Instructor: Laura Dreisbach, Ph.D., CCC-A
Speech, Language, Hearing Sciences SLHS 231
Phone # (619) 594-4177
Email: ldreisba@mail.sdsu.edu

Office Hours: Mondays 10:00–12:00; email for an appointment


Additional Readings: Supplemental readings are listed below on the course schedule and electronic copies can be found in Blackboard.

Course Description:
This course will teach students about the development of normal and abnormal auditory systems (including embryology and behavioral auditory development), causes of genetic and non-genetic hearing loss in children, audiological testing of infants and children (behavioral and physiological), hearing screening for pre- and school-age children, educational audiology, central auditory processing testing, counseling of patient and family, cochlear implants, and assistive listening devices. See course competencies below for more details.

Course Requirements:
1. Examinations:
   - Exam #1 25%
   - Exam #2 25%
   - Cumulative final examination 30%
2. Laboratory assignments (2) 5%
3. Presentation and summary of a syndrome associated with hearing impairment 5%
4. Observation of pediatric testing (off campus)** 5%
5. Supplemental reading postings 5%

Any student who is unable to take an exam on the scheduled date will be required to take a make-up exam, which will differ from the in-class exam. Students must have prior authorization from the instructor in order to qualify for a make-up exam. Any student who misses an exam without prior authorization from the instructor will fail the examination. The make-up examination must be taken within 1 week of the scheduled examination. Extra credit assignments will not be given for any students. Additionally, assignments handed in late will receive a 20% reduction off your assignment grade and will only be accepted with prior approval from the instructor. Additionally, the late assignment will only be accepted within 1 week from the original due date.

** Important note: The academic schedule, including those listed in the syllabus, cannot be modified to accommodate students’ personal activities (e.g. interviews, vacations etc.). Such modifications are prohibited by the audiology division and university policies. Exceptions may be

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made in the case of documented student illness or an emergency involving the immediate family (mom, dad, siblings). Please notify the instructor immediately should this occur.

Exams are based on lecture material, required readings, and information obtained from the student presentations.

There are two laboratory assignments that will be completed outside of the scheduled class time. The nature of the labs (one using VRA and one using play audiometry) and the due dates will be announced in class and posted on Blackboard.

Each student will present a summary of one syndrome associated with hearing impairment. The student presentation should be no longer than 20 minutes. In addition, a summary of your presentation will be written and posted on the discussion board of the Blackboard. This summary will be written using APA style/format. Further details regarding the presentation and summary will be given at the first class meeting.

Each student will complete one observation of a pediatric patient undergoing behavioral testing, preferably VRA. These observations will then be written up and posted on the discussion board of the Blackboard. The format for the observation write up (patient history, procedure, results, impression, and recommendations) and the sites for the observations are posted on the Blackboard.

It is strongly recommended that every student read each assigned reading. However, each student will be responsible for 2 of the assigned readings and this will make up 4% of the reading assignment grade. Once you have obtained your assigned number you will locate your readings on the reading list toward the end of the syllabus. You will complete these assigned readings according to the class schedule. You will have one week from the time the reading was assigned to post your summary and review questions (at least 5) on the discussion board in the appropriate container for the readings (we will discuss this further in class). It is expected that each student will read these postings and make comments regarding the summary or questions asked. It should be noted that you will post at least 3 responses to others’ readings during the semester to get your final 1% of the reading assignment grade.

** All students must sign a SAN DIEGO STATE UNIVERSITY STUDENT WARNING, WAIVER AND RELEASE OF LIABILITY before attending observations off campus.

**Grades:**
Grades will be assigned on a percentage scale, including +/- (e.g., >93% = A; 90-92% = A-; 87-89% = B+......). Note: Final grades will not be rounded (i.e., a 92.7% is an A- not an A).

**Remediation:**
A grade of C or higher is required to earn credit for this course. If the earned grade is less than C, the student must successfully repeat this course next time it is offered in order to earn credit and satisfy program requirements. Program disruptions/delays caused by repeating a course are the responsibility of the student.

In order to achieve competencies (meet learner outcomes), especially for the specific ASHA standards (for CCC-A), the student must earn a course grade of C+ (78%) or higher. In addition, the student must earn at least 78% on lab assignments and examinations even if the overall course grade is C+ or higher. If the student earns 73-77% (C) as overall in the course or in any of the identified types of assignments he/she must complete a remediation plan as determined by instructor. If remediation is needed, the course instructor will inform the student of his/her need for remediation at the time final
grades are reported (and sends an email to the student’s advisor). For a student who has to remediate, the course instructor will submit a grade of Incomplete (I). After successful remediation, the instructor will submit a change of grade to a C+. For unsuccessful remediation, the instructor will submit a change of grade to a C. If the remediation option is not satisfactorily completed, the student will not satisfy the ASHA certification standards associated with this class, and will be required to meet those competencies in other ways if possible, or the student may not be eligible for CCC-A.

Blackboard:
Students will use Blackboard throughout the semester to obtain lecture handouts, view lecture slides, obtain observation information, read other students syndrome presentations and reports from the readings, and for any updates made during the semester to the course.

USE OF COMPUTERS & WIRELESS TECHNOLOGY IN THE CLASSROOM:
The use of computers in the classroom is permitted **ONLY** for note-taking purposes. Students are not permitted to use wireless technology (internet, emails, texting etc.) during class unless directed to do so by the instructor. Any violation of this policy will result in a classroom ban on computers for all students. Text messaging during class is not permitted. Cell phones shall be turned off during class. Students who have a compelling reason to keep his/her cell phone turned on (e.g. family emergency etc.) may be granted permission to do so with prior consultation with the instructor. These policies have been enacted to preserve the learning environment in the classroom.

Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>January 24</td>
<td>Overview of course requirements/Embryology/</td>
<td>Ch. 1 &amp; 2 Seewald &amp; Tharpe</td>
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<td>Temporal Bone/Causes of Childhood Hearing Impairment</td>
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<tr>
<td>January 31</td>
<td>Class Presentations/Genetic Hearing Loss</td>
<td>Ch. 5 &amp; 6</td>
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<td>(S&amp;T)</td>
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<td>February 7</td>
<td>Class Presentations/Genetic Hearing Loss (con't)</td>
<td>Ch. 6 (S&amp;T)</td>
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<td>February 14</td>
<td>Development of Auditory Behavior/Behavioral Assessment (BOA)</td>
<td>Boothroyd (1997) Ch. 3 &amp; 4 (S&amp;T)</td>
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<td>March 7</td>
<td>NO CLASS – American Auditory Society Meeting</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>March 21</td>
<td><strong>NO CLASS</strong> - NCAA Tournament</td>
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Sininger et al. (2000)  
Gorga et al. (2000)  
Ch. 19 & 20 (S&T) |
| April 4  | **No Class** - SDSU Spring Break            |                                                                          |
| April 11 | 1:00-3:40 Exam #2/ Taking Case Histories - Guest: Julie Strickland (Children’s Hospital) | Ch.13, 17 & 37  
(S&T)  
Vohr et al. (2000)  
Cone-Wessson et al. (2000) |
| April 18 | 11:00-1:40 Auditory Neuropathy              | Ch. 13, 17 & 37  
(S&T)  
Vohr et al. (2000)  
Cone-Wessson et al. (2000) |
| April 25 | 1:00-3:40 1st Laboratory Due               | White & Maxon (guidelines)  
Ch. 7 & 8 (S&T)  
Brookhauser (2002)  
Downs (2000)  
Bess & Paradise (1993)  
Yoshinaga-Itano (2000) |
| May 2    | 2nd Laboratory Due/ Legislation, rules, regulations | ASHA, JCIH, AAP guidelines  
Norton et al. (2000)  
Pg. 348 & 529  
Lutman (2000)  
Hall et al. (2004)  
Sininger et al. (2000)  
Boswell (2003)  
Helfer et al. (2003)  
Ch. 16 (S&T)  
Ch. 32, 33, & 41 (S&T) |
| May 9    | Observation Write Up Due/ Cumulative Final Exam 11:00-1:40 | Educational Audiology - Guest: Donna Royce (San Diego Unified)  
(S&T) |

Note: These readings were ALSO assigned earlier in the semester.
Supplemental Reading List:


(7) Brookhouser, P.E. (2002). The role of the JCIH in the development of early hearing detection and intervention programs in the USA. Audiology Today, October (Special Issue), 5-10.


JCIH Principles and Guidelines for early hearing detection and intervention programs. Joint Committee on Infant Hearing: Year 2007 Position Statement. (under guidelines on CD)

Supplemental Reading List: (con’t)


**AUD 725**

**Pediatric Audiology**

**Course Competencies**

**Entry Behavior**

1. Familiarity with anatomy and physiology of the peripheral and central auditory system.
2. Familiarity with common auditory disorders, causes, and associated audiometric configurations and pathophysiology.
3. Familiarity with objective and subjective clinical tests of the auditory system.

**Behaviorally Defined Objectives/Outcomes**

The student outcomes for this course satisfy the specified competencies related to objectives/outcomes established by each of the following bodies:

A) **CCC** (from 2011 CFCC Standard IV, Knowledge and Skills Outcomes for ASHA Certificate of Clinical Competence)
   
   A1, A2, A7, A9, A10, A13, A15, A20, A22, A24, B1, B2, B3, C2, C3, C5, C7, C9, C10, C11, D5, E1, F2

B) **CAA** (from 2009 Standards from ASHA's Council on Academic Accreditation)
   
   A3, A6, A11, A12, A13, A18, A19, B2, B3, B5, C2, C3, C7, C11, C12, C13, C14, C18

C) **JAUD** (from 2010 SDSU/UCSD Joint AuD Program Learning Objectives and Goals Item 2: Learning Outcomes for Each Objective)


**NOTE:** These course-specific outcomes are also part of each student’s CCC KASA and CAA KASA tracking forms.

**Competencies**

*Knowledge Level:* K1=introductory; K2=basic; K3=intermediate; K4=advanced  
*Skill Level:* S1=taught; S2=emerging/reinforced; S3=practiced; S4=mastered

With successful completion (> 78%) of all assignments, the student will be able to:

1. Describe the embryological development of the auditory system. **K2**
2. Recognize the different causes of childhood hearing loss. **K2**
3. Summarize auditory behavior development and describe the relevance of the questions asked on a pediatric case history. **K2**
4. Explain and demonstrate the different behavioral and physiological measures used to evaluate children. Document evaluation procedures and results for different pediatric evaluations. **K2, S2**
5. Based on the results of different behavioral and physiological measures interpret the findings and propose recommendations for intervention. **K2**
6. Recognize the different educational settings for those children with hearing losses. **K2**
7. Provide examples of different assistive listening devices used by educational audiologists. **K2**
8. Demonstrate knowledge of the importance of early identification of hearing loss and methods used to screen hearing in newborns. **K2**
9. Discuss the current legislation and guidelines regarding universal newborn hearing screening (UNHS) as well as locate information regarding the current status of state compliance with UNHS. Make appropriate referrals and manage follow up. \textit{K2}

10. Design a newborn hearing screening program in a hospital or other birthing facility and assess the effectiveness of the program. \textit{K2, S1}

11. Demonstrate appropriate communication (written and oral) regarding the results and recommendations of pediatric evaluations to patients and other appropriate individuals. \textit{K2, S1}