

**COMD 7340**  
**Pediatric Audiology**

Fall 2007 Syllabus

Meets: Wednesdays 12:30 – 3:00

Room: TBD

Instructor

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Office Hours

By appointment, however, you are welcome to stop by my office at any time with questions, or you can contact me to schedule a specific time to meet. I am also available through e-mail and will strive to respond to you the same day, Monday through Friday.

Materials

Text: Northern and Downs (2005). Hearing in Children, Fifth Edition

Additional Readings: Available through Blackboard e-reserve

Course Material: All information is posted on Blackboard; you are expected to use Blackboard to access class announcements, assignments, readings, and grading information

Course Description

The purpose of this course is to provide you with comprehensive information about Early Hearing Detection and Intervention (EHDI), pediatric hearing assessment, counseling considerations for families when a hearing loss is diagnosed, and hearing testing considerations for the fitting of hearing aids.

You will benefit from this course as you interact with families and professionals while working with young children with hearing loss. You should be able to synthesize information to provide appropriate and accurate guidance as well as have knowledge related to specific test techniques for the pediatric population.

In this course you will be involved as an active learner through integrating lecture materials, hands-on activities, group projects and presentations. This course is designed to build on information gained throughout the semester to provide you with practice in integrating concepts and synthesizing information. Case-based take home exams will be used to assess your ability to understand and explain concepts, and critically analyze information.

KASA Competencies

American Speech-Language-Hearing Association competencies addressed in this course:

<b>KASA STANDARD</b>	<b>ASSESSMENT MEASURE</b>
IV: B2	Exams 1 and 2; Presentation 3
IV: B8	Project 1
IV: B20	Presentation 1; Exam 2
IV: C2	Project 2
IV: D2	Exams 1 and 2; Presentation 3
IV: D3	Exams 1 and 2; Presentation 3
IV: D6	Presentation 2; Exams 1 and 2
IV: E14	Presentation 1; Exam 2

## Learning Objectives

Upon completion of this course you should be able to:

1. Identify and describe factors to minimize the development of communication disorders through:
  - Components of the EHDI system and stakeholder interaction (C2)
2. Describe integration of relevant information into the assessment process through:
  - Evaluation of information from appropriate sources to facilitate management (D2)
  - Obtaining a thorough case history (D3)
3. Critically analyze and provide rationales for service delivery decisions (e.g. testing techniques, reporting, case management) impacted by:
  - Patient characteristics (B2)
  - Normal developmental behavior (B8)
  - Laws, regulations, and policies for the pediatric population (B20)
4. Discuss elements of advocacy and support for patients and families (E14), and:
  - Explain counseling considerations for families following diagnosis and amplification decisions
5. Critically analyze and synthesize components of clinically appropriate and culturally sensitive assessment (D6), and:
  - Hearing assessment considerations for amplification fitting and ongoing audiological monitoring

## CALENDAR

### Unit 1: EHDI

08/29/07

#### Readings

- Northern and Downs (2002) Hearing in Children – Chapter 8
- Joint Committee on Infant Hearing (2000). Year 2000 Position Statement: Principles and guidelines for early hearing detection and intervention programs. *Pediatrics*, 106(4), 798-817.
- Yoshinaga-Itano et al. (1999). Language of early- and later-identified children with hearing loss. *Pediatrics*, 102(5), 1161-1171.
- ACMG Statement (2002). Genetics Evaluation Guidelines for Etiologic Diagnosis of Congenital Hearing Loss. *Genetics in medicine*, 4 (3), 162-171.

#### Suggested Readings

- NIH Consensus Statement (1993). Early identification of hearing impairment in infants and young children.

### Unit 2: Objective Tests

09/05/07

#### Readings

- Northern and Downs (2002). Hearing in Children – Chapter 7
- Kei, J., et al. (2003). High frequency (1000 Hz) tympanometry in normal neonates. *Journal of the American Academy of Audiology*, 14(1), 20-28.
- Gorga, M. et al. (2000). Identification of neonatal hearing impairment: distortion product otoacoustic emissions during the perinatal period. *Ear & Hearing*, 21(5), 400-424.
- Norton, S. et al. (2000). Identification of neonatal hearing impairment: transient evoked otoacoustic emissions during the perinatal period. *Ear & Hearing*, 21(5), 425-442.

#### Suggested Readings

- Margolis, R. et al. (2001). Tympanometry in newborn infants – 1kHz norms

#### Threaded Discussion #1

09/12/07 No class

Project #1

Threaded Discussion #2

09/19/07

Readings

- Hood, L. (1998). Clinical Applications of the Auditory Brainstem Response. Chapters 2 and 6.
- American Speech-Language-Hearing Association (1992). Sedation and topical anesthetics in audiology and speech-language pathology. *Asha*, 34 (March Suppl. 7), 41-42.
- American Academy of Pediatrics (1992). Guidelines for monitoring and management of pediatric patients during and after sedation for diagnostic and therapeutic procedures. *Pediatrics*, 89(6), 1110-1115.

Threaded Discussion #3

09/26/07

Threaded Discussion #4

**Unit 3: Behavioral Audiometry**

10/03/07

Readings

- Northern and Downs (2002) Hearing in Children – Chapter 6
- ASHA (2004). Guidelines for the Audiologic Assessment of Children from Birth to 5 Years of Age.
- Widen et al. (2000). Identification of neonatal hearing impairment: Hearing status at 8 to 12 months corrected age using a visual reinforcement audiometry protocol. *Ear & Hearing*, 21; 471-487.
- Gravel, J. Audiologic assessment for the fitting of hearing instruments: Big challenges from tiny ears. In *Infants and Hearing*, Eds. D. Hayes & J. Northern. Singular Publishing: United States.

Suggested Readings

- Diefendorf, O., & Gravel, J. (1996). Behavioral observation and visual reinforcement audiometry. In Gerber SE, ed. *Handbook of Pediatric Audiology*. Washington, DC: Gallaudet University Press; 55-83.

Threaded Discussion #5

10/10/07

Threaded Discussion #6

**Midterm Exam**

10/24/07

**Unit 4: Counseling, Early Intervention, and Advocacy**

10/17/07

Readings

- Northern and Downs (2002) Hearing in Children – Chapter 10
- Moses, K. The impact of childhood disability: The parent's struggle.
- IDEA 2004. Final Regulations Pertaining to Deaf Education and Audiology.
- Self-advocacy for deaf and hard of hearing students, [www.handsandvoices.org](http://www.handsandvoices.org)
- News from around the world: Advocacy tips from Australia, [www.handsandvoices.org](http://www.handsandvoices.org)

10/31/07

Presentations #1: EHDI Resources and Support

## Unit 5: Special Populations

11/07/07

### Readings

- Northern and Downs (2002) Hearing in Children – 95-97; 194-199

### Presentation #2: Testing Special Populations

11/14/07

### Presentation #3: Case Studies

11/21/07: No Class (Thanksgiving)

## Unit 6: Hearing assessment considerations for amplification fitting

11/28/07

### Readings

- Northern and Downs (2002). Hearing in Children – Chapter 9
- Seewald, R., Scollie, S. (1999). Infants are not average adults: Implications for audiometric testing. *The Hearing Journal*, 52(10), 64-72
- American Academy of Audiology (2003). Pediatric Amplification Protocol.
- Seewald, R., & Scollie, S. (2003). An approach for ensuring accuracy in pediatric hearing instrument fitting. *Trends in Amplification*, 7(1), 29-40.

## Review

12/05/07

## Final Exam

12/12/07

### Student Responsibilities

- Class attendance is expected (be on time); inform the instructor of any anticipated absences in advance. Assignments may be made up only with the approval of the instructor.
- Class participation is expected.
- Read all assigned chapters and articles prior to the class period in which they will be discussed.
- Assignments are to be turned in on the due date for full credit consideration.
- No cell phone use.

### Accommodations

If you have a documented disability, talk with me during the first week so that we can be sure there are reasonable accommodations for your learning.

### Course Requirements

ASSIGNMENT	DESCRIPTION	DUE DATE	POINTS
Project 1	Developmental milestones table (group project)	09/19/07	30
Project 2	Threaded case-based discussions on Blackboard (6)	09/05-10/10	60
Exam 1	Midterm	10/24/07	100
Presentation 1	EHDI Resources and Support	10/31/07	40
Presentation 2	Special Populations	11/07/07	35
Presentation 3	Case Study	11/14/07	35
Exam 2	Final	12/05/07	100
Total Points:			400

<u>Grading Scale</u>	A	90-100%	C	70-79%	F	<60%
	B	80-89%	D	60-69%		

### Academic Integrity

The purpose of this course is for you to gain knowledge in how to work competently with children who are hearing impaired, their families, and other professionals. Assignments are designed for you to gain experience analyzing and synthesizing information. You are expected to complete your assignments independently unless you are otherwise advised to work with others.

You are expected to adhere to the University policy on academic integrity. If you are suspected of plagiarism or submitting work that is not your own you will receive 0 points for the assignment. The burden of proof will be yours to provide evidence (e.g. rough drafts, notes) that the work is indeed your own.

### **The Code of Policies and Procedures for Students at Utah State University** ([www.uau.edu/student-services/pdf/studentcode.pdf](http://www.uau.edu/student-services/pdf/studentcode.pdf))

#### SECTION V-3. University Standards

##### A. Academic Integrity — “The Honor System”

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge — To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

“I pledge, on my honor, to conduct myself with the foremost level of academic integrity.”

Acts of academic dishonesty include but are not limited to:

1. Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.
2. Falsification: altering or fabricating any information or citation in an academic exercise or activity.
3. Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.