

Stephen F. Austin State University
College of Education
Department of Human Services
Communication Sciences & Disorders Program
Advanced Audiology
SPH 511-021
Fall 2019

Instructor: Dr. Sabrina Marciante, Au.D, CCC-A, F-AAA

Course Time & Location: Tuesdays 6:00pm - 8:30pm, online

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Office Hours: By appointment

Credits: 3 Semester hours

I. Course Description:

Readings

- Required Text: Katz, J., Chasin, M., English, K. M., Hood, L. J., & Tillery, K. L. (2015). *Handbook of clinical audiology*, 7th ed., Philadelphia: Wolters Kluwer. (ISBN-13: 978-1451191639, ISBN-10: 9781451191639) 7th edition
- Additional readings as provided in class

II. Intended Learning Outcomes/Goals/Objectives:

This course reflects the following core values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Lifelong learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the mission of the Department of Human Services by:

- Preparing graduate students for leadership and service roles in East Texas and the global community
- Incorporating community-based, service-learning experiences within its educational programs to maximize the advancement of students' personal and professional development

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

- **Standard III-C.** The applicant must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV-A through IV-G and Standards V-A through V-C.
 - See the following website for the specified knowledge and skills outcomes:
<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

This course is designed to familiarize the student with the field of audiology and KASA standards which are addressed in parentheses and includes the study of:

1. sound
2. hearing, anatomy and physiology of
3. hearing, disorders of
4. hearing, measurement of
5. hearing loss, measurement of
6. hearing loss, differential diagnosis of
7. hearing loss, medical treatment of
8. hearing loss, prevention of
9. hearing loss, habilitation and rehabilitation

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Course Assignment-Review of Research

Due by 11:59pm on Sunday, December 1st, 2019

Create a literature review of 3-5 *current* (published within the last 10 years) research articles describing the connection and effect of hearing loss on speech and language development. Essentially, connect the dots between your future as a speech-language pathologist and potential patients with hearing loss. How does hearing loss adversely affect speech and language development? Is there support to provide speech-language services to those with uncorrected hearing loss? What are common hearing disorders you may encounter as a speech-language pathologist? What is the proper course of action when working with a patient (child or adult) with hearing loss? As you can see, there are a variety of ways to run with this assignment. A rubric for grading will be provided. Literature reviews should be 3-5 pages in length (do not exceed 5 pages), double-spaced, APA style.

Class Presentations

To be presented during class on Tuesday, November 19th, 2019

Each group will be assigned a patient with a disorder of the auditory system. Provided with an accurate case history, each group will present the following:

1. In-depth review of the case itself. You may need to add additional information to the case history, or state why certain pieces of reported information are not applicable to their diagnosis.
2. The disorder in question and its pathway (what part or parts of the ear are affected, how is it affected, is there a physical cause for this disorder, is it genetic, etc).
3. Audiologic results and physical presentation of the disorder (include behavioral and physiological testing measures, if appropriate). How is this disorder diagnosed? What helped you achieve this diagnosis?
4. Outcomes for your patient (may include management, treatment, referral to alternate specialty, referral to therapies, etc.).
5. Populations most commonly affected by the given disorder and its prevalence.

Requirements: Presentation in class, up to 15 minutes in length. Each presentation should be organized with a visual element to enhance the presentation and provide learning assistance (may be a PowerPoint, a brochure/handout, informational one-sheet, etc). Every individual in the group must participate in the presentation. A rubric for grading will be provided.

I am available to provide feedback through November 10th, 2019. Please submit all visual elements (PowerPoints, copies of brochures, etc) through e-mail or D2L no later than November 18th, 2019 at 12:00pm (NOON).

Proposed Schedule of Topics

Section 1, Weeks 1-5: Basic Tests, Physiological Principles and Measures

Section 2, Weeks 6-10: Special Populations

Section 3, Weeks 11-12: Management of Hearing Disorders

Session	Date	Topic	Chapter	Pages
1	08/27/2019	Introduction Review of the Auditory System Puretone Evaluation Bone Conduction Evaluation Speech Audiometry	N/A Handout 3 4 5	N/A Handout 29-48 49-60 61-76
2	09/03/2019	Clinical Masking Tympanometry	6 9	77-112 137-164
3	09/10/2019	Otoacoustic Emissions Auditory Brainstem Response	19 13, 14	357-380 231-266
4	09/17/2019	Interpreting Audiologic Testing Review	8 N/A	119-136 N/A
5	09/24/2019	TEST #1		
6	10/01/2019	Newborn Hearing Screening Assessment of Hearing Loss in Children	23 24	437-458 459-476
7	10/08/2019	Genetic Hearing loss Educational Audiology	25 26	477-500 501-512
8	10/15/2019	Central Auditory Processing Auditory Pathway Representations of Speech Sounds in Humans	27 30 28	513-526, 561-582 527-544
9	10/22/2019	Hearing Loss in the Elderly Review	34 N/A	631-646 N/A
10	10/29/2019	TEST #2		
11	11/05/2019	Hearing Aid Technology Implantable Hearing Devices	38 43	703-726 817-834
12	11/12/2019	Room Acoustics and Auditory Rehabilitation Technology Intervention, Education, and Therapy for Children with Hearing Loss Audiologic Rehabilitation	37 44 45	675-702 835-848 849-860
13	11/19/2019	CLASS PRESENTATIONS		N/A
14	11/26/2019	<i>NO CLASS-THANKSGIVING BREAK</i>		N/A
15	12/03/2019	COMPREHENSIVE REVIEW		N/A
16	12/10/2019	COMPREHENSIVE FINAL EXAM		

IV. Evaluation and Assessments (Grading):

Class requirements include a study of the text and:

		<u>Points</u>
1.	Two Exams @ 100 / each	200
2.	Comprehensive Exam	100
3.	Course Assignment	100
4.	<u>Class Presentation</u>	<u>100</u>
	TOTAL	500

Grading:	A 447.5-500.0 points	89.5-100	exceptional
	B 397.5-447.0 points	79.5-89.49	good
	C 347.5-397.0 points	69.5-79.49	minimally acceptable
	D 297.5-347.0 points	59.5-69.49	poor, not acceptable as credit toward degree
	F 0-297.0 points	00.0-59.49	no credit

You are encouraged to contact me relative to any matter you wish to discuss. You may make an appointment with me to occur via telephone call, FaceTime, or Zoom conference.

V. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VI. Student Ethics and Other Policy Information:

Attendance — Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Class attendance is mandatory. Students are expected to arrive to class on time. If you are not able to attend a class, please inform the instructor at least one week in advance.

Students with Disabilities—To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations and/or auxiliary aids to be provided.

Academic Honesty—It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see [Academic Integrity A-9.1](#))

Penalties for Academic Dishonesty — Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals — A student who wishes to appeal decisions related to academic dishonesty should follow the procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5 — At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4 — Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties.