Description: Theoretical, methodological, and technical issues related to facilitating communication in individuals who are deaf or hard-of-hearing.

Course Prerequisites: SLHS 305 and 340/340L, or their equivalents, graduate standing

Required Reading:
2. Articles as assigned throughout the semester
3. Handouts posted on Blackboard

Course Goals: By the end of the course, students will be able to identify:
1. How hearing loss impacts a child’s ability to acquire spoken language.
2. The speech-language pathologist’s role in various models of education of the deaf and hard-of-hearing (e.g., auditory-verbal, auditory-oral, total, manual).
4. Methods used to facilitate the development of communication skills in children with hearing loss.
5. Strategies used to facilitate the development of spoken language through listening.

Outcomes and Competencies
This course meets the following outcomes and standards:

SDSU Student Outcomes Assessment Program (SOAP) Outcomes:
Graduate Outcomes: 1A, B, C; 2A, B, C; 3A, B, C; 4A, B, C; 5A, B, C, D, E, F; 8A, 8B

Speech-Language Pathology Knowledge and Skills 2014 Standards:
IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
- hearing, including the impact on speech and language
IV-D For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

V-B: The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet client/patient needs.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation.
   g. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
   b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients'/patients' performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
   f. Complete administrative and reporting functions necessary to support intervention.
   g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.

**California Commission on Teaching Credentialing (CTC) Standards:**

**General Program Standards**
1: Program Design, Rationale and Coordination
3: Educating Diverse Learners
5: Assessment of Students
6: Using Educational and Assistive Technology

**Speech-Language Pathology Standards**
Blackboard: The instructor will use Blackboard to post course information, class handouts, assignments, and grades.

Office Hours: Tuesdays/Thursdays 10:00-11:00. As usual, if you need an appointment, send me an e-mail and we can arrange a time. I will generally be available before class.

Electronic media: The instructor retains the right to prohibit the use of electronics, including cell phones and laptop computers during class.

Remediation
Students in the M.A. program in speech-language pathology as well as doctoral students working toward clinical certification will be reviewed every Fall and Spring semester by the faculty of the Speech and Language Sciences Division. Each student’s academic and clinical progress will be addressed; remediation recommendations, if any, will be determined by the faculty of the Division.

Students with Disabilities: Americans with Disabilities Act (ADA) Accommodation
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Religious Observances
The University’s policy on absence for religious observances is as follows: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.”

Commitment to Diversity and Inclusion
The University is committed to cultivating “…a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community…Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”

Academic Honesty
Students are expected to maintain the highest standards of academic honesty and respect. According to SDSU’s Center for Student Rights and Responsibilities, students may be expelled, suspended, or put on probation for academic dishonesty. Per SDSU's STANDARDS FOR STUDENT CONDUCT, examples of academic dishonesty include cheating that is intended to gain unfair academic advantage; plagiarism that is intended to gain unfair academic advantage; furnishing false information to a University official, faculty member, or campus office; forgery, alteration, or misuse of a University document, key, or identification instrument; misrepresenting oneself to be
an authorized agent of the University or one of its auxiliaries; encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

**Examples of cheating** include unauthorized sharing of answers during an exam, use of unauthorized notes or study materials during an exam, altering an exam and resubmitting it for regrading, having another student take an exam for you or submit assignments in your name, participating in unauthorized collaboration on coursework to be graded, providing false data for a research paper, or creating/citing false or fictitious references for a term paper. Submitting the same paper for multiple classes may also be considered cheating if not authorized by the instructors involved.

**Examples of plagiarism** include any attempt to take credit for work that is not your own, such as using direct quotes from an author without using quotation marks or indentation in a paper, paraphrasing work that is not your own without giving credit to the original source of the idea, or failing to properly cite all sources in the body of your work.

*Please be advised that even the mere appearance of these behaviors falls within the definition of dishonesty.*

California State University Executive Order 969 mandates faculty reporting of all incidents of academic misconduct.

The instructor retains the right to adjust the course design with advance notice.

**Course Requirements:** To achieve the competencies for ASHA certification and the California Speech-Language Pathology credential, you must demonstrate knowledge and skills in the area of hearing, including aural rehabilitation; the course requirements are designed to meet those competencies.

1. **Course Participation and Attendance:** You are expected to attend and participate in each class session. Attendance will be taken each class meeting. In-class discussion will be based on the assigned readings therefore, you must have the readings completed before each class. There will be ample opportunity within the structure of the class for you to demonstrate that you have read the material. Failure to attend class may result in additional assignments.

2. **Assignments:**
   a. **Mid-term exam:** Short answer/short essay exam covering the lecture content and the assigned readings. You will also be developing assessment plans for clients with hearing loss based on case information which will be provided. **(100 points)**
   b. **Observation:** Videos of clients with hearing loss will be made available. You must complete 2 observations (1 hour each) and submit a written summary of the observation. The format for the observation will be provided. **(20 points)**
   c. **Final exam:** Short answer/essay exam covering the lecture content and assigned readings for material covered after the mid-term exam. The focus of the final evaluation will be on treatment goals and programs. **(100 points)**

**Grading Policy:**

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# SCHEDULE

(Subject to change with advance notice)

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<tr>
<th>Date</th>
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<th>Readings</th>
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<tbody>
<tr>
<td>Thurs May 28</td>
<td>Introduction/Syllabus</td>
<td>Tye-Murray, Chapter 3</td>
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<tr>
<td>Thurs June 18</td>
<td>Mid-term exam</td>
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<td>Thurs July 2, Tues July 7</td>
<td>Aural Rehabilitation with the Adult Population</td>
<td>Tye-Murray, Chapters 11, 12</td>
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<td>Tues July 14</td>
<td>Final Exam</td>
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