

SLHS 4714: AUDIOLOGICAL REHABILITATION
Speech-Language Pathology Prerequisites (SLPP) Program
University of Colorado Boulder

CREDITS	3
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COURSE DESCRIPTION

Covers basic principles and techniques related to the habilitation and rehabilitation of individuals who are deaf or hard of hearing: amplification, speech, language, auditory, speech reading, and educational issues. This course will cover an introduction to the basics of audiological rehabilitation from infant hearing screening to early intervention and communication mode choices for toddlers...to preschool and school considerations for those with varying hearing levels...all the way to hearing health issues for adults and older adults with late-onset hearing loss. Both SLP's and audiologists work with these populations to help them achieve the best access to communication possible. This class has something for everyone -- it covers details about listening devices for those interested in the technical side, and it covers psychological, cultural, ethical, social, and educational considerations for students drawn to those kinds of nuances. SLHS 4714 covers basic principles and techniques related to the habilitation and rehabilitation of individuals with hearing loss, including:

- Amplification (hearing aids and cochlear implants)
- Hearing Assistive Technology Systems (HATS) & Assistive Listening Devices (ALDs)
- Speech Perception & Auditory Training
- Audiovisual Speech Perception & Speechreading
- Strategies for Facilitating Successful Communication & Repairing Communication Breakdowns
- Counseling & Psychological Support
- Aural Rehabilitation Assessment & Intervention for Adults/Older Adults
- Aural Rehabilitation Assessment & Intervention for Infants & Toddlers
- Aural Rehabilitation Assessment & Intervention School-Aged Children
- Considerations Related to Communication Modes, Literacy, & Educational Programming

COURSE MODALITY

SLHS 4714 is a fully online, asynchronous course delivered across the standard academic term. Instruction occurs through structured weekly modules, and students are required to progress according to scheduled release dates and assignment deadlines. Although there are no synchronous class meetings, the course is instructor-paced and follows the university semester calendar. The instructor will hold regular virtual office hours to provide additional support and clarification. Participation is optional, and recordings are made available for students who are unable to attend.

COURSE LEARNING OBJECTIVES

1. Developmental Outcomes: Describe the auditory, language, speech, social, psycho-social, educational, and physical ramifications of hearing loss across the lifespan.
2. Amplification/Hearing Devices: Understand the differences between most common types of amplification/hearing devices and assistive technology. Identify appropriate options based on the characteristics of the client and understand how the devices are fitted and tested.
3. Aural (Re)habilitation Assessments and Intervention: Use aural habilitation/rehabilitation assessment information to develop an appropriate intervention plan for adults and children. Understand the basic concepts involved in auditory training and auditory learning.
4. Communication & Educational Options: Understand the options available for various communication modalities and strategies.
5. Diversity and Cultural Sensitivity: Understand the mix of factors that need to be considered in individual cases and how they may influence an individual's or family's access/involvement in hearing health care and aural (re)habilitation plans.

COURSE ALIGNMENT MAP

Required Texts (e-text, used, and previous editions are acceptable):

1. Tye-Murray, N. (2022). Foundations of Aural Rehabilitation: Children, Adults, and Their Family Members, 6th Edition. San Diego, CA: Plural Publishing. ISBN-10: 1635504201, ISBN-13: 978-1635504200

2. Other required materials for the class will be posted on the Canvas course.

Module	Content	Resources	Submissions
1	Introduction to Audiological Rehabilitation & Introduction to the course, students, & instructor	Text: Chapter 1	Student Introduction Intro Survey Assignment #1
2	Diagnostics & Listening Devices	Text: Chapter 2	R&R #1 Assignment #2
3	Speech Perception, Auditory Training, & Speechreading Training	Text: Chapters 3 & 4	Quiz #1
4	Communication Strategies & Psychosocial Support	Text: Chapters 5, 6, & 7 (specific pages – see module)	R&R #2 Assignment #3
5	Issues Specific to Adults & Older Adults	Text: Chapters 8 & 9	Quiz #2
6	Detection & Confirmation of Hearing Loss in Children	Text: Chapter 10 & other resources	R&R #3 Assignment #4
7	Issues Specific to Infants & Toddlers	Text: Chapter 11 & other resources	Quiz #3
8	Issues Specific to Children in the School Years	Text: Chapter 12 & selected pages from Chapter 13 (see module)	Assignment #5 Deaf Community Mtg Commentary #1 (if did not attend)
9	Childhood Language & Speech	Text Ch.14 & Ch. 15 (pp. 472 to top of 484)	Case Study Presentations
10	Literacy & Disparities	Text: Chapter 15 (pp. 484-495) & other resources	Case Study Reflections (2) Deaf Community Mtg Commentary #2 (if did not attend) Quiz #4

ASHA 2020 CERTIFICATION STANDARDS ADDRESSED IN THIS COURSE

This upper-division course provides foundational knowledge aligned with the American Speech-Language-Hearing Association (ASHA) 2020 KASA Standards, including:

- Standard IV-B: Biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases of human communication and swallowing across the lifespan.
- Standard IV-C: Characteristics of communication and swallowing disorders and differences, including the etiologies, signs and symptoms, and impact on individuals across the lifespan.

COURSE REQUIREMENTS

Student learning and engagement will be cultivated and evaluated in the following ways.

1. Student Introductions (5 pts): In the first week of this course, you are asked to post an introduction to yourself for your classmates and instructor to read. Please see instructions in Module A.
2. Introductory Survey (5 pts): In the first week of this course, you are asked to submit a survey to give the instructor information to use in tailoring some elements of the course and Live Zoom sessions to the needs of the students.
3. Reflect & Respond Posts (3 @ 15 pts each = 45 pts): For each of these posts, you will be given a prompt and will be asked to write a reflection related to that prompt (10 of the 15 points). Once you do so, you will see the posts of your classmates (once they post their reflections for a given prompt). You will then post a *related and substantial* response to a peer's post (this will be the other 5 of the 15 points). By "*related and substantial*" I mean that your response post should relate to the one you respond to *and must add thoughtful content to it*. You can start by saying if you agree or not...or by saying if you found the initial post interesting. But then make sure to include additional content.
4. Assignments (5 @ 25 pts each = 125 pts): These *open-book, open-note* assignments will be in the form of Canvas "Quizzes" but *will not be timed*. In fact, from the time they are posted until the submission deadline, you will be able to come in and out of these assignments as often as needed – just don't hit "Submit" until you are completely done.
5. Quizzes (4 @ 50 pts each = 200 pts): These *will be timed at 60 minutes for each quiz (unless you have accommodations for extra time)* and are *not* intended to be open-note or open-book quizzes. These are to be completed by each student separately. Given that, you should know the material well enough so that you can

answer the questions readily without needing to look anything up. You will have a 3-day window (prior to the due date for each quiz) during which to take each quiz. Then you will have 60 minutes from when you start each quiz to when you submit it. It is important that each student is learning all of the material themselves and that there is no collaboration on quizzes, so: 1) questions will be presented in a varying order, 2) students will need to complete each item before moving to the next item, and 3) some items will be hypothetical, open-ended questions so should result in unique answers for each student. You will want to make sure your answers are checked before you move to the next item because there will not be the chance to move around through the quizzes.

6. Case Study Presentations (1 @ 50 pts): Each student will be given a case study to present to the class in the form of a recorded Flipgrid video. These presentations will include slideshows and will be 8-10 minutes in length. Detailed guidelines posted 3 weeks before these are due will provide clear expectations for these projects.
7. Reflections on Peer Case Study Presentations (2 @ 15 pts each = 30 pts): You will watch the recorded case study presentations of two of your classmates. You can pick the two you would like to watch, but we will cap the number of responses at 2 for each case study. Given that, if a case study already has two responses, find a different one to watch. After selecting a case study to watch, you will record a response (again on Flipgrid) that will note the following: a specific compliment to the presenter on the presentation and/or slideshow, a reflection about one thing you learned from the case study, and information about one thing you looked up after watching the presentation to learn more about the content of the case study. You will do two of these responses to your peers' case studies.
8. 2 Required Zoom Meetings with Guests from the Deaf Community (2 @ 10 pts each = 20 pts): Besides the optional Zoom study group meetings (with the instructor joining for questions for the second part), we will have two required Zoom meetings with deaf community members (usually this is one parent of a child who is deaf and one panel of Deaf adults, but this may change due to availability). You will be asked to generate questions for these meetings and participate during them. Best-case scenario is that you come and interact with the guests. But if you cannot make a meeting time work, you can view a recording of the meeting and write prompted commentary on the content. The meeting times will be set up by a class availability survey and the availability of our guests.

In the table below, please see the submissions for this course, their point values, and the number of each that you will be asked to complete.

SUBMISSION	Point Values	Number to complete	Total Points
Student Introductions	5 pts	1	5 pts
Introductory Survey	5 pts	1	5 pts
Reflect & Respond Posts	15 pts	3	45 pts
Assignments	25 pts	5	125 pts
Quizzes	50 pts	4	200 pts
Case Study Presentation	50 pts	1	50 pts
Case Study Reflections	15 pts	2	30 pts
Zoom Meetings with Deaf Community Members	10pts	2	20 pts
			470 total points

GRADING SCALE

Grades are assigned based on the percentage of the total points earned and calculated using the following scale.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage Grade *	93+-100	90- <93	87- <90	83- <87	80- <83	77- <80	73- <77	70- <73	67- <70	63- <67	60- <63	<60

*< indicates less than

SUBMISSION POLICIES

Work that comes in over an hour late will automatically incur a 1-point penalty for lateness. There will be a 10% penalty for each 24-hour period of lateness beyond the due date and time. Unless you contact the instructor and secure an extension (see rules for this below), work will not be accepted more than 3 days after the submission date has passed. If your submission is late, you may need to email the instructor to request that she re-open the submission window on Canvas for late submissions. Do not submit work via email -- instead, if needed, request that the submission window be re-opened so that you can submit your work in the appropriate spot on Canvas. Quizzes cannot be completed after the window provided for completion. If you cannot make the window work for you, contact

the instructor before the window opens to discuss options. If students miss a quiz availability window, they can contact the instructor and arrange to take the quiz by 1pm the following day with a 5-point reduction from the overall quiz score.

COURSE PLAGIARISM POLICY

Students should submit their own work in this course. Review Honor Code and Student Conduct for University policies.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI) COURSE POLICY

Students should not use AI tools during quizzes. Students should give credit to AI tools when used on assignments.

INCLUSIVITY

This course is committed to creating a learning environment where everyone feels respected, valued, and supported. Diverse perspectives, identities, and experiences strengthen our learning community, and all students are encouraged to participate fully. We strive to maintain a classroom culture that is accessible, inclusive, and free from discrimination. If you encounter barriers to your learning or have needs that are not being met, please reach out so we can work together to ensure your success.

UNIVERSITY POLICIES

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part of adhering to the Honor Code. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: StudentConduct@colorado.edu. Students found responsible for violating the Honor Code will be assigned resolution outcomes from Student Conduct & Conflict Resolution and will be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or DSinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website. If you have a temporary illness, injury or required medical isolation for which you require adjustment, please contact the instructor as soon as possible.

Accommodation for Religious Obligations

Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please communicate the need for a religious accommodation in a timely manner. See the [campus policy regarding religious observances](#) for full details.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information does not always align with how they identify. If you wish to have your preferred name (rather than your legal name) and/or your preferred pronouns appear on your instructors' class rosters and in Canvas, visit the [Registrar's website](#) for instructions on how to change your personal information in university systems.

Classroom Behavior

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy.

Additional classroom behavior information

- [Student Classroom and Course-Related Behavior Policy.](#)
- [Student Code of Conduct.](#)
- [Office of Institutional Equity and Compliance.](#)
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Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email OIEC@colorado.edu. Information about university policies, [reporting options](#), and [OIEC support resources](#) including confidential services can be found on the [OIEC website](#). Please know that faculty and graduate instructors are required to inform OIEC when they are made aware of incidents related to these concerns regardless of when or where something occurred. This is to ensure the person impacted receives outreach from OIEC about resolution options and support resources. To learn more about reporting and support a variety of concerns, visit the [Don't Ignore It page](#).

Mental Health and Wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#), located in C4C, or call (303) 492-2277, 24/7.