



**Sacred Heart University**

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**From the Selected Works of Jamie F. Marotto**

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Summer 2023

## SLP 520: Aural Rehabilitation

Jamie Marotto, *Sacred Heart University*



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Available at: <https://works.bepress.com/jamie-marotto/12/>



# SACRED HEART UNIVERSITY

Department of Communication Disorders  
College of Health Professions  
Sacred Heart University

## **SLP 520 Aural Rehabilitation**

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**Office:** CHCE N287  
**Office hours:** By appointment only  
**Class schedule:** Varied, see table below  
**Room:** S-208, Center for Healthcare Education

### **COURSE DESCRIPTION.**

The purpose of this course is to provide information regarding students who are deaf or hard of hearing in the educational setting, and current methods used to identify and to treat hearing loss in the pediatric population, as well as focusing on the impact of hearing loss on the rising aging population. Topics to be covered include the identification and diagnosis of childhood hearing loss, pediatric aural (re)habilitation technologies and strategies, the impact of cochlear implants on communication and learning, identification and diagnosis of hearing loss in the adult population, management of hearing devices and communication strategies, the impact of hearing loss on overall quality of life and considerations for the geriatric population.

### **PLACE OF COURSE IN PROGRAM.**

This course is designed to 1) prepare students to work with clients of all ages with hearing impairments in educational and medical settings and to understand the impact of hearing impairments on communicative development and functioning 2) study methods of pediatric aural rehabilitation and related hearing technologies available to help children with hearing impairment and to learn about the impact of these new technologies in therapy and teaching environments.

## **RECOMMENDED COURSE MATERIALS.**

Tye-Murray, N. (2020). *Foundations of Aural Rehabilitation: Children, Adults, and Their Family Members* 5th Edition. San Diego, CA: Plural Publishing.

Northern, J. & Downs, M. (2002). *Hearing in Children*, 5<sup>th</sup> Edition. Boston, MA: Lippincott Williams and Wilkins.

Eisenberg, L. (2009). *Clinical management of children with cochlear implants*. San Diego, CA: Plural Publishing

Luterman, D. (2016). *Counseling Persons with Communication Disorders and Their Families*, Sixth Edition. Austin, TX: PRO-ED.

## **ASSIGNMENTS/APPLICATION.**

Detailed instructions and grading criteria for all assignments will be provided on Blackboard. These assignments provide opportunities for you to demonstrate your understanding of class material, and ability to apply this content to clinical situations. Independent submission will be required in all assignments.

### **1. Module applications.**

You will complete an application following each module in class. Question types will vary from multiple choice to open-ended essay questions.

### **2. Simucase assignments.**

There are twelve assigned simucase studies for this course. You must submit a screenshot indicating both competency (90%) and time requirements (indicated on course timeline) are met. It is required to upload a screenshot to Blackboard to the respective simucase assignment in order to receive credit. It is the student's responsibility to input accrued hours into CALIPSO for instructor approval.

### **3. Aural Rehabilitation Patient Education Project.**

The aim of this project is to afford the student an opportunity to provide aural rehabilitation to adults with and without hearing loss. Each group will create a handout/infographic about all four of the topics below. Then, each student will be assigned to a group and each group will implement one of the four topics with seniors at the Fairfield Senior Center. This will give students real experience providing aural rehabilitation AND students will leave the course with their own professional resources that can be utilized as a second-year graduate student and beyond. Note that students will receive a group grade for the infographics created and an individual grade for your implementation presentation at the senior center.

Four Topics:

- Review of how to interpret an audiogram. Quantifying emotional reactions to hearing loss. (Two-page minimum)
- Tips for cleaning and checking hearing aids. Provide education on hearing aid maintenance. (Two-page minimum)
- Overview of communication strategies for people with hearing loss and their communication partners. (One-page minimum)
- Assistive Listening Devices (ALDs) and connectivity options for people with hearing loss. Include specific devices to work with hearing aids or cochlear implants and devices that can stand alone. (Two-page minimum)

#### **4. LACE Auditory Training Assignment.**

Each student will be given a unique code to access LACE auditory training. Please complete two modules of LACE and describe your reactions to using this program by answering the prompt in Blackboard.

<b>Assignment</b>	<b>Quantity</b>	<b>Max. possible points</b>	<b>Overall weight of assignment</b>
In-person attendance	6	1 point per in-person class session	6%
Auditory training assignment	1	2.5 points total	2.5%
Module applications	5	9.4 points per assessment	47.5%
Simucase assignments	12	2 points per simucase assignment	24%
AR Patient Education Project	1	20 points total	20%

**Penalty for late submissions:** Any assignment submitted past the deadline will be penalized 10% of the grade and can only be accepted up to 1 day late. Assignments submitted more than 24 hours late will receive a zero. Note that module applications will not be accepted after the due date.

**Attendance and participation:** Active, informed participation is expected in every class. Be sure to complete the assigned reading before class. If you are absent, you will be expected to complete any in-class activities on your own.

**COURSE SCHEDULE (next page)**

<b>Module Number</b>	<b>Lecture Information</b>	<b>Assigned Readings</b>	<b>Assessment, In-Class Activities + Due Dates</b>	<b>Simucase Assignments</b>	<b>Simucase Due Dates</b>
<b>Module 1:</b> Monday May 15 <sup>th</sup> AM	Audiology Review/Introduction to Aural Rehabilitation  Overview of behavioral & objective audiological assessments		Audiogram practice and case studies (in-class)  Module 1 application to complete in class	Dorothy (Assessment) 40 mins  Bob (Assessment) 40 mins  Matthew (Assessment) 40 mins  Vickie Part 1 (Assessment) 40 mins  Vickie Part 2 (Assessment) 40 mins	<b>Module 1 simucases due Wednesday May 17<sup>th</sup> by 11:59 PM</b>  <i>Upload screenshots to Blackboard to the respective Simucase assignment folder in order to receive credit.</i>
<b>Module 2:</b> Monday May 15 <sup>th</sup> PM Session	Hearing Technology	Articles posted to Blackboard	Hearing Aid Lab (in-class)	Donald (Assessment) 90 mins  Kevin Part 1 (Assessment) 75 mins  Kevin Part 2 (Assessment) 45 mins	<b>Module 2 simucases due Thursday May 19<sup>th</sup> by 11:59PM</b>  <i>Upload screenshots to Blackboard to the respective Simucase assignment folder in order to receive credit.</i>
<b>Module 3:</b> Wednesday PM session	Cochlear Implants and Speechreading Training	Articles posted to Blackboard	Module 2 application (to		

			complete in class)  Speechreading training Flipgrid (in class)		
<b>Module 4:</b> Speechreading Training Thursday AM session	Auditory Training, Communication Strategies, and Counseling	Selected chapters posted to Blackboard	Module 3 application (to complete in class)  Counseling mock case sessions (to complete in class)  Module 4 application (to complete in class)  <b>LACE auditory training assignment due Friday May 19<sup>th</sup> by 5pm</b>		
<b>Module 5:</b> Pediatric Considerations	Pediatric Considerations  Education Considerations and Aural Habilitation for SLPs	Articles posted to Blackboard	Communication mode discussion in class; Pediatric case studies  Complete Module 5 application in class	Sawyer (Assessment) 40 mins  Mason (Assessment) 30 mins  Emilio (Assessment) 40 mins  Ashley (Assessment) 40 mins  Neil (Assessment) 40 mins	<b>Module 5 simucases due Wednesday May 24<sup>th</sup> by 11:59PM</b>  <i>Upload screenshots to Blackboard to the respective Simucase assignment folder in order to receive credit.</i>

## LEARNING OUTCOMES

Upon completion of this course, students will be able to:	Outcomes Meet			Learning Activity	Assessment
	ASHA CFCC Standard	CAA Standard	CHP Learning Objective		
Compare and contrast the various instruments and measurements used to assess hearing and hearing loss. Demonstrate how sensorineural and conductive hearing loss are differentiated, understanding the implications of each.	3.1.2B	IV-B IV-C	3	Case reviews; readings; lectures and discussions.	Module 1 application, All assigned Simucase assignments
Define the roles of the audiologist and speech-language pathologist and multidisciplinary team in the management of children and adults with hearing impairments.	3.1.1B 3.1.6B	IV-E IV-G IV-H	7	Case reviews; readings; lectures and discussions.	Module 2 application; Simucase assignments(Donald and Kevin); AR Patient Education Projects
Discuss the evidence-based treatment options for each type of hearing loss.	3.1.5B 3.5	IV-D	2	Case reviews; readings; lectures and discussions.	Module 2 application; Simucase assignments(Donald and Kevin); AR Patient Education Projects
Summarize the various pathologies that put infants at risk for hearing loss. Describe the medical conditions and etiologies most often associated	3.2.1B	IV-B IV-C	3	Class discussions; readings; lectures	Module 5 application Simucase assignment (Neil, Emilio)

with hearing impairment/deafness Understand the significance of the Universal Newborn Hearing Screening (UNHS).					
List the candidacy requirements currently utilized for cochlear implantation (CI) children and adults with special reference to children from culturally and linguistically different backgrounds.	3.1.3B 3.2.1B	IV-B IV-C	3	Case reviews, class discussions; readings; lectures	Module 3 application
Discuss the counseling and ethical issues in working with families whose children are potential CI candidates, with reference to children from culturally and linguistically different backgrounds, particularly Deaf culture.	3.1.2B 3.1.4B 3.5B	IV-C IV-D	2	Case reviews, class discussions; readings; lectures	Module 3 application
Demonstrate basic knowledge of the creation of an aural (re)habilitation plan for any type of patient with a hearing loss. Understand the significance of utilizing various hearing loss related questionnaires.	3.1.5B 3.5B	IV-D	2	Class discussions; readings; lectures; video/ audio recordings	Module 4 application; AR Patient Education Projects

## **COURSE POLICIES**



#### Statement on Diversity, Equity, and Inclusion:

Sacred Heart University affirms and strives to make available for every student a learning environment that is welcoming, equitable, and culturally sensitive and is supported by a curriculum that celebrates diverse voices, fosters agency, and encourages the capacity for self-advocacy. Although we at SHU know there is much work to be done, we will do what is needed to advance the cause of social justice on our campus and in the community as we learn together and from each other. To read more, visit the **You Belong at SHU** web page.

If you have any ideas about ways to enhance your success, please reach out to me. If you feel that you have been mistreated in any way, you should contact the **SHU Bias Response Team**. If you are experiencing challenges relating to access to food, housing, technology, or other resources that might affect your performance in this course, you are urged to contact the dean of students, Larry Wielk.

#### Academic Accommodations:

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the Office of Student Accessibility, ([Office of Student Accessibility | Sacred Heart University](#)). Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact Kathy Radziunas, Director of the Office of Student Accessibility, [radziunask@sacredheart.edu](mailto:radziunask@sacredheart.edu), or Laurie Scinicariello, Assistant Director of the Office of Student Accessibility, [scinicariello@sacredheart.edu](mailto:scinicariello@sacredheart.edu).

#### Academic Honesty:

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University. (University Student Handbook).

#### Plagiarism:

Plagiarism means that the work you are turning in is not your own, such as using a paper obtained from the internet as your own, failure to cite material used or quoted, working/consulting with your peers to complete work unless otherwise instructed, or cutting and pasting together work from sources not written by you. Plagiarism is unacceptable for graduate work. All cases of plagiarism will be addressed, initially, between the student and Instructor. If the Instructor believes the violation to warrant it, a formal Report on Violation of Academic Integrity will be submitted to the Dean of the College, who will rule on the consequences. If you have any questions or doubts regarding plagiarism please ask the faculty. It is your responsibility to ensure that no cases of plagiarism are found in your work. Since it will not be possible to determine whether plagiarism is intentional or unintentional, all instances will be treated the same way. Any submission of work taken directly from another source (e.g. copied from a

book, the internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. Students are encouraged, however, to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments independently. All students are expected to be familiar with the information on plagiarism in the SHU SLP Student Manual, Appendix 14, and adhere to these guidelines.

#### Audio-visual policy:

To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, he or she may require students to leave their audio and video devices on during the class lectures.

#### Attendance, Tardiness, and Class Participation policies are stated in the SHU SLP Student Handbook:

- Students are expected to attend, arrive on time, come prepared, and participate in scheduled activities.
- *Absences due to illness.* One excused absence will be granted due to illness per semester, with a doctor's note documenting that the student was too ill to attend class. This note must be provided on the next scheduled day of class or practicum. If a note is not provided, the absence will be considered unexcused.
- For each unexcused absence beyond one, the student's overall final grade will be decreased by 5%.
- If a student has three or more unexcused absences over the course of a single semester, the student may receive a grade of F for the course, may be unable to advance to the next level of practicum, and will be at risk for losing their place in the graduate program.
- An 85% attendance rate for all classes is required. An absence rate of greater than 15% in any course for any reason may result in a full letter grade deduction from the final course grade, or in failing the class, at the discretion of the instructor. *Rationale:* The Program uses multiple active and engaged learning strategies in all courses. Workshops, laboratories, problem-based learning, and group experiences cannot be made up or replicated in the event of an absence. Clinical and professional behavior skills critical for practice are learned during in-class experiences.
- In the case of a severe or chronic illness on the part of a student or their dependent over the course of a semester, notify the Program Director, to determine if accommodations can be made or if a leave of absence from the program will be required. Failure to notify the Program Director and DCE in a timely manner may result in unexcused absences being counted against the student's grade.
- Absence or tardiness related to illness or other emergency situation should be discussed with the course instructor as soon as possible. Documentation from a physician will be required for more than one day of absence due to illness, and other types documentation may be required for absences or late arrivals due to reasons other than illness.

- In the event of absence or lateness, it is the responsibility of the student to obtain and learn missed materials from another student or from the instructor.
- In the event of an illness or emergency causing the student to miss an exam or quiz, the student must provide documentation of illness or other emergency. It is the student's responsibility to provide the professor with an MD note from their doctor or copy of Discharge Summary from Student Health Services, and to contact the instructor within 24 hours order to make arrangements for a rescheduling the exam or quiz. instructor has total discretion if and when a missed exam or quiz will be rescheduled.
- Unexcused absences from an examination may result in a failing grade (zero) for that exam.

Multitasking Students are expected to attend fully to class lectures, activities, student presentations, and interactive group assignments. Although computers (and phones, only with instructor permission) may be used to search for resources during class time, this can only occur with instructor permission. At all other times, computers are to be used ONLY for taking notes on class activities. Use of social media or commercial websites is strictly forbidden during class time. Work on classes other than the current one is also strictly forbidden. Infractions of these rules may result in disciplinary action. Although students may use computers to take notes, they should be aware of research that demonstrates that students who take handwritten notes perform better on academic assessments than those who use computers for note-taking (Mueller & Oppenheimer, 2014). Handwritten note-taking is highly recommended.

Students must seek the instructor's permission to record class lectures, as per University policy.

Conduct consistent with professional standards is required of all students in class, and anywhere on the SHU campus, or when serving as a representative of SHU in practice or any other setting. See [Microsoft Word - PROFESSIONALISM.doc \(sfsu.edu\)](#) for class expectations; and Blackboard for online class expectations.

All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font. All font sizes for typed assignments must be size 11-12. Any font size less than 11 or larger than 12 will be returned for re-typing to required font size. All submitted work must be correct in mechanics (e.g. spelling, grammar, word choice, punctuation, etc.). Points will be deducted for inadequate work. These requirements apply, unless specified otherwise by the instructor.

APA style is required for written papers, including table, figure, and graph formats, references and citations, and appropriate professional language use.

Use people-first language in ALL work, to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with Down syndrome, NOT a Down syndrome child).

Student work will be returned as promptly as possible.

All assigned work is due at the specified time on the due date designated in the course syllabus, unless specified otherwise by the instructor. Work submitted late will receive an

automatic 5-point reduction from the earned grade. Students are encouraged to submit all assignments on time.

### Competency

In this course, your knowledge will be assessed on the appropriate portions of the exams, or other assignments. Competency of 80% or better on these assessments is necessary to meet certification standards of the Council for Clinical Certification in Audiology and Speech-Language Pathology. Students failing to attain the set criteria on a required competency assessment will be provided a remediation plan and an additional attempt to pass the competency. If students do not pass the competency a second time, one additional remediation will be provided. For students failing to attain the set criteria on a required competency assessment after the third attempt, the department and university are not able to recommend their application for ASHA certification and state licensure, even though they may receive an acceptable course/clinic grade or exceed the minimum GPA.

### Disability Services

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the Office of Student Accessibility, (<https://www.sacredheart.edu/offices--departments-directory/student-success-center/office-of-student-accessibility/accommodations-process/>). Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact Kathy Radziunas, Director of the Office of Student Accessibility, [radziunask@sacredheart.edu](mailto:radziunask@sacredheart.edu), or Laurie Scinicariello, Assistant Director of the Office of Student Accessibility, [scinicariello@sacredheart.edu](mailto:scinicariello@sacredheart.edu).

### Vaping Policy

The State of CT has banned the use of vaping devices indoors because of the potential health risks to those vaping and those in the same room with them. Second-hand vape smoke is not harmless and contains dangerous chemicals. Sacred Heart students are not allowed to use these devices inside any building on the SHU campus.

Mueller, P. & Oppenheimer, D., (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25, 1159-1168. doi:10.1177/0956797614524581.