>	<b>4/14</b>	<b>Presentations</b>	
<b>Mon</b>	<b>4/19</b>	<b>Presentations</b>	
<b>Wed</b>	<b>4/21</b>	<b>Presentations</b>	
<b>Mon</b>	<b>4/26</b>	<b>Presentations</b>	
<b>Wed</b>	<b>4/28</b>	<b>Presentations</b>	
<b>Mon</b>	<b>5/3</b>	<b>Presentations</b>	