

# SLHS 4714: Introduction to Audiological Rehabilitation

University of Colorado - Boulder  
Department of Speech, Language, and Hearing Sciences  
Summer Term, 3 Credits

**Course Mode:** Online via Desire2Learn (D2L)  
**Instructor:** Marcia Walsh-Aziz, MS, CCC-SLP  
**Office:** SLHS C225  
**Office hours:** By appointment, Zoom (<https://cuboulder.zoom.us/>) meetings available  
**Email:** [marcia.walsh@colorado.edu](mailto:marcia.walsh@colorado.edu)

---

**Required Textbook:** Tye-Murray, N. (2015). *Foundations of Aural Rehabilitation*. 4th Edition. Stamford, CT. Cengage Learning. ISBN: 978-1133281429

## Course Prerequisite:

SLHS 4704 (Audio Assessment) is a prerequisite for this course. If you have not taken this course prior or are simultaneously enrolled in this course, additional readings will be provided for your own review and additional review sessions are posted on D2L that are necessary to understand the material in this course. You, ultimately, are responsible for any and all information you may be missing by not having completed this course prior to enrolling.

## Course Description:

SLHS 4714 covers basic principles and techniques related to the habilitation and rehabilitation of individuals who are deaf or hard of hearing, including:

- Amplification/hearing devices, assistive devices
- The psychosocial impact of hearing loss
- The impact of hearing loss on speech and language development
- Typical auditory learning and auditory based strategies in learning with a hearing loss
- Communication modalities and strategies for communication
- Early childhood and educational issues related to hearing loss
- Adult and aging issues with hearing loss

## Course Objectives:

1. **Developmental Outcomes:** Describe the auditory, language, speech, social, psychosocial, educational, and physical ramifications of hearing loss in infancy, childhood, adulthood and in working with older adults.
2. **Amplification/Hearing Devices:** Identify appropriate populations for and understand the differences between different types of amplification/hearing devices and assistive technology, including the possible benefits and disadvantages.
3. **Aural Rehabilitation Assessments and Audiogram Interpretation:** Interpret audiological reports for perception of speech and other auditory stimuli.
4. **Auditory Training:** Use aural rehabilitation assessments and audiogram interpretation to develop an auditory training plan for adults and children. Understand the basic conceptual framework of auditory training, stages of auditory learning, and strategies to enhance auditory learning.
5. **Aural Rehabilitation Options:** Evaluate and defend positions regarding aural rehabilitation options, including use of various communication modalities and communication strategies.

**Desire2Learn:**

Material related to this class will be presented through Desire2Learn (D2L). D2L is at <https://learn.colorado.edu/>. Required course material, including supplemental handouts, videos, diagrams, and audio file, etc. (outside of the textbook readings) will be available on D2L. The course website will be updated throughout the course session. Lectures, assignments, discussions, and case studies will be posted on D2L.

D2L will also be used for e-mail communication. Please check e-mail and announcements (news) at D2L regularly. Lack of access to D2L will not be accepted as an excuse for incompleteness of assignments.

**Technology Requirements:**

See the OIT website for minimum hardware and software requirements:

<http://www.colorado.edu/oit/softwarehardware/supported-software-hardware-list>

**Information Technology Resources:**

You can contact the IT Service Center via phone - 303-735-4357 (5-HELP) or email [help@colorado.edu](mailto:help@colorado.edu) M-F 7:30 am - 8:00 pm; Sat-Sun - 12:00 noon - 6:00 pm.

**Registrar Deadlines:**

Please see information on the Continuing Education website at: <https://ce.colorado.edu/resources/topics/dates-anddeadlines-online-credit/>

**Emergency Procedures:** Information about changes to the course will be available via email and announcements through D2L.

**Course Policies:**Communication:

Please contact me via D2L or email. I will endeavor to respond to your contact (by email) within 48 hours. If I don't respond, please resend your message. You are expected to check your email and the course website (for announcements and postings) every other day. Missing a due date or change in the course schedule due to not reading the course website or your email is not an acceptable excuse for missing or late work.

Course Chats:

There will be one course Chat per module (generally on the second Thursday of each module from 8-9 pm). See your syllabus schedule for details. Participation is encouraged, but not required. Chat logs will be available following the session. This is a great time to interact with questions/comments about the course or module content.

**Evaluation:**

You are expected to work **individually** on all homework assignments and exams. Only turn in your own work. Allowing others to copy your work will also be considered a form of cheating. The instructor reserves the right to fail you on any assignment that evidences cheating in any form. Please do not copy information directly from any source (internet, textbook, journal articles etc.) and present it as your own – this is considered plagiarism. You must give proper acknowledgement to the authors, including using quotation marks and proper APA citation (author, year, page number) for their ideas, even if you slightly reword their thoughts.

You will be evaluated based on your completion of 3 reflection papers, 3 module assignments, 2 online quizzes, 3 online discussions, 1 midterm exams, 3 case studies, and 1 final exam. Each is described below.

1. Reflection Papers- 5%

Reflection papers will be given at the beginning of Modules 1, 2, & 3. Reflection papers should be at least two sentences, there is no maximum. This is also an opportunity to write down and submit questions on class

material. Any questions in the reflection papers will be answered in the feedback comments. You will write your reflections in a word document and upload it to Dropbox in D2L.

## 2. Module Assignments 10 %

Students will be given assignments at the beginning of Modules 1, 3, & 5. These will be word documents that with questions to be completed by the student independently. Homework should include the initials or last name of the student in the name of the document (e.g. WalshHW1.doc, MWHomework1.doc). Please upload your work to the corresponding Dropbox.

## 3. Module Discussions – 10%

I will post a discussion topic for Modules 1, 3, & 4. You are required to start a thread and comment on at least one peer post by the end of the module. The discussion will be open for approximately 4 or 5 days. All discussions **close by 8pm on Friday (weeks 1, 6, & 8)**. You must submit a thread before commenting on other posts. The topics of discussion will be related to key concepts covered in that module. It is very important that respectful language is used on all postings. Any inappropriate or disrespectful language will automatically count as a 0 for that post. Your discussion post should have proper English grammar, punctuation, and organized thoughts. Postings that are not proofread and have significant errors could result in a loss of points.

## 4. Module Quizzes- 10%

Quizzes will test information presented in the modules 1 and 3. These will be short multiple choice or true false quizzes. Notes and books are allowed and they are not timed. Quizzes are open **the last two days of the modules** starting at 8am and are closed by 8pm.

## 5. Case Studies – 25%

You will work on three case studies relating to rehabilitation of three major age groups that we will discuss throughout the semester. You will be able to use any/all resources you have accumulated during the semester's lectures in order to work through the specific questions for the specific case study. This is an assignment requiring you to apply information you have learned from class in a situational analysis of a person with a hearing loss or other matters relating to hearing loss, communicating with clients with hearing loss and their families, and understanding audiological information. Each case study is made up of a quiz, paper (uploaded to Dropbox), and a video (uploaded to Google Drive and shared with [marcia.walsh@colorado.edu](mailto:marcia.walsh@colorado.edu) ).

## 6. Midterm Exam – 15%

One midterm exam will be given on D2L. The exam will contain any of the following types of questions: fill-in/labeling, multiple choice, true/false, matching, and short-answer. These questions will review the concepts covered in modules 1 and 2 to check your general understanding and general application of concepts to situations. I will provide a review guide as the exam gets closer. The midterm will be **closed book and notes** and you will only be allowed **45 minutes** to complete the test. Once you open the test you must complete it. The Midterm Exam will be available.

## 7. Comprehensive Final – 25%

Your final will be similar to the midterm exam, but slightly longer. The final will incorporate any and all information during the semester with an emphasis on the last three modules. All questions will be multiple choice and true/false. The final exam will be **closed notes and book**. Once you open the final exam you will have **one hour** to complete it.

**Extended dates for exams and case studies will not be given without documentation.**

**You must contact me *before* the exam or other due dates if you need a make-up time.**

**Any discussion regarding a missing or unsatisfactory grade MUST be initiated within a week of that grade being posted.**

<b>Grade Component</b>	<b>Total Percentage</b>	Online Discussions (3)	10%
Reflection Papers (3)	5 %	Case Studies (3)	25 %
Assignments (3)	10%	Midterm Exam (1)	15 %
Online Quizzes (2)	10%	Final (1)	25 %

### Final Letter Grades:

Final Grades will be based on performance and participation (chats, discussions). The following scale will be used to determine grades:

93.0-100%	A	87.0-9.9%	B+	80.0-82.9%	B-	73.0-76.9%	C	67.0-69.9%	D+	60.0-62.9%	D-
90.0-92.9%	A-	83.0-86.9%	B	77.0-79.9%	C+	70.0-72.9%	C-	63.0-66.9%	D	<60%	F

### Class Schedule:

Week	Module/Content	Readings	Assignments/Exams
1	1 <i>Introduction, Audiograms, Psychosocial Aspects</i>	Chapters 1 – 3 & 10 (pgs. 2-28, 47-67, 71-80, 86-115, & 344-379)	Discussion 1 Reflection Paper 1 Case Study 1 Adult Aural Rehab Assigned
2	1 <i>Amplification, Auditory Training, Speech Reading</i>	Chapter 4, 5, & 6, FY Speech Acoustics (pgs. 122-168, 170-183, 185-188, & 192-225)	Homework 1: Audiograms Quiz 1 Module Chat
3	2 <i>Communication Strategy Training, Adult AR plan</i>	Chapter 9, 11, 12 (pgs. 312-339, 386-420, 434-457, 461-473)	Reflection Paper 2
4	2 <i>Case Study 1</i>		Case Study 1 Paper and Video Due Case Study 1 Quiz Due Case Study 2 School Age Assigned Module Chat
5	3 <i>Deaf Culture, Communication Modes, School-Age Children</i>	Leigh chapters 3 & 7, Chapter 14, 15 (pgs. 526-533, 564-610)	Reflection Paper 3 Midterm
6	3 <i>Auditory training, Speech, Language, &amp; Literacy</i>	Chapter 16 & 17 (612-646, 656-695)	Homework 2: Communication modes Discussion 2 Quiz 2 Module Chat
7	4 <i>Week 7: Case Study 2</i>		Case Study 2 Paper and Video Case Study 2 Quiz Case Study 3 Infants Assigned
8	4 <i>Hearing Loss in Children</i>	Chapter 13 & 14 (482-517, 520-556)	Discussion 3 Module Chat
9	5 <i>Infants &amp; Toddlers, Auditory Training in Children</i>	Chapter 16 (646-654)	Homework 3: Behavioral Tests of Audiometry
10	5 <i>Final &amp; Case Study 3</i>		Final Exam Case Study 3 Paper and Video Case Study Quiz Module Chat

## **University Policies:**

### 1. Students with Disabilities:

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

### 2. Religious Observances:

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please indicate any potential religious obligations to me at the beginning of the semester, and contact me at least three weeks prior to a specific obligation so that we may make alternate arrangements for deadlines. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

### 3. Honor Code:

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

### 4. Discrimination and Harassment:

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at

### 5. Learning Environment:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail 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 differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)