



Course Syllabus

Aural Rehabilitation/Habilitation

HESP 413

Spring 2019

Learning Outcomes

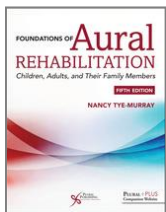
This course introduces students to the theories and procedures used to provide aural rehabilitation and habilitation to children and adults who have hearing loss and their family members.

After successfully completing this course you will be able to:

- Define aural rehabilitation/habilitation and the scope of practice for speech-language pathologists and audiologists who provide aural rehabilitation services.
- Interpret assessments of function and ability to assess the need and guide the treatment of hearing loss.
- Describe the challenges associated with hearing loss across the lifespan to patients, teachers, and caregivers.
- Address the effects of hearing loss on all aspects of communication and language development.
- Develop treatment plans and obtain the tools for aural rehab.
- Demonstrate knowledge of and advocate for the enforcement of the Americans with Disabilities Acts as it pertains to hearing loss.

Required Resources

Course website: elms.umd.edu



Foundations of Aural Rehabilitation: Children, Adults, and Their Family Members

Nancy Tye-Murray

Fifth edition (2018)

ISBN # [978-1-63550-073-8](https://www.amazon.com/dp/9781635500738)

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Class Meets

Tuesdays & Thursdays

11:00am – 12:15pm

Van Munching Hall 1207

Office Hours

LeFrak Hall 0119E

Friday 9:00-11:00am

and by appointment.

See posted schedule for available times.

Prerequisites

HESP 411

Sophomore standing or higher.

Course Communication

Subscribe to course announcements via ELMS. Students may contact the instructor via ELMS or email to discuss questions, absences, or accommodations.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions. See also any relevant policies provided by the Department of the Hearing and Speech Sciences and the College of Behavioral and Social Sciences.

Activities, Learning Assessments, & Expectations for Students

The course is a combination of lectures, in-class activities, projects, and exams. The content of the lectures is a combination of material from the required text and additional sources available through the University of Maryland library or the course website. I expect you read the assigned readings prior to class and to prepare for the weekly quizzes so that you can contribute to the discussion. The purpose of the weekly quizzes is to reinforce learning and to provide a mechanism for communicating expectations and competency prior to the exams. Class participation is required and will be assessed based on contributions to in-class discussions and materials created during classroom activities. Students are expected to attend each class meeting, but some accommodation will be made to participate in classroom activities outside of class for partial participation credit in the case of unexcused absences.

Student grades will be based on a combination of **quizzes, participation in class discussions, contributions to classroom activities, projects, and two exams**. See the table below for a breakdown of relative weighting and details of the grading policy.

Students will be required to work in groups both in and outside of class. Groups will be assigned randomly using ELMS. A high level of professionalism is expected from all students commensurate with the highly collaborative nature of clinical services in audiology and speech pathology. Grades on group assignments will reflect both individual contributions and overall group achievement.

Course-Specific Policies

Students are expected to bring their laptops or tablet computers to class for participation in in-class activities. Smartphones will be used for some activities and projects in the course. Please let me know early in the semester if you will not have access to these technologies during class so that accommodations can be made.

Assignments will be scored and feedback provided in a timely manner. If you are unable to turn in an assignment due to an emergency or other unforeseen circumstance, written documentation must be provided in accordance with the UMD undergraduate policy on excused absences within one week of the deadline. It is your responsibility to complete the assignments in advance of foreseeable conflicts so that they may be submitted by the deadline. I can make assignments available in advance by request. Unless otherwise specified, students are expected to write their own reports, but may collaborate with others on the development and execution of the preliminary work.

Excused absences will be accommodated in accordance with the UMD policy (see link above). Please let me know in advance if you anticipate missing a class so that appropriate accommodations can be made.

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



Everything is free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Learning Assessments	#	Points Each	Category Total	Category Weight
Quizzes	11	10	110	11.0%
Activity Participation (participation in class discussions)	14*	10	140	14.0%
Activity Products: (documents and materials from activities)	10*	10	100	10.0%
Exams	3	110	330	33.0%
Projects	8	40	320	32.0%
Total Points:			1000	

*The number of activities may change based on unforeseen circumstances affecting the availability of class time.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently. It would be unethical to make exceptions for some and not others. In each category, the overall weight will remain fixed even if total points are adjusted.

Final Grade Cutoffs					
+	97.00%	+	87.00%	+	77.00%
		+	67.00%		
A	94.00%	B	84.00%	C	74.00%
		D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%
		-	60.00%		

Course Schedule

WEEK	READ	TOPIC	PROJECT ASSIGNED	DUE
1	1/29 1/31	Ch 1,2	Course overview Audiometry & disorders	P1: Amplification app
2	2/5 2/7	Ch 3 ASHA	Devices	2/7: P1
3	2/12 2/14	Ch 10	Adults	P2,3: HAT/ADA
4	2/19 2/21	Ch 11	Older adults	2/21: P2 (Report)
5	2/26 2/28	Ch 12,13	Infants & toddlers	P4: Assessment app
6	3/5 3/7	See ELMS	Exam 1 Counseling & information	3/7: P4
7	3/12 3/14	Ch 4	Auditory training	P5: Auditory training program
		<i>Spring Break</i>		
8	3/26 3/28	Ch 5	Speechreading	P6: Adult case study
9	4/2 4/4	Ch 6-8	Communication strategies	4/4: P6
10	4/9 4/11	-	Exam 2 Accessibility	4/11: P3 (Reflection)
11	4/16 4/18	See ELMS	Deafness & cochlear implants	
12	4/23 4/25	Ch 14	School-aged children	P8: Pediatric case study
13	4/30 5/1	-	Mode of communication	4/30: P7
14	5/7 5/9	Ch 15	Language development	5/9: P8
15	5/14	-	Exam 3	

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.