SLHS 581 Amplification II
Location: SLHS 203 Times: Mon/Wed 10:30-11:45 AM

Description of Course
Advanced topics in amplification, audiologic rehabilitation, and case management presented in an interactive, hands-on format to develop the critical thinking skills required of audiologists in the face of rapidly changing technology.

Course Prerequisites
SLHS 581A Amplification I

Instructor and Contact Information
Nicole Marrone, PhD, SLHS 207, 520-626-3539, nmarrone@email.arizona.edu
Office Hours: Mondays 3-4pm, Tuesdays 2:30-3:30pm
Course home page on D2L

Course Objectives and Expected Learning Outcomes
At the end of the course, students will be able to (Codes refer to relevant ASHA standards):

• Outline a biopsychosocial rehabilitation framework and understand its usefulness in an ecological model of audiologic rehabilitation. A7, A16, A20, A26, D1, D2, E1
• Explain how and why individualized choices are made based on the impact of specific damage to the auditory system and its psychosocial effects. A7, D1, D2, E1
• Acknowledge and explain how the human dimension impacts communication, candidacy for amplification, hearing aid selection and fitting, effectiveness of rehabilitative approaches, and patient/family counseling. A7, A16, A20, A26, D1, D2, E1
• Determine candidacy for amplification based on data from case history, hearing disability and other self-assessments, and audiological evaluation, identifying communication needs and interpreting audiologic and non-audiologic variables. A7, A16, A20, A26, D1, D2, E1
• Formulate rationale for selection of specific hearing aid configurations and characteristics (e.g., unilateral vs. bilateral fittings, directional microphones and circuitry to suppress background noise, compression circuitry and other output limiters, and other emergent hearing aid fitting options). A7, A16, A20, A26, D1, D2, E1
• Differentiate follow-up procedures, including objective and subjective outcome assessments to establish (a) hearing aid performance, benefit, and satisfaction and (b) post-fitting minimization of disabilities as assessed pre-fitting. D1, D2, E1, F1
• Generate additional questions to be asked/answered on the basis of introductory case information. A7, A16, A20, A26, D1, D2, E1
• Demonstrate critical thinking skills in evaluating new research and developments in technology; summarize research findings and identify clinical implications. F2, F3
• Formulate rationale for the selection of methods to facilitate acceptance of amplification and resolution of communication and adjustment problems related to hearing difficulties. A7, A16, A20, A26, D1, D2, E1
• Compare and contrast the strengths/weaknesses of individual and group hearing aid orientation procedures. F1, F2, F3
• Construct a rehabilitation program for management of the communicative and psychosocial problems associated with hearing loss in adults. A7, A16, A20, A26, D1, D2, E1
• Design materials to foster interdisciplinary collaboration to verify acceptance of and benefit from amplification in real-life communication situations (e.g., schools and nursing homes). E1, E2, E3, F5, F6
• Communicate the principles of patient/client-centered audiologic care for the management of hearing loss to other healthcare professionals in preparation for participating in interdisciplinary healthcare. E1, E2, E3, F5, F6
• Demonstrate a commitment to professional, high-quality client-centered care that is based on the best scientific evidence. F2, F3

Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at [http://catalog.arizona.edu/2015-16/policies/classatten.htm](http://catalog.arizona.edu/2015-16/policies/classatten.htm)

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).

Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See [http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02](http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02)

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Required Text and Readings
Hearing Aids, 2nd edition, by Harvey Dillon, available for purchase (same textbook as in Amp I).

Additional required articles/chapters are provided on D2L or as class handouts.

Required or Special Materials
Special tools or supplies needed: three-ring binder for course portfolio.

Required Extracurricular Activity
SLHS Colloquium on September 26, 2016 12-12:50pm

Assignments and Examinations: Schedule/Due Dates
Quizzes on the content of lectures and assigned readings. Three of the four quizzes will count towards the final course grade (20 points x 3 quizzes = 60 points); the lowest quiz score will be dropped.

If circumstances lead to an excused absence from a quiz (e.g., notify the instructor as soon as possible and document medical excuse, etc.), the instructor may require an oral response format for a make-up.

Dates:
- Quiz 1 September 7, 2016
- Quiz 2 September 28, 2016
- Quiz 3 October 19, 2016
- Quiz 4 November 9, 2016
**Bi-weekly assignments** (10 points each x 7 assignments = 70 points): Each student will write a reaction paper covering the assigned readings. *These are due on Friday of alternating weeks (September 2-December 2).* Each paper will have 3 sections: 1) Summary of main points, 2) Application and making connections to other knowledge/course material, 3) Impact of the information on an audiologist's work or clinical practice. One point will be deducted if the paper is submitted late but within one-week of the deadline. Two points will be deducted for late papers over 1 week past the deadline. The last day to submit the assignments for grading is the last day of classes, December 7, 2016.

**Technology review** (15 points review chart with summary of pro/cons, verification plan + 5 points in-class presentation = 20 points): Each student will research how a technology area is implemented across manufacturers.

*Technology review due in class and discussion: November 30, 2016*

**Final Examination**

The final exam (20 points) will be cumulative and case-based. The final exam will be held on Friday, December 9, 2016 at 10:30am – 12:30pm.

Final Exam Regulations: [http://www.registrar.arizona.edu/schedule101/exams/examrules.htm](http://www.registrar.arizona.edu/schedule101/exams/examrules.htm), and Final Exam Schedule: [http://www.registrar.arizona.edu/schedules finals.htm](http://www.registrar.arizona.edu/schedules finals.htm)

**Grading Scale and Policies**

A total of 170 points can be earned for the course. The grade distribution is:

- A 153 - 170 points
- B 136 - 152 points
- C 119 - 135 points

University policy regarding grades and grading systems is available at [http://catalog.arizona.edu/2015-16/policies/grade.htm](http://catalog.arizona.edu/2015-16/policies/grade.htm)

**Requests for incomplete (I) or withdrawal (W)** must be made in accordance with University policies, which are available at [http://catalog.arizona.edu/2015-16/policies/grade.htm#I](http://catalog.arizona.edu/2015-16/policies/grade.htm#I) and [http://catalog.arizona.edu/2015-16/policies/grade.htm#W](http://catalog.arizona.edu/2015-16/policies/grade.htm#W), respectively.

**Classroom Behavior Policy**

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Some learning styles are best served by using personal electronics, such as laptops and iPads. These devices can be distracting to other learners. Therefore, students who prefer to use electronic devices for note-taking during lecture should use one side of the classroom.

**Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any
member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

**Accessibility and Accommodations**

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit http://drc.arizona.edu.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

**Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism, available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

**UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

**Additional Resources for Students**

UA Academic policies and procedures are available at http://catalog.arizona.edu/2015-16/policies/aaindex.html

Student Assistance and Advocacy information is available at http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

**Confidentiality of Student Records**

http://www.registrar.arizona.edu/ferpa/default.htm

**Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
Scheduled Topics/Activities

Unit 1: Service delivery in a rehabilitative framework (August 22-September 7)

What are the general characteristics of client-centered and family-centered care? What are the clinical implications of the World Health Organization (WHO) framework for defining the domains of auditory dysfunction (biopsychosocial model)?

Readings:
Visit and review ASHA Practice Portal. http://www.asha.org/Practice-Portal
Assignment due: September 2, 2016

Quiz: September 7, 2016

Unit 2: Communication needs assessment and goals (September 12-September 28)

On what bases do individuals choose to seek hearing care services? What factors contribute to help-seeking and successful outcomes?

Readings:
Dillon textbook, Ch. 9: Assessing candidacy for hearing aids
Assignment due: September 16, 2016

September 19 & 21: Guest speakers (Dr. Marrone away - World Congress of Audiology meeting)
SLHS Colloquium: September 26, 2016
Quiz: September 28, 2016

Readings:
Dillon Ch. 10 Prescribing hearing aid amplification
Assignment due: September 30, 2016
**Unit 3: Evidence-based selection of hearing aids and other assistive technology (October 3-October 31)**

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<td>Dillon Ch. 11 Selecting, adjusting, and verifying hearing aids</td>
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Assignment due: October 14, 2016

Quiz: October 19, 2016

**Readings:**

Dillon Ch. 15 Binaural and bilateral considerations in hearing aid fitting


Assignment due: October 28, 2016

**Unit 4: Orientation, counseling and follow-up**

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<td>Dillon, chapter 12 Problem-solving and fine-tuning</td>
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<td>Dillon, chapter 13 Patient education and counseling for hearing aid wearers</td>
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Assignment due: November 18, 2016

Quiz November 9, 2016

**Unit 5: Assessing Outcomes & Topics in Audiologic Rehabilitation**

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<td>Dillon Chapter 14 Assessing the outcomes of hearing rehabilitation</td>
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Assignment due: December 2, 2016

Final exam time: Friday 12/9/16 10:30 am-12:30 pm