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Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM

OFFICE OF THE
SENATE COUNCIL

I. General Information:

College:	College of Health Sciences	Department (Full name):	Rehabilitation Sciences
Major Name (full name please):	Communication Sciences and Disorders	Degree Title:	Bachelor of Health Science
Formal Option(s), if any:		Specialty Field w/in Formal Options, if any:	
Requested Effective Date:	FALL 2014 RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7		
Contact Person:	Anne Olson	Phone:	859-218-0572
		Email:	ao1so22@uky.edu

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment or a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral or visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

"Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also 'Graduation Composition and Communication Requirement' on p. XX of this Bulletin."

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
EPE 301
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are program outcomes, not course outcomes. Please specify the program-level SLOs for C&C in your program: Students will demonstrate competent written, oral and visual communication skills both as producers and consumers of information.
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan: Future speech language pathologists (SLP) and audiologists write to communicate about screening and assessment results, they make recommendations and report progress from evidence based interventions. To this end, students need practice in the writing art form which involves a draft/revision/resubmission process. In addition, they frequently have to present case findings in meetings and provide inservices to others about speech/language and hearing disorders. Finally they work on interdisciplinary

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teams which requires effectively communicating about student, client and patient status and progress. Therefore students will complete multiple activities to prepare them to produce effective communication and composition products.

C. Delivery and Content:

1. **Delivery specification:** for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _____

2. **Basic Course Information:** Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: CSD 402 Speech and Hearing Science

- new or existing course? Existing (new courses should be accompanied by a New Course Proposal)
 - o If a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? no
- projected enrollment per semester: 50

Course #2 (if applicable): Dept. prefix, number, and course title: CSD 481 Clinical Experiences in Communication Disorders

- new or existing course? Existing (new courses should be accompanied by a New Course Proposal)
 - o If a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? no
- projected enrollment per semester: 50

Course #3 (if applicable): Dept. prefix, number, and course title: CSD 591 Aural Rehabilitation

- new or existing course? Existing (new courses should be accompanied by a New Course Proposal)
 - o If a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? no
- projected enrollment per semester: 50

3. **Shared courses:** If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**
n/a
- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.
n/a
- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
Date of agreement: n/a

4. **Syllabi:** Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are highlighted in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here);
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);

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- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies "This course provides full/partial GCCR credit for the XXX major/program"
 - o If the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. "This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2"

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in brief statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications where on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for all program majors; explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.);
- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program;

Delivery of the GCCR requirement will be satisfied through successful completion of GCCR assignments in CSD 402 in their junior year and CSD 481 and CSD 591 in their senior year. All courses are required and build in complexity. This model is appropriate because each course specifies an assignment that is relevant to CSD experiences and activities that they will be engaged in as future clinicians. Assigned topics and cases are required in CSD 402 and 481, however independently selected topics for student inquiry are allowed during their final semester of their senior year course in CSD 591.

A first 4 page assignment in CSD 402 relates to the humanistic perspective of disorders. A second 3 page assignment in CSD 481 involves a written clinical report. The last 8 page assignment in CSD 591 occurs in the spring semester of their senior year and involves evaluation of evidence regarding interventions. Additionally, 591 requires a student oral presentation involving generating a treatment plan for an individual with hearing loss.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.);

Each course stipulates that there will be draft/feedback/revision process. In CSD 402 the instructors will review the papers as this will be their 1st upper tier writing assignment within the discipline. In CSD 481, the students will create a clinical report based on assigned cases they retrospectively review in the clinic. All components will be completed with clinical instructor feedback during each stage of the process and culminate in a final complete clinical report. In CSD 591, all students will engage in a peer review on the initial draft for the paper and the presentation.

- other information helpful for reviewing the proposal:

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):
Student assignments used to fulfill the GCCR will be collected and reviewed annually for all students enrolled in the designated course. In-depths assessment will occur every 3 years to look for trends.
- Identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
CSD Director of UG Studies assesses the SLOs for the CSD program. The CHS's Director of Assessment oversees the assessment plan and retains ongoing data for the entire college.
- If the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

n/a

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	CSD 402, CSD 481, CSD 591, Communication Sciences and Disorders: Bachelor of Health Sciences
Contact Person Name:	Anne Olson
Phone:	218-0572
Email:	aolson@uky.edu <i>aolson@uky.edu</i>

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "pending approval of appropriate GCCR courses."

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	<i>11/19/14</i> <i>[Signature]</i>	<i>JODELLE DEEM 8-0557</i>
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	<i>11-21-14</i> <i>[Signature]</i>	<i>Sharon Stewart 8-0560 srstew@12.uky.edu</i>
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	12/01/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

CD 402 – SPEECH & HEARING SCIENCE (3 HRS.)

SPRING 2015

MON & WEDS – 10:30 AM - 11:45 AM

CTW 411

Faculty: Richard D. Andreatta, Ph.D.

E-mail: richard.andreatta@uky.edu

Bldg/Office: CTW - Rm. 120-F

Office Phone: (859) 218-0523

Office Hours: by appointment

Faculty: Anne D. Olson, Ph.D.

E-mail: aolso2@uky.edu

Bldg/Office: CTW - Rm. 124-J

Office Phone: (859) 218-0572

Office Hours: by appointment

COURSE OVERVIEW

CD 402 is a lecture-style course designed to provide the student with a fundamental understanding of the basic scientific principles associated with the quantitative physiological and acoustic bases of speech production and perception of sound. Topics covered in this course include: acoustics of the speech sound source; resonance; acoustic phonetics; psychoacoustics of speech and hearing, interpretation of objective measures of speech-hearing in normal and disordered groups; and the application of course content to diagnosis and treatment of select communication disorders and hearing loss. Prereq: CODI major or permission of instructor. This course provides partial credit for the composition communication component of the Graduate Composition and Communication Requirement (GCCR) for the CSD program in conjunction with CSD 481 and CSD 591.

COURSE OBJECTIVES (ASHA standard met in parentheses – see appendix for details on meeting each standard)

- First and foremost...Enjoy what you are learning and become an active participant in the learning process.
- Demonstrate understanding of the scientific method, models and theories of speech production & perception. (III-B)
- Describe acoustic features and sources of speech sounds. (III-B)
- Describe different quantitative means to assess the physiological correlates of speech sound production, including glottal motion, aerodynamic principles and kinematic features of speech sound generation. (III-B)
- Define quantitative characteristics of acoustic signals (frequency, amplitude, phase, wavelength, and transmission of acoustic waves through the air). (III-A; III-B)
- Complete programmed Instruction in the derivation of the decibel. (III-A; III-B)
- Calculate acoustic and physiologically-related problems (...and yes,...math will be performed!). (III-A; III-B)
- Be able to analyze and evaluate the importance and relation between muscular subsystems of the human vocal tract that work to produce changes in vocal tract shape, sound pressure, and airflow during speech. (III-B)
- Be able to synthesize your knowledge of normal anatomy and physiology of the human vocal tract and hearing mechanism to appreciate more fully the pathophysiology of speech and hearing disorders. (III-C)
- Demonstrate competent composition communication as a consumer of knowledge and research related to speech and hearing sciences (GCCR)*. See Appendix 3 for details on how this specific objective will be met.

BLACKBOARD (Bb)

- Open your preferred web browser and go to the following URL: <http://elearning.uky.edu/>. This web page contains all the necessary links and information that you will need to correctly log on and navigate around our course Bb website.
 - The Bb site will contain lecture outlines and graphics for you to download, along with accessibility to your current grades and links to associated websites in anatomy.
 - Please be sure to check the announcements section of the Bb site frequently. We will post reading assignments and other class-related assignments in this area of the website.
 - Generally speaking, the downloads on our Bb site will be organized into folders by topic, with a typical folder holding an MS Word file with the lecture outline and a PDF file with graphics. Other files such as web links, audio, video, etc...may appear as needed.
 - Please be certain that your web browser has the following plug-ins installed:
 - Adobe Acrobat Reader, Windows Media Player, QuickTime, RealPlayer, & Flash

- You will need these basic plug-ins along with MS Word and PowerPoint

REQUIRED TEXTBOOKS & RECOMMENDED SUPPLIES

1. Hixon, Weismer, Hoit (2008). *Pre-Clinical Speech Science*, San Diego: Plural Publishing Co.
2. CD 402 – Course Manual Packet – available for purchase at the UK Bookstore.
3. Thieme Series in Anatomy (2010). *Head and Neck Anatomy for Dental Medicine*. Thieme Medical Publishers
4. Calculator with basic scientific functions such as log, and exponent features.
5. Computer (PC or MAC), broadband internet connectivity and E-mail access.

GRADING & ASSESSMENT PROCEDURES

Exams (260 points out of 300)

- A total of **THREE** exams will be administered. Exams 1 and 2 are each worth 80 points, while Exam 3 will be worth 100 points. All exams will typically include the following types of questions; *multiple choice, fill-ins, matching, brief essays, true-false, labeling figures, some simple figure or flowchart drawing, etc.*
- Exam questions will be derived from my lectures, outlines, textbook readings, and any outside readings that are assigned. You will have the full class period to complete an exam.
- BTW, My answer to the often asked question, "Hey, What's on the exam?" ...is usually, ... "Everything".

*In-class and extracurricular participation and assignments (40 points out of 300)**

1. Students will complete a hearing loss simulation experience and write a brief paper describing your experiences. A detailed description of the assignment and a grading rubric. This assignment is described in detail in Appendix 3 and partially fulfills the GCCR requirement. (10 points)
2. Students complete a tutorial on decibel calculations. (5 pts)
3. Online submission of reading summaries (a maximum of 25 points)
 - a. If you complete more than 85% of these summaries = 25 pts
 - b. If you complete b/w 70 % up to 85% of these summaries = 20 pts
 - c. If you complete < 70% of these summaries = 10 pts
 - d. Completing fewer than 25% of these summaries = 0 pts

** Submission of your completed assignments to us signifies that the academic work presented in your responses represents your individual effort and thought with no assistance from any unauthorized sources. Late assignments will not be accepted, unless you talk to us prior to the assignment due date to explain why it will be late. Accepting this excuse is up to our discretion.*

Exam Schedule

Exam 1 (80 pts)	Wednesday, Feb XX (Andreatta)
Exam 2 (80 pts)	Monday, March XX (Andreatta)
Exam 3 (100 pts)	Wednesday, April XX(Olson)
Exam dates are subject to change at the discretion of the instructors	

Final Grades

- The course is graded on a linear whole-number point scale rather than on percentages. **Please do not translate your point score into a percentage.** The main reason I use a point scale is to avoid the dreaded "rounding up or down" issue associated with percentages.
- Your final grade for this course will be based on a grand total of **300 points** summed across all of your scores. Point totals will be translated into letter grades as follows:

- 270 - 300 pts = A, 240 - 269 pts = B, 210 - 239 pts = C, 180 - 209 pts = D, 000 - 179 pts = E.

COURSE POLICIES SPECIFIC TO THIS CLASS

- If you have a documented disability that requires academic accommodations, please see us as soon as possible during scheduled office hours or after class. In order to receive accommodations in this course, you must provide me with a *Letter of Accommodation* from the Disability Resource Center. If you have not already done so and believe you are entitled to academic accommodations, please consult with the Disability Resource Center (Room 2 Alumni Gym, 257-2754) on campus.
- Midterm of 2015 Spring Semester – Monday, March XX.
- Last day to withdraw from the University or reduce course load is Friday, April XX.
- No extra-credit assignments are provided, even if your final course score is 1 point away from a breakpoint on the grading scale.
- Attendance at all lectures is expected from everyone. We don't officially take roll in class because we believe that all of you are responsible enough to make your own choices,...BUT your ability to perform well on exams will be directly influenced by the frequency of your attendance in class. *The self-imposed penalty for not attending class is usually not doing well in on course assessments or exams. Make the good choice and be here!*
- You are responsible for obtaining copies of any class notes or handouts that were presented and distributed on a day you were absent.
- Please be sure to turn off the ringers on your cell phones. Turn cells onto vibration mode.
- It is expected that everyone will treat each other with respect, and tolerance at all times. No discriminatory behavior of any kind will be tolerated.
- Please refer to your current student bulletin and the UK Spring Schedule of Classes for details about drop/add dates, course withdrawal, and other general UK academic course policies.

ILLNESS AND ABSENCE POLICY FOR EXAMS

- At the discretion of the instructor, make up exams will be given in cases of documented illnesses and/or emergencies (i.e., family death, UK-sponsored trips). For illnesses, documentation must be in the form of an excuse slip or written note from the UK Health Center or from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required, such as a note from your parents.
- In case you are ill or have an emergency, please let me know your status within 24 hours after the missed exam date by e-mail or in person.
- Any notification after the 24-hour period will not be accepted and you will not be able to make up the missed exam.
- Make up exams will also be provided for students who observe religious holidays.
 - To make up an exam, you must inform me of your absence a least 1 week prior to the exam date. We can arrange a mutually agreeable time for your make up.
 - If you inform me of your religious observance after the exam though, you will not be allowed to make up the exam unless you have a tremendously good excuse.
 - Accepting this "tremendously good" excuse & providing a makeup exam is up to our discretion.

ACADEMIC HONESTY & INFORMATION

- Part of your training in CSD involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal. Therefore, as a member of this class and a student at UK, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- The University of Kentucky's Code on Academic Honesty will be STRICTLY followed for this course. In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The University of Kentucky Code of Student Rights and Responsibilities defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Code of Student Rights and Responsibilities. The Code can be viewed electronically on the University's web site: <http://www.uky.edu/StudentAffairs/Code/index.html>
- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.

- A few examples of academic dishonesty specific to this course are:
 - Using references or detailed information from the internet without properly crediting or citing original authorship and passing this information off as your own original work.
 - Cutting and pasting work from the WWW without appropriate citation to the work.
 - Working collaboratively with other students to develop and complete a homework. In other words, two or more students working together to come up with a single argument that each person then uses for their own assignment.
 - Getting answers from your neighbor's exam paper.
 - Knowingly ignoring someone else's dishonesty by not reporting the transgression.

EXPECTATIONS

- Always remember,..."Don't study harder,...Study smarter!"
- Take responsibility for your own learning. Be proactive by:
 - Seeking out help early when something is not clicking,
 - Introducing yourself to me and being sure to come to office hours,
 - Brainstorm different ways to take notes in class or study for assignments,
 - Challenge yourselves to integrate information as much as possible across **ALL** of your CD classes.
- I will be expecting you to:
 - Think about and integrate the information we are working on, do not simply memorize it.
 - Evaluate the context in which that information was presented to you,
 - Be able to explain clearly how information fits together with other things we are learning.
 - Memorization is the first step in the learning process, not the only step.
- I expect you to ASK QUESTIONS IN CLASS. I cannot emphasize this expectation enough.
 - There is NO such thing as a stupid or silly question, so..... Please ask if something related to the lecture is not clear in your mind.
- College level organization, grammar, punctuation, syntax, etc. are expected from all students on any form of writing assignment. By default, always refer to the APA manual (latest edition) for any needed writing or stylistic conventions.
 - If these mechanics remain a difficulty for you, please see me toward the start of the semester so that we can work on strategies to help you improve your writing skills.
- I hope that when you finish this course you are,
 - Reading & writing differently,
 - Thinking differently, and
 - Organizing your time differently,

SOME FRIENDLY SUGGESTIONS AND STUDY TIPS TO HELP YOU SUCCEED

- Lecture outlines will be available for you to download from our course website on Bb.
 - The purpose of these outlines is to provide you some help in following the lecture and improving your real-time comprehension of the material.
 - **A word of advice:** The lecture outlines constitute a useful aide (hopefully) for lectures and are not a substitute for your class attendance.
 - The outlines are just that, ..."outlines". **They do not contain anywhere near all of the material (lecture or graphics) presented in class.**
- Read and use your syllabus -- read it thoroughly and refer to all parts of it often, not just the list of dates and assigned stuff.
 - The syllabus includes lots of useful and necessary information (like this stuff in this section) about the class, including such things as grading rubrics, hints for success, and explicit and implicit information about the instructor's assumptions and expectations.
- During lecture and when you study, ask yourself "questioning" questions such as:
 - What connections does my instructor want me to see between this material and other things we've discussed or read about?

- How do these different facts fit together?
- What is the “big picture” or “binding thread” that my teacher is trying to get me to see?
- What questions would I ask the author of my reading if I could talk to her/him directly?”
- How could I explain the importance of this material to a friend?
- Remember, that memorizing information is only the first step when you study.
 - When you prepare for an exam, go beyond simply memorizing information, and instead strive for integration, understanding, and comprehension at a deeper “gut” level.
 - Ask yourself, “How do the bits of information I’ve memorized, fit together into a way that makes sense?”
- Do the readings and do them before lecture.
 - This way the stuff I lecture on isn’t brand new to you. It is much easier paying attention to a lecture if you have some basic familiarity with what the professor is talking about.
- Practice active reading strategies. By active reading, I mean the following:
 - Taking notes while reading, and summarize notes into paragraph form,
 - Create margin notes in your textbooks,
 - Merge lecture notes with reading notes and seek out ancillary information from other sources, etc.
- Some note taking suggestions:
 - Use a binder to store your notes and papers. Binders make it easy to put in graphics at the right point in a lecture, or to reorganize your notes to make them work for you.
 - Listen, Think...and then Write (Nist & Holschum, 2002)
 - DO NOT WRITE EVERY WORD I SAY. It’s important to be selective and paraphrase.
 - Split-Page Method of Note Taking
- Other study ideas include:
 - Develop study groups to help quiz each other and fill-in pieces of information from lecture or the readings that you may have missed.
 - Draw lots of your own pictures and flow charts.
 - Make up your own analogies and real-world examples to help you remember the material as you study. (These tend to stick with you for the long haul)
 - Pace yourselves by trying to study your anatomy and textbook a little everyday in order to keep all the terms fresh in your mind (Trust me, it will be very difficult to cram all this anatomy and terminology the night before a quiz or exam – like they say...‘been there, done that ☺).
 - Review past material and notes before tackling new information. This course is additive in that your understanding of new concepts depends strongly on your understanding of past material.
- **Last, (but not least), if you’re having trouble with the content, get help from us, or one of you classmates ASAP! Please, don’t wait !**

WEB-SITES FOR HELP AND INFORMATION

- CD Home Page: [CSD Undergraduate Homepage](#)
- Black-Board Login and Student Resources: <http://elearning.uky.edu/>
- UK Office of Student Affairs: <http://www.uky.edu/StudentAffairs/>
- UK Office of the Registrar: <http://www.uky.edu/Registrar/>
- UK Libraries: <http://www.uky.edu/Libraries/index.php>
- University Computing and Networking Services: <http://www.uky.edu/IT/CustomerService/>

TOPIC SCHEDULE & READINGS

- Topic coverage is flexible and strongly influenced by the pace of the class. Changes in the format and pace of the course during the semester are up to the discretion of the instructors.
- The course syllabus is only a **general plan** for the semester and deviations announced to the class by the instructor (verbally, through e-mails and/or through postings on the course website) may be necessary as the semester progresses.
- Remember to consult the course Bb website **frequently** for updates and/or announcements.

Topic Sections	Readings	Weeks in course
<ul style="list-style-type: none"> • Introductions, Syllabus & Study Tips 	Syllabus	1
Section 1 – The Basic Principles of Speech & Hearing Science		
<ul style="list-style-type: none"> • The Speech Chain • The Scientific Method • What is a model vs. a theory? 	Ch. 1 from: <i>“The Speech Chain”</i> by Denes & Pinson (1993)	2, 3
Section 2 - Basic Physics of Speech		
<ul style="list-style-type: none"> • The Basic Physics and Mathematics of Sound Production <ul style="list-style-type: none"> ○ Pressure, Volume, Force, ○ Elasticity & Inertia, ○ Compression & Rarefaction, ○ Waves & SHM, ○ Intensity & dB ○ Resonance, ○ Transfer Functions & Filters, • The Source-Filter Theory 	Hixon – Sections of Ch. 6, 7 & 8	4, 5, 6, 7, 8 First draft of paper due during week 8 as described in Appendix 3.
Section 3 – The Vowels		
<ul style="list-style-type: none"> • Formants of Speech • Spectrographic cues and analysis of vowels 	Hixon – Sections of Ch. 9 & 10	9, 10
Section 4 – The Consonants		
<ul style="list-style-type: none"> • Spectrographic cues and analysis of voiced and unvoiced consonants 	Hixon – Sections of Ch. 9 & 10	11, 12 Final draft of paper due during week 12 as described in Appendix 3.
Section 5 – The Anatomy & Physiology of the Ear		
<ul style="list-style-type: none"> • Hearing Properties • Structure of Outer, Middle, Inner Ear and Auditory Pathway • Function of Outer, Middle, and Inner Ear • Theories of hearing and speech perception 	CD 402 - Course Manual Thieme Atlas - p. 156 to 177.	13. 14. 15

Appendix 1: Addendum for NCATE requirements through the College of Education.

Integration of Syllabus with UK Educator Preparation Unit Themes:

III-A	knowledge of the biological sciences, physical sciences, mathematics, and the social/behavioral sciences.	Exams Lectures & Readings Participation	Instructor Grading
III-B	Knowledge of the basic human communication processes involving human communication including its neurological, psychological, developmental, linguistic, and cultural bases	Exams Lectures & Readings Participation	Instructor Grading
III-C	knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.	Exams Lectures & Readings Participation	Instructor Grading

This course will address the four themes of the conceptual framework for the UK professional education unit: *research*, *reflection*, *learning*, and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of Syllabus with KERA Initiatives:

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Appendix 2: How will ASHA Standard III be met in CD 402?

ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology consist of seven standards related to academic and clinical training as well as continuing education for individuals who wish to obtain/maintain certification. Of primary importance to academic course work is **Standard III: Program of Study — Knowledge Outcomes**. This standard deals with academic preparation in the following areas:

- Articulation
- Fluency
- Voice and resonance
- Receptive and expressive language
- Hearing
- Swallowing
- Cognitive aspects of communication
- Social aspects of communication
- Communication modalities

Competency of these *knowledge outcomes* may be demonstrated in academic coursework.

Appendix 3. How will the GCCR requirement be partially fulfilled in this course?

Written Communication Assignment: Reaction Paper CSD 402

This writing assignment will be completed in partial fulfillment of the GCCR requirement.

First draft due: Week 8 of Course Calendar

Final paper due: Week 12 of Course Calendar

Point Value: 10 points

You will write a formal 4 page (300 words per page) reaction paper about your experience while wearing ear plugs to simulate a conductive hearing loss. This paper will constitute a portion of the 4500 total number of words (approximately 15 pages) of composition required by the GCCR. The 1st draft will be submitted during the 8th week on the course calendar. Students will receive feedback from the instructor. The paper must be revised and re-submitted in hard copy format to the instructor during Week 11 of the course calendar. The paper should include the following aspects:

1. The ear plugs will artificially create a mild hearing loss (<30 dB). Ear plugs will be worn for a total of 4 hours in at least 4 different settings (one hour in duration for each setting).
 - a. Two of these settings must include active listening which includes some form of a communication exchange (any public forum such as grocery store, bank, restaurant etc).
 - b. Two settings must include passive listening which do not include a communication exchange (i.e. watching TV, listening to the radio).

PLEASE NOTE:

- ***Do not wear earplugs under any circumstances while driving because this will compromise your personal safety and the safety of others.***
- ***Do not wear earplugs if you have a history of drainage from your ears.***

2. Provide 4 references that support the reactions that you experienced during the simulation. Use APA format within the text and provide a reference list in APA format at the end of the paper.
 - a. APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (6th ed., 2nd printing). <https://owl.english.purdue.edu/owl/resource/560/01/>
3. Incorporate two (2) concepts/ideas/terms from Speech and Hearing Science that relate to the experiences you report in the body of your paper. Both of these concepts must be highlighted in your paper.
 - a. For example, many of you will notice that the mild hearing loss created from the ear plugs reduces the volume of sound. This reduction in volume is a result of a decline in the intensity of the signal which is measured in decibels. A decibel is a unit of pressure and reflects a ratio between 2 numbers.

Rubric for Reaction Paper

- The rubric below will be used to grade the reaction paper.
 - To satisfy the GCCR, students must earn an average grade of C or better on the designated composition communication assignments produced in any given course designated as fulfilling some part or all of the GCCR
1. *The paper provides some, but minimal detail provided – Below Expectations*
 2. *The information is discussed adequately, and displays understanding – Meets Expectations*
 3. *The information is insightful, creative and synthesizing. – Exceeds Expectations*

1	2
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	Below Expectations	Meets Expectation	
1. Content, Organization and Mechanics: Paragraph form, flow, punctuation, spelling, completion and description of listening activities.			
Provide 4 references (APA style) that support the perceptions you experienced			
	1 Below Expectations	2 Meets Expectations	3 Exceeds Expectations
2. Application of two Speech and Hearing Science terms or ideas in the body of the paper that are highlighted and explained where necessary.			
3. Personal reaction to HL for self and in others What specific listening difficulties, feelings, non-auditory effects did you notice? Any benefits? How this experience impacted your perception of persons with HL? What if your HL was worse than what you experienced? Has this perception of HL in others changed? If so, how?			

**CD 481 CLINICAL EXPERIENCES IN COMMUNICATION DISORDERS
SPRING 2015**

Instructor: Donna Southerland Morris, M.A.
Office: CTW, 120K
Office Phone: 859.218.0554
Email: dsmorr0@uky.edu
Office Hours: By appointment

Course Description: The general purpose of this course is to provide a competency-based experience in the clinical laboratory designed to orient the student to the professional activities in speech-language pathology. Clinical observations and shadowing, readings, in-class activities, and independent projects will focus on reflective decision making in professional activities. These topics will include professional ethics, client rights, scope of practice, preferred practice patterns, health/safety, liability/legal issues, professional organizations, credentialing, multicultural issues, and treatment outcomes. This course provides partial credit for the oral/visual and composition component of the Graduate Composition and Communication Requirement (GCCR) for the CSD program in conjunction with CSD 591 and CSD 402.

This course helps meet the required ASHA coursework standards in the areas of professional coursework in Speech-Language Pathology, and clinical observation.

Standard	Requirements/ Objectives	Learning Activities	Evaluation Criteria
IV-C	Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.	Lectures Projects	Instructor Grading
IV-D	Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.	Lectures Projects	Instructor Grading
IV-E	Demonstrate knowledge of standards of ethical conduct	Lectures Projects	Instructor Grading
IV-F	Demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice	Lectures Projects	Instructor Grading
IV-G	Demonstrate knowledge of contemporary professional issues	Lectures Projects	Instructor Grading
IV-H	Demonstrate knowledge about certification, specialty recognition,	Lectures Projects	Instructor Grading

	licensure, and other relevant professional credentials.		
V-B	Demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.	Lectures Projects	Instructor Grading
V-C	The applicant for certification in speech-language pathology must complete a minimum for 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.	Clinical Observations	Instructor Grading

Lecture: 1 hour per week; laboratory: 4 hours per week. CODI majors only.

Objectives: By the end of the course participants will be able to:

1. Identify important organizations and information resources pertinent to the profession
2. Review professional documents to include:
 - o ASHA Practice Policy Documents: Code of Ethics, Scope of Practice, Preferred Practice Patterns, Guidelines, Position Statements, Knowledge and Skills, Technical Reports, Relevant Papers, Standards and Quality Indicators, Bylaws
 - o Kentucky Administrative Regulations
 - o OSHA guidelines
 - o CMA/JACHO
3. Discuss multicultural issues in seeking professionals and in service delivery
4. Demonstrate knowledge about certification, licensure, and other relevant professional credentials
5. Describe the diagnostic-therapeutic process
6. Describe the components of assessment and create an appropriate session plan
7. Describe the components of intervention to include desired outcomes, long-term goals, and short-term objectives and develop them when given a case study
8. Discuss the considerations in planning therapy and create a session plan and a data collection sheet
9. Plan, conduct, and evaluate a therapy session
10. Collect, graph, and report intervention data
11. Self-evaluate therapy performance
12. Make data-based decisions about the course of treatment
13. Conduct a client chart review of a client folder
14. Summarize through composition a clinical evaluation report of infant, child, adolescent, young adult or elderly adult who has a speech-language disorder.

Required Materials:

- Membership & Certification Handbook of the American-Speech-Language-Hearing Association for Speech and Language Pathology
<http://www.asha.org/about/membership-certification/handbooks/slp/>
- Membership and Certification Handbook of the American-Speech-Language-Hearing Association for Audiology
<http://www.asha.org/about/membership-certification/handbooks/aud/>
- ASHA Practice Policy.
<http://www.asha.org/policy/type.htm>
- ASHA Code of Ethics
<http://www.asha.org/about/ethics/>
- Recommended Sequence for ASHA Membership and Certification.
<http://www.asha.org/students/join-ASHA/recommended.htm>
- Kentucky State License: Commonwealth of Kentucky. Laws and regulations for speech pathologists and audiologists.
<http://www.state.ky.us/agencies/finance/occupations>
- Readings in professional issues.

Course Requirements:

1. **Class attendance and participation.** Students are expected to arrive on time and stay the entire length of the class. Some in-class activities will occur during the course of the semester. Attendance, participation, and completion of these activities will be used to evaluate performance in this area. Students are responsible for obtaining all class notes, handouts, and returned assignments. There will be no make-up opportunities for in-class activities. It is strongly suggested that students keep all course materials in a 3-ring binder for future reference.
2. **Cell Phones and Computers:** Cell phone can only be used for interactive polling software. Do not text, email, or search internet during class for personal reasons or for other coursework. Computers can only be used to take class notes and to display PowerPoint Lectures for this course.
3. **UK Email Account.** Students are expected to use their UK email to receive and send email to this instructor. Students are to check their email daily.
4. **Blackboard.** Students are expected to use Blackboard to receive updated paperwork and handouts regarding this course.
5. **HIPAA Training.** Students are to provide current record the HIPAA training course found on UK Blackboard. Successful completion of this course is mandatory by the UK College of Health Sciences. The deadline for completion is the second week of class. Students who do not successfully complete this training program will not be allowed in the clinic this semester and will receive an "I" in this course.

HIPAA training must be completed and on record with Meredith Houlihan by the second week of classes, Wednesday 5:00.

6. **Immunizations.** Students are to provide current record of immunizations as required by the UK College of Health Sciences before observing or working with clients. Students without this documentation will not be allowed in the clinic this semester and will receive an "I" in the course.

Immunizations must be completed and on record with Meredith Houlihan by the second week of classes, Wednesday 5:00.

7. **Criminal Background Checks and Drug Tests.** Criminal background checks and drug test may be required at some clinical sites for observations. If so, the student is to comply with the sties requirements.
8. **Health Insurance.** Students are to provide current record of health insurance as required by the UK College of Health Sciences before observing or working with clients. Students without this documentation will not be allowed in the clinic this semester and will receive an "I" in the course.

Documentation of health insurance must be on record with Meredith Houlihan by the second week of classes, Wednesday 5:00.

9. **Therapy Tasks/Checkout.** Students will complete therapy tasks/checkout. Students will complete a chart review, generate a session plan, gather materials, implement a task in the session, collect, graph, and analyze data, write a progress (SOAP) note, and self-evaluate their performance. Students will shadow UK graduate students in the UK Communication Disorders Clinic as part of this project.

All the Therapy Task documents must be placed in the students working file folder in the CD Clinic Materials Room by the last week the Academic Clinic is open, Wednesday 5:00.

10. **Observations.** Students will complete 25 hours of supervised observations. The student must observe assessments and/or interventions conducted by an ASHA certified speech-language pathologists or audiologist. The speech-language pathologist or audiologist must provide his/her ASHA # before the student can begin observing. Students will attend, observe, and document observations of approved sessions. Attendance at all assigned sessions in the CD clinic is required. Observations of parts of therapy sessions will not count. During observations, students are expected to comply with all clinic and facility rules regarding behavior and dress. Students must notify the instructor if they are too ill to attend observations. Earbuds in CD Clinic Observation Hall: Students are encouraged to bring earbuds with a plug adapter when observing in the CD Clinic. Earphones are located in the observation hall.

Students may seek their own observation experiences in combination with assigned observations at the UK Communication Disorders Clinic. An off-campus observation request must be submitted to the instructor for approval

in advance. The speech-language pathologist or audiologist must provide his/her ASHA number before the request can be approved.

A minimum number of 12 observation hours will be required by midterm. The observation documents must be placed in the student's working file folder in the CD Clinic Materials room by midterm week, Wednesday 5:00.

All 25 Observation documents must be placed in the students working file folder in the CD Clinic Materials room by Wed, 5:00 the last week of classes (not the last week of finals),

11. **Composition Assignment.** Students will complete a clinical evaluation report of an infant, child, adolescent, young adult or elderly adult who has a speech-language-hearing disorder. The instructor will assign the student a clinical case. This assignment is a component of the UK Graduation (upper tier) Composition and Communication Requirement (GCCR). This course provides partial credit for the composition requirement of the GCCR by completion of a 3 page (300 words per page) written assignment described below. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR.

Purpose: SLPs and audiologists write to communicate about assessment results, make recommendations and report progress from evidence based interventions. To this end, students need practice in the writing art form which requires draft/review and revision process which is described in a staged process below.

Rubric for Composition Assignment: 120 points

Point allocation for entire written project	Points Possible
Phase 1: Submitted first draft Background/Case History section : followed format provided with on time submission	0
Phase 1a: Revised and resubmitted final Background/Case History section: revisions were based on instructor feedback with on time submission	0
Phase 2: Submitted first draft Examination section: followed format provided, with on time submission	0
Phase 2a: Revised and resubmitted final Examination section: revisions were based on instructor feedback with on time submission	0
Phase 3: Submitted Impressions and Recommendation sections : followed format provided, with on time submission	0
Phase 3a. Revised and resubmitted Impressions and Recommendations: revisions were based on instructor feedback with on time submission	0
Phase 4: Submitted final 3 page (300 words per page) summary of phases 1-3 for final grading	0
Total	100

Grading:

Source	Points
Chart Review (Staffing Procedures)	20
1 st Session Plan	10
2 nd Session Plan	10
Clinical Treatment Plan (CTP)	20

Data Collection	10
Graph/Data Analysis	10
Progress Notes (SOAP)	20
Therapy Tasks/Checkout	160
Composition Assignment	100
Exam/Quizzes	40

Total points 400

Grading scale: A = 360-400
 B = 320-359
 C = 280-319
 D = 240-279
 E = less than 240

Acceptable completion and documentation of 25 supervised clock hours of observation are required to receive a grade in this course. An "I" may be recorded if the 25 supervised hours are not completed.

An "I" will be given only when a reasonable possibility exists the student can complete the work within the allowed period of time and that a passing grade will result from completion of the work (SR 5.1.3.2). The "I" must be replaced by a regular letter grade no later than 12 months from the end of the academic term in which the grade was awarded OR prior to the student's graduation, whichever occurs first. It is entirely within the instructor's discretion to comply with or to refuse the request depending upon the particular circumstances in each case.

Late assignments will be penalized 10% of the available points per calendar day late.

UNIVERSITY POLICIES:

Excused absences: Acceptable reasons for excused absences are listed in Student Rights and Responsibilities, Section 5.2.4.2. Briefly, these include illness, death of someone in the student's immediate family, University sponsored trips, major religious holidays, and other circumstances the instructor finds reasonable.

Note: If you intend to be absent to observe a major religious holiday, you must notify the instructor in writing by the date listed in the UK schedule book.

Inclement weather: In case of inclement weather or emergencies, class will be held unless the University administration cancels classes. Students should use their judgment about weather to come to class.

Cheating and plagiarism: Descriptions of what constitutes cheating and plagiarism are found in Student Rights and Responsibilities, (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>).

Writing Skills: Helping promote scholarship is more than simply teaching the subject matter – all students need to improve and refine their skills in verbal and written expression. Regardless of discipline, faculty members have the right – and the obligation – to expect students to use English properly in all aspects of the course (S.R.5.2.4.3). Instructors may ask students to rewrite papers, make writing style one of the grading criteria, and report a seriously deficient student to his/her college for remedial work.

Classroom and Learning Accommodations: Instructors will make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Students seeking accommodations must submit this certification to the faculty. Contact the Center staff at 257-2754.

Course Schedule

Class Number	DATE	Topic	Readings/Activities	Assignments
1	1/20			
2	1/27			
3	2/3			
4	2/10			Due: Phase 1: 1 st draft Background/Case History section
5	2/17			
6	2/24			DUE: Phase 1a: Revise and submit final draft Background/Case History section
7	3/3			
8	3/10			DUE: Phase 2: Submit first draft Examination section
NO CLASS	3/17	Spring Break		
9	3/24			
10	3/31			DUE: Phase 2a: Revise and submit final Examination section
11	4/7			
12	4/14			DUE: Phase 3: Submit first draft Impressions and Recommendations Sections
13	4/21			
14	4/28			DUE: Phase 3a: Revise and submit final Impressions and Recommendations sections
15	4/30			DUE: Phase 4: Submit final 3 page (300 words per page) summary of phases 1-3
FINAL EXAM	TBA			Exam

Spring Semester 2014
CD-591 – Aural Rehabilitation
3 credits
 Thursday 12:30 – 3:00 pm
 Room: CTW 411

Course Instructor: Anne Olson, PhD, CCC/A
Contact Numbers: 859-218-0572 (w)
 859-494-2224 (cell)

Contact e-mail: aolson2@uky.edu
Office Hours: Mon and Wed 9:00-10:00 am or by
 appointment

Office Location 124J Wethington Bldg

Course Description: Introduction to prevention of, assessment of and management strategies, exclusive of language, for deaf and hard of hearing persons. Topics include; impact of hearing loss, sensory management (hearing aids, cochlear implants, and assistive listening devices); acoustic and visual aspects of speech; auditory and visual training and other aural rehabilitation interventions. This course helps meet the required ASHA standard in the area of professional coursework in audiology, hearing disorders, and habilitative/rehabilitative procedures. This course provides partial credit for the oral/visual and composition component of the Graduate Composition and Communication Requirement (GCCR) for the CSD program in conjunction with CSD 481 and CSD 402.

Learning Outcomes

At the end of the semester, by reading the text, attending class, participating in hands on activities, preparing for exams, group and individual assignments students will demonstrate progress toward the following learning outcomes.

- 1) Demonstrate entry level knowledge and practical application skills in the field of aural rehabilitation
- 2) Demonstrate the ability to interpret clinical results from cases and assessment results, identify goals, and apply appropriate intervention strategies to improve overall functional communication for persons receiving aural habilitation/rehabilitation
- 3) Demonstrate competent composition and oral communication as a consumer of research related to aural rehabilitation

ASHA Standards and activities that address required knowledge areas

	Requirement	Activity
Standard IV-B	The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to <u>normal and abnormal human development across the life span.</u>	Quizzes, Exams, Lectures, Readings, Community engagement activity.
Standard IV-C	The applicant must have demonstrated knowledge of communication and swallowing <u>disorders and differences,</u> including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in <u>audiology and aural rehabilitation.</u>	Quizzes, Exams, Lectures, Readings, Participation, Community engagement activity, Case Studies, Structured Abstracts paper
Standard IV-D	For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of <u>prevention, assessment, and intervention</u> for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and	Assessment activity, Intervention plans, Case Studies, Value Inquiry Activity, Structured abstract paper and presentation

linguistic and cultural correlates in audiology and aural rehabilitation.	
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Course Objectives

- 1) Explain the basic concepts of AR as a body of knowledge within the fields of SLP and audiology.
- 2) Identify and describe sensory management devices related to aural rehabilitation including types, components and function of hearing aids (HA's), cochlear implants (CI's), assistive listening devices and FM systems.
- 3) Demonstrate ability to troubleshoot sensory devices including HA's, CI's and FM systems.
- 4) Describe effective communication strategies for persons with hearing loss.
- 5) Describe direct training options for individuals with hearing loss including auditory training, auditory and visual training
- 6) Outline different types of language and speech assessment tools for deaf/HH children.
- 7) Compare auditory skill development in typical developing vs hearing impaired children Select appropriate speech/language/auditory goals for individuals who are deaf/HH or with APD.
- 8) Integrate and prepare a case study and intervention plan through oral presentation related to adults with hearing loss and appropriate interventions.
- 9) Evaluate and summarize through composition the evidence available about a specific intervention or prevention program as it relates to individuals (infant, child, adolescent, young adult, adult, elderly) who are deaf or Hard of Hearing (D/HH) and their families, peers, or colleagues.

Text: DeBonis, David and Donahue, Constance (2008) Survey of Audiology ; Fundamentals for Audiologists and Health Professionals (2nd edition)

Internet Resources:

<http://www.asha.org>

<http://www.agbell.org>

<http://www.edaud.org>

<http://www.idainstitute.org>

<http://www.handsandvoices.org>

<http://www.shhh.org/>

<http://hope.cochlearamericas.com/online-courses>

Useful Reference Articles - will be posted on Blackboard as needed for your reference.

Evaluation Methods:

- **Three quizzes (40 points each = 120 points)**
- **One final exam (100 Points)** will be comprehensive and cover material from the assigned text, additional handouts, articles and class discussions and activities.
- **In Class HA LAB: (9 points)**

One class period during the HA section of the course will be dedicated to an in class group HA laboratory exercise. Students will work in groups of 5 or 6 to perform visual and listening inspections of HAs and to troubleshoot malfunctioning devices. An answer sheet with all the group members' names will be turned in to the instructor at the end of class.

- **Aural Rehabilitation Notebook (21 points)** Additional information will be added to the notebook started in audiology that will contain key topics in aural rehabilitation that you will create to use in your future counseling/education and professional interactions with patients and their families. Each notebook should be well organized for future use and should AT A MINIMUM INCLUDE the information in the rubric below.
- **Community Engagement Activity - Attendance at Lexington Hearing Loss Association for Adults (HLAA) (35 points = 27 points for presentation 8 points for attendance)**

This assignment will fulfill the oral communication component of the UK Graduation Composition and Communication Requirement (GCCR). Students will attend the February HLAA meeting on Thursday February 5, 2015 for an active learning experience. The purpose of this meeting is to broadly work on developing a support community where persons with hearing loss and college students embarking on a career in either audiology or speech pathology learn from each other about living with hearing loss. More specifically, purpose of the assignment is to 1) establish a deeper understanding of clients with hearing loss and their families, 2) contextualize the dynamic aspect of hearing loss and how it affects all persons involved and 3) to help you apply models and interventions from aural rehabilitation to a real world case and then orally communicate these findings to others.

You will be assigned to a small group during the meeting with one HLAA member. You will have conversations with them about several aspects related to hearing loss. Some of the topics will include: expressing life experiences with hearing loss, experiences with technologies, describing communication strategies that are used, address social stigmas and feelings with hearing loss and how they handle difficult listening situations and or communication breakdowns. HLAA members will receive lists of these possible questions before hand, but you and your group members are responsible for keeping the conversation going so that all topics are addressed.

- After the HLAA meeting, you will complete a follow-up group presentation. You will prepare an oral presentation powerpoint to share with class with about your HLAA member's case. Each group member will take one content area and generate slides that address that area. Students will have their presentation reviewed by a peer review group. Each group will be paired with another group and asked to review the other group's oral presentation for feedback and revision before formal presentation. The rubric for preparing this presentation is provided below and includes both a group grade and an individual grade. Each member will make their oral presentation based on one content for a minimum

of 10 minutes. To satisfy the GCCR, students must earn an average grade of C or better on the designated oral and visual communication intensive assignments produced in any given course designated as fulfilling some or all of the GCCR.

- **Composition and Communication Structured Abstract and Summary (100 points).**
Students will answer a self-generated research question of interest and submit in a series of structured abstracts as described below. This assignment is a component of the UK Graduation (upper tier) Composition and Communication Requirement (GCCR). This course provides partial credit for the composition requirement of the GCCR by completion of the (total) 8 page (300 words per page) written assignment described below that will occur in 6 phases. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR.

Purpose: SLPs and audiologists write to communicate about assessment results, make recommendations and report progress from evidence based interventions. To this end, students need practice in the writing art form which requires draft/review and revision process which is described in a staged process below.

Phase 1: Develop a narrow research question that pertains specifically to any aspect of aural rehabilitation, aural habilitation, hearing loss, or Deaf culture. Several example topics will be provided, however any related topic to aural rehabilitation maybe acceptable if approved by instructor. Email topic to instructor (see course calendar for dates)

Phase 2: Compile a preliminary reference list of at least 6 scholarly research sources, which you will obtain by conducting a literature search using the Psych, Medline, and/or ERIC databases on your topic. These articles should be scholarly articles in peer reviewed journals. Email list of references to instructor (see course calendar for dates)

Phase 3: Complete six (6) one page structured abstracts. An example structured will be provided. You are to provide a copy of your article along with a structured abstract for in class peer review. Peer reviews for abstracts will be completed in class (see course calendar for dates) using a rubric (see peer scoring rubric below).

Phase 4: Revise your abstracts based on peer feedback prior to email submission for grading by instructor.

Phase 5: Submit a 2 page summary (300 words per page) draft of abstracts that reflects the main points of your 6 structured abstracts that you reviewed including your own viewpoint of the evidence you found.

Phase 6: Revise and resubmit your 2 page summary of abstracts that that reflects the main points of your 6 structured abstracts that you reviewed including your own viewpoint of the evidence you found.

Assignments/Point Value

<u>Source</u>	<u>Points</u>
In Class Sensory Device Laboratory	9
Aural Rehabilitation Notebook	21
Quiz 1	45
Quiz 2	45
Quiz 3	45
Community Engagement Activity	35
Structured Abstract and Summary	100

TOTAL POINTS FOR UNDERGRADUATE STUDENTS: 400
TOTAL POINTS FOR GRADUATE STUDENTS 425

Grade	Graduates	Under-Graduates
A	383-425	360-400
B	340-382	320-359
C	298-339	280-319
D/E		

Make-up opportunity: When there is an excused absence a student will be given an opportunity to make up the missed work and/or exams. It is the student's responsibility to inform the instructor of the absence, preferably in advance. Time and location of make-up exams will be determined by the instructor.

Excused Absences:

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- a) serious illness;
- b) illness or death of family member;
- c) University-related trips;
- d) major religious holidays;
- e) other circumstances you find to be "reasonable cause for nonattendance".

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Verification of Absences:

The instructor has the right to request appropriate verification of an excused absence. Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence (except where prior notification is required) and of making up the missed work (see "Make-up Opportunity" policy above).

Late work: Late work will not be accepted for a grade unless approved by instructor. If approved, points will be deducted for late work at the rate of 5 points per day. After one week, late work will not be accepted.

Classroom Behavior: Classroom behavior should be in compliance with the student code of conduct. Full details can be viewed at: <http://www.uky.edu/StudentAffairs/Code/part1.html>. Consistent with this policy, student behavior that detracts from the educational environment will not be tolerated. Examples of inappropriate behaviors include engaging in disrespectful or uncivil discussions, holding disruptive discussions, or sleeping. Disruptive students will be asked to leave the classroom and re-admittance is at the discretion of the instructor.

Electronic Device Policy: Generally cell phone use is not permitted for any reason. All cell phones must be placed in the "off" or "silenced" position during class. If there is a situation where a student might need to be notified during a class period, please alert the instructor to this potential and carefully monitor your phone. Other electronic devices (except for computers and iPads) such as smartphones, iPods, MP3 Players, and electronic game devices should be turned off.

Cheating and Plagiarism: Descriptions of what constitutes cheating and plagiarism are found in Part II of *Student Rights and Responsibilities* (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. In cases where individual take home assignments are given, students will be asked to sign an honor code stating that the submitted work was completed independently.

Academic Accommodations: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859-257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Severe Weather: It is the policy of the University of Kentucky to keep all offices open and classes meeting as scheduled except under extraordinary conditions. If severe weather should result in changes to the university schedule, the university will follow specific procedures about when those decisions are made and how they will be announced. Details of those procedures are available at <http://www.uky.edu/PR/News/severeweather.htm>. All faculty, staff and students should note that announcements regarding the cancellation of classes and closure of offices, or a delayed opening will normally be made by 6 a.m. through the local news media. The most up-to-date and complete information will be available from the UK. Infoline at 859-257-5684, UK TV Cable Channel 16, or the UK Web site at <http://www.uky.edu/>

Course Schedule

Class	DATE	Topic	Readings/Activities	Assignments
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Number				
1	1/15	Intro to AR	Chapter 1:	ASHA Knowledge and Skills document
2	1/22	Evidence Based Practice in AR	Chapter 2	
3	1/29	Amplification	Chapter 6	
4	2/5	Amplification	Chapter 6	Phase 1: EMAIL Topic for research question Community Engagement (outside of class 6:00- 8:00)
5	2/12	Cochlear Implants	Chapter 8	Quiz 1
6	2/19	Cochlear Implants	Chapter 8	
NO LIVE CLASS ONLINE LECTURE 7	2/26	KSHA	Observe Recorded lecture	DUE: Phase 2: EMAIL References for research question identified
8	3/5	Assistive Technology	Chapter 7	Quiz 2
9	3/12	In Class peer review of Structured Abstracts	In Class peer review of Structured Abstracts	DUE: Phase 3: in class peer review of structured abstracts with HARD COPY or electronic copy of article.
NO CLASS	3/19	SPRING BREAK		
10	3/26	Communication Strategies, Group AR (Adults, Elderly)	Chapter 10	DUE: Phase 4: submission of revised structured abstracts to instructor by email
11	4/2	Direct training methods Adults	Chapter 11	Quiz 3
12	4/9	Direct training methods young children, infants and families	Chapter 12 Guest Speakers	DUE: Phase 5: submission of draft of summary to instructor by email Practice for oral presentations outside of class by using grading rubric
13	4/16	Direct training methods young children, infants and families	Chapter 13	DUE: Follow-up group powerpoint oral presentation based on community engagement activity
14	4/23	Oral Presentations	Specific Groups TBD	DUE: Phase 6: Revised 2 page summary of abstracts
15	4/30	Oral Presentations	Specific Groups TBD	
FINAL EXAM	TBD			FINAL EXAM

Rubrics

Rubric for Aural Rehabilitation Notebook (21 points)

Content	Exceeds Expectations 3	Meets Expectations 2	Below expectations 1
Sensory Devices and troubleshooting			
Communication Strategies			
Direct Training methods			
Hierarchy of Auditory Training			
Examples of Listening Goals			
Inventory of Assessments with D/HH			
Overall organization			

Rubric for Group follow-up oral presentation based on community engagement activity (18 points)

Group Member number	Content to be covered	Exceeds Expectations 3	Meets Expectations 2	Below expectations 1
1	Background of HLAA member, history of HL, degree of HL, sensory device use & other relevant services/education/vocation			
2	How does the ICF Model correlate with this individual's background?			
3	What are this person's strengths and weaknesses? Identify an IDA tool (http://ida.institute.com/tool_room/) that applies in some way to this HLAA member's life story			
4	What is an important goal/s for this person related to speech understanding or speech production, communication function or even adjustment to hearing loss? How could those goals be measured?			
5	What interventions are possible that might achieve those goals? Be sure to provide an intervention for each goal			
6	What is the evidence for the recommended intervention/s? Provide a list of references in APA format that supports intervention			
Group Score		/18 points		
Each member gets scored	Individual Communication Presentation Style	Exceeds Expectations 3	Meets Expectations 2	Below expectations 1
	Clarity of Speech, rate, volume			
	Use of fillers (um, you know, like)			
	Ability to interact with audience (speak			

	w/o notes, maintain eye contact)			
		Individual Score		/9 points
		Total Score		/27 points

Rubric for Written Structured Abstracts with Summary: 100 points

Point allocation for entire written project	Points Possible
Phase 1: Developing the Question Logical question (follows format provided), rationale for selection provided, on time submission	6
Phase 2: Preliminary Reference List Adequate and appropriate resources, style, on time submission	10
Phase 3: In class peer review of 6 structured abstracts Summarize study according to format provided Must include Author/Title, Background, Purpose, Research design, study sample, intervention, Method, results, conclusion.	0
Phase 4: Revision of 6 structured abstracts based on peer feedback and submit to instructor by email for grading using same rubric as in peer review with point allocations.	30 (See detail below)
Phase 5: Submission of draft of 2 page summary based on structured abstracts. Feedback provided by instructor	27 (See detail below)
Phase 6. Revision and re-submission a final summary of all 6 structured abstracts that you reviewed that address the same question/problem.	27 (see detail below)
Total	100

***Peer and Instructor Review of Structured Abstracts for Phases 3 and 4 (30 points)**

Areas evaluated	Exceeds standard 3	Meets standard 2	Below standard 1
Authors, year title, journal, volume pages provided at top			
Background of problem			
Purpose of study identified			
Research design			
Study Sample			
Intervention/Independent Variable			
Method: Data collection and Analysis			
Results/outcomes/Dependent Variable			
Conclusion of authors			
Quality of writing (errors observed in grammar, spelling, punctuation etc)			

Peers and instructors will use this rubric but no point allocations will be provided when students conduct peer review

Instructor Review of Draft and Final summary for Phases 5 and 6 (27 points)

Area evaluated by instructor	Exceeds standard 3	Meets standard 2	Below standard 1
Authors, year title, journal, volume pages provided at top			
Background of problem provided			
Overall paper organization includes section headings			

Main key points from abstract summaries provided			
Adequate description of intervention (or independent variable)			
Reference page follows APA guidelines			
Conclusion adequately reflects summary of abstracts (student)			
Technical quality of writing (errors observed in grammar, spelling, punctuation etc)			
Clarity of writing (reader could follow easily without guessing or inferring)			