



SPPA 4520/5520 – Hearing Disorders

Instructor: Amy Laliros, MA, CCC-A, LSLS Cert. AVT

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Office Hours: 4:30- 5:30 Tuesday & By Appointment

Class Meeting Time: Tuesday 5:30 p.m to 8:00pm .

Classroom: Cramer Hall, Room 042

Outcome Objectives: At the end of this course, students will be able to:

- explain the etiology of aural pathology
- explain the effects of the aural pathology on the hearing mechanism
- describe the psychoacoustic impact of different hearing impairments
- describe the psychosocial aspects of hearing impairment
- describe the audiological treatment needs - including amplification, educational, emotional and vocational counseling - of individuals with hearing loss
- describe the impact that hearing loss has on a human being

Attendance Policy:

University Attendance Policy:

<http://bulletin.marquette.edu/undergrad/academicregulations/#attendancepolicy>

Attendance at all class meetings is expected. Any absence, regardless of reason, will prevent the student from getting the full benefit of the course and render the student liable to University censure. It is assumed that no student will be absent from class without reason. Therefore, the instructor does not differentiate officially between "excused" and "unexcused" absences. Four (4) absences will result in a warning and six (6) absences may result in being dropped from the course.

Tests missed because of absence may not be made-up unless an official excuse is presented.

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great

grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

Final Exam Cancellation Due to Severe Weather Policy: In case of severe weather, the final exam will be cancelled and grades calculated on the basis of work completed to date. Severe weather refers to a situation such that the University is officially closed.

Course Requirements & Grading: Please see D2L for specifics and details.

Class participation	10 points
Submission of questions & reflections	10 points
Diagnostic profile	80 points
Midterm (In-class debate)	100 points
Final (cumulative)	200 points
TOTAL	400 points

<p>Classroom participation Each student is expected to complete all reading assignments in a timely fashion, to bring reading materials to class, to actively listen and to ask and answer questions to contribute to class discussion. Expect to participate actively in class work and discussions. <i>10 points total (over course of semester)</i></p>
<p>Submission of Questions & Reflections Each student is expected to submit at least one question for various guest speakers to instructor via email by deadlines listed on the syllabus. Additionally, each student will submit a one-paragraph written reflection regarding class activities and events via email to instructor by deadlines listed on the syllabus. Reflections should consider how the activity/guest speaker material relates to other class discussions and/or readings and may include personal opinions, reactions or experiences as they relate to coursework and class objectives. <i>10 points total (over course of semester)</i></p>
<p>Hearing Disorder Profile & Presentation* Each student will briefly (15-20 minute) present on a randomly-assigned hearing disorder. Presentations will include common signs/symptoms, a common audiological profile, common treatment options, typical prognosis and impact of the disorder on the patient’s overall health, education, communication and social relationships. In addition to the presentation, each student will prepare a one-page handout with main points to share with classmates.*Graduate students should see instructor for additional detail regarding requirements for graduate-level project. Presentations will occur during class period throughout the semester. <i>80 points</i></p>
<p>Communication Options Debate (Midterm: In class)* Working in teams, undergraduate students will research and prepare talking points for one of three popular communication modes for individuals with hearing loss: listening and spoken language, bilingual-bicultural and total communication. Each team is responsible for crafting a 2-4 page paper that outlines the definition of the approach, history of its use in the field, the primary goals and outcomes of the approach for expressive and receptive language and the role and responsibilities of the professionals, parents and patients using this approach. Teams will participate in an in-class debate during which time teams will be afforded the opportunity to summarize their positions and to individually answer questions posed by graduate student moderators. Handouts will include citations for all sources. Each student will be graded on the persuasiveness of arguments, responses to questions posed, presentation style, the participation of all team members and the team handout. .*Graduate students should see instructor for additional detail regarding requirements for graduate-level project. <i>100 points</i></p>
<p>Final exam Final exam may consist of: multiple choice, fill-in the blank, short answer and/or essay questions. This exam will be cumulative and will cover all course content presented as outlined in course objectives. <i>200 points</i></p>

Grading Policy: Failure to complete the assignment will result in an incomplete grade for the course. Failure to take any test will result in 0 points. There are no make-up exams in this course unless an official excuse is presented (see below). Make-up tests will be given only during finals week.

An approximate letter grade will be assigned for each test. Final grade will be based on the number of points accumulated out of a possible 400 points and overall class performance.

COURSE OUTLINE & SCHEDULE

Required Textbook:

M&C: Martin, F. and Clark, J. (2012). Introduction to Audiology. Eleventh Edition, Upper Saddle River, NJ: Pearson Education, Inc.

DATE	Lecture Topics	Readings* *subject to change Supplemental in blue	Assignments
8/26	How We Hear / Audiology Refresher Activity	❖ M&C: Ch 3 ❖ “How to Read an Audiogram” (FirstYears)	<ul style="list-style-type: none"> ▪ Assign Disorder Profiles ▪ Reflection on in-class activity due by 5:00pm, 8/29
9/2	Communication Options Brain Development	<ul style="list-style-type: none"> ❖ First Years Communication Options Chart (D2L) ❖ Anderson (2011) ❖ Baker (1997) ❖ Caldwell (1997) ❖ Goldberg (1997) ❖ Hawkins (1997) ❖ Stone (1997) <p>Fitzpatrick, et. al., (2012) Gallaudet FAQs (D2L) Johnson, et. al., (2008) Ruberl (2006) Choices in Deafness</p>	<ul style="list-style-type: none"> ▪ Assign teams for midterm debate ▪ 1+ Question for Cookie Roang due by 5:00pm, 9/5
9/9	History, Identity & Culture Guest Speaker: Cookie Roang	<ul style="list-style-type: none"> ❖ I Can Hear You Whisper,: Ch 5 (On Reserve) ❖ Marvelli (2010) 	<ul style="list-style-type: none"> ▪ 1+ Question for Jordan Stemper due by 5:00pm, 9/12 ▪ Reflection on Ms. Roang’s lecture due by 5:00pm, 9/12
9/16	Outer & Middle Ear Guest Speaker: Jordan Stemper	<ul style="list-style-type: none"> ▪ M&C: Chapter 9 	<ul style="list-style-type: none"> ▪ Reflection on Mr. Stemper’s lecture due by 5:00pm, 9/19 ▪ <i>Microtia, Atresia & Goldenhar Syndrome</i> ▪ <i>Otitis Media</i> ▪ <i>Cholesteatoma</i>
9/23	Middle & Inner Ear	<ul style="list-style-type: none"> ▪ M&C: Chapter 10 	<ul style="list-style-type: none"> ▪ <i>LVA & Mondini</i> ▪ <i>Connexin 26</i>
9/30	Inner Ear	<ul style="list-style-type: none"> ▪ M&C: Chapter 11 	<ul style="list-style-type: none"> ▪ <i>Waardenburg Syndrome</i> ▪ <i>Usher Syndrome</i>
10/7	Sound & Fury: Part I & Part II Heather Ted Talk		<ul style="list-style-type: none"> ▪ <i>Graduate students: Debate questions due by 5:00pm</i> ▪ <i>Noise-induced hearing loss</i>
10/14	MIDTERM: Communication Options Debate & Papers Due		

10/21	Central Auditory Pathway Amplification, Technology & Candidacy	▪ M&C: Chapter 12	▪ 1+ Question for Laura Perlman due by 5:00pm, 10/24 ▪ <i>Meningitis</i> ▪ <i>Acoustic neuroma / Von Recklinghausen Syndrome</i>
10/28	Pediatric Therapy: B-3, working with parents, grief and counseling Guest Speaker: Laura Perlman	D’Arcangelo (2000) Moore (2002)	▪ Reflection on Ms. Perlman’s lecture due by 5:00pm, 10/31 ▪ <i>CMV</i> ▪ <i>CHARGE Syndrome</i>
11/4	Profile Presentations		▪ <i>ANSD (Grad)</i> ▪ <i>Birth factors (Grad)</i> ▪ <i>Pendred Syndrome</i> ▪ <i>BOR Syndrome</i>
11/11	Pediatric Therapy: educational, literacy, school-age + beyond		▪ <i>Down Syndrome</i> ▪ <i>Treacher Collins</i>
11/18	Aural Rehab - adults	Lin, et. al, (2013)	▪ 1+ Question for Deb Kravit due by 5:00pm, 11/21 ▪ <i>Ménière’s Disease</i> ▪ <i>Presbycusis</i>
11/25	Guest Speaker: Deb Kravit		▪ Reflection on Ms. Kravit’s lecture due by 5:00pm, 11/28 ▪ <i>Otosclerosis</i> ▪ <i>Ototoxicity</i>
12/2	Review		
FINAL EXAM: Tuesday, December 9th from 5:45 to 7:45pm			

ASSIGNED ARTICLES: (Available online and/or at Raynor unless otherwise indicated)

Anderson, Karen L. "Brain Development & Hearing Loss." *Success For Kids With Hearing Loss*. Minnesota Department of Education Parents Know. Web

Baker, Sharon, Keith Baker. (1997). *Educating Children Who Are Deaf Or Hard of Hearing: Bilingual Bicultural Education* (ERIC Digest #E553). Retrieved from ERIC database.

Caldwell, Barbara. (1997). *Educating Children Who Are Deaf or Hard of Hearing: Cued Speech* (ERIC Digest #E555). Retrieved from ERIC database.

Denworth, Lydia. *I Can Hear You Whisper: An Intimate Journey Through the Science of Sound and Language*. N.p.: Dutton, 2014. Print. <<on class reserve at Raynor>>

Goldberg, Donald. (1997). *Educating Children Who Are Deaf or Hard of Hearing: Auditory-Verbal* (ERIC Digest #E552). Retrieved from ERIC database.

Hawkins, Larry, Judy Brawner. (1997) *Educating Children Who Are Deaf or Hard of Hearing: Total Communication* (ERIC Digest #E559). Retrieved from ERIC database.

"How to Read an Audiogram: Auditory Thresholds" *FIRST YEARS - Professional Development through Distance Education*. Alexander Graham Bell Association | UNC-CH Division of Speech and Hearing Sciences, Sept. 2011. Web.

Lin, Frank R., Kristine Yaffe, Jin Xia, Qian-Li Xue, Tamara B. Harris, Elizabeth Purchase-Helzner, Suzanne Satterfield, Hilsa N. Ayonayon, Luigi Ferrucci, Eleanor M. Simonsick, and For The Health Abc Study Group. "Hearing Loss and Cognitive Decline in Older Adults." *JAMA Internal Medicine* 173.4 (2013): 293. *JAMA Internal Medicine*. Web.

Marvelli, Alan L. "Highlights in the History of Oral Teacher Preparation in America." *The Volta Review* Summer 110.2 (2010): 89-115. [Http://listeningandspokenlanguage.org/](http://listeningandspokenlanguage.org/). Alexander Graham Bell Association for the Deaf and Hard of Hearing. Web.

Moore, David R. "Auditory Development and the Role of Experience." *British Medical Bulletin* 63 (2002): 171-81. *Oxford Journals*. Web.

Stone, Patrick. (1997). *Educating Children Who Are Deaf or Hard of Hearing: Auditory-Oral* (ERIC Digest #E551). Retrieved from ERIC database.

SUPPLEMENTAL READINGS: for additional detail and depth

D'Arcangelo, Marcia. "The Scientist in the Crib: A Conversation with Andrew Meltzoff." *The Science of Learning* 58.3 (2000): 8-13. *Educational Leadership: The Science of Learning*. Association for Supervision and Curriculum Development. Web.

Fitzpatrick, Elizabeth, Ellen A. Rhoades, Dimity Dornan, Ellen Thomas, and Donald M. Goldberg. "Is Auditory Verbal Practice an Effective Intervention Approach?" *101 FAQs About Auditory Verbal Practice*. Ed. Warren Estabrooks. N.p.: Alexander Graham Bell Association for the Deaf and Hard of Hearing, 2012. N. pag. *101 FAQs About Auditory Verbal Practice*. Alexander Graham Bell Association for the Deaf and Hard of Hearing. Web.

Johnson, Krista L., Trent Nicol, Steven G. Zecker, and Nina Kraus. "Developmental Plasticity in the Human Auditory Brainstem." *Journal of Neuroscience* 28.15 (2008): 4000-007. Web.

Ruberl, Amy. "A Quick Overview of Cued Speech." National Cued Speech Association, n.d. Web.

Schwartz, Sue. *Choices in Deafness: A Parents' Guide to Communication Options*. Bethesda, MD: Woodbine House, 2007. Print

RECOMMENDED READINGS & RESOURCES

Advanced Bionics: www.advancedbionics.com/us
ASHA Hearing & Balance: www.asha.org/public/hearing
BoysTown National Research Hospital: www.babyhearing.org
Cochlear Implant Online: www.cochlearimplantonline.com
Cochlear Americas: www.cochlear.com

Gallaudet University: www.gallaudet.edu

John Tracy Clinic: www.jtc.org

Hands and Voices: www.handsandvoices.org

Hearing Loss Association of America: www.hearingloss.org

Listening and Spoken Language Knowledge Center: www.listeningandspokenlanguage.org

MED-EL: www.medel.com/us

National Association for the Deaf: www.nad.org

National Center for Hearing Assessment and Management: www.infanthearing.org

National Cued Speech Association: www.cuedspeech.org

National Institute of Deafness and Other Communication Disorders: www.nidcd.nih.gov

NC Beginnings: www.ncbegin.org

Success for Kids with Hearing Loss: www.successforkidswithhearingloss.com

Through Deaf Eyes (Documentary **on class reserves at Raynor**)

Through Deaf Eyes. Dir. Diane Garey and Lawrence R. Hott. Perf. Linda Gabriel, Stockard Channing, Ed Chevy, Rita Corey, D'Artagnan. PBS, 2007. DVD.

Citation Guidelines and Policy on Academic Dishonesty

Refer to <http://www.marquette.edu/academics/regulations/acaddishonesty.html> for guidelines and disciplinary procedures relating to academic misconduct.

All works and materials used in researching a paper should be reference in the body of the paper and cited in the bibliography. Disciplines follow a variety of styles appropriate to their area. In Speech-Language Pathology and Audiology, we follow the citation style developed by the American Psychological Association - commonly referred to as APA Style. See

Proper citation and attribution of materials and ideas builds a logical foundation for your arguments. It also ensures that your readers can know what is your original contribution to the field of knowledge, as well as what sources have helped you to form your argument. Cite well!

ASHA Certification Standards: Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skills required for the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology as they apply to hearing and hearing disorders:

- Standard III-C: Knowledge of the nature of hearing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
- Standard III- D: Knowledge of the principles and methods of prevention, assessment, and intervention for people with hearing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorder and the impact on speech and language.
- Standard IV-G: Clinical Skills Outcomes – Hearing

WI-DPI Standards: Satisfactory completion of this course is intended to assist students in meeting the following requirements for WI-DPI Licensure as they apply to hearing and hearing disorders:

- Standard 1a, c, d, e.
- Standard 2 Learning: a-e
- Standard 2 Application: b,c,d
- Standard 3: e

- Standard 4: a-c
- Standard 5: c
- Standard 6: a, b, c, e
- Standard 7: a
- Standard 9: a, b, c, e, f