

University of Texas at Tyler
Department of Health & Kinesiology
Communication Sciences & Disorders
COMD 4373 Introduction to Aural Rehabilitation
Spring 2025 Syllabus

Course Information:

Required Text: Foundations of Aural Rehabilitation: Children, Adults, and Their Family

Members (6th ed.) (2024), Nancy Tye-Murray, Plural Publishing.

Meeting Times: Monday 6:00-7:30 PM via Zoom

Instructor Information:

Instructor: Hunter Wesley Holcomb, Au.D.

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Office Hours: Thursday 6:00-8:00 PM via appointment and teleconference.

Course Description

This course introduces students to the theories and procedures used to provide aural/audiological rehabilitation to children and adults who have hearing loss and to provide concomitant services to their family members. Students will learn about:

- The scope of practice for speech-language pathologists and audiologists who provide aural rehabilitation services.
- The assessment and prosthetic management of children and adults who have hearing loss.
- The effects of hearing loss on conversational fluency and everyday language and speech communication and literacy.
- Means for developing aural rehabilitation plans and for assessing their effectiveness.

Course Objectives

Students who have successfully completed this course will demonstrate competencies in the following areas:

- Knowledge and understanding of basic concepts and components of aural/audiological rehabilitation.
- Understanding of assessment procedures for determining aural rehabilitation needs, including means for assessing hearing status, auditory and audiovisual speech recognition, hearing-related disabilities, and conversational fluency.
- Knowledge about the importance of auditory and visual cues in spoken communication.
- Knowledge about how hearing loss affects conversational fluency.

- Knowledge about auditory and speechreading training and communication strategies training.
- Knowledge about counseling, psychosocial support, and assertiveness training.
- Understanding how to develop and implement aural rehabilitation plans for children, adults, and their family members.
- Procedures for developing and implementing auditory training for the pediatric population
- Knowledge about the challenges hearing loss poses for acquiring speech and language and learning to read and related assessments and interventions

Course Objectives That Meet the ASHA Knowledge and Skills Acquisition Summary Requirements

This course provides students with information and experiences that apply to specific knowledge and skills set forth by the American Speech-Language-Hearing Association (ASHA) for students for completion of academic and certification requirements. For this course, the skills and knowledge specified in ASHA's *2005 Standards for the CCC* address the following *Knowledge and Skills Acquisition Summary*:

Standard III-B

The applicant must demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, development, linguistic, and cultural bases. Specifically, in this course, students will learn about the impact of cultural and linguistic background on adjustment to hearing loss, how hearing loss interplays with both development and the life span, and some of the psychological effects associated with having a hearing loss.

Standard III-C

The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. Specifically, in this course, students will learn about some of the etiologies related to hearing loss, how hearing loss may affect receptive and expressive (phonology, morphology, syntax, semantics, and pragmatics) performance in speaking, listening, reading, writing, and manual modalities, how hearing loss may affect social aspects of communication (e.g., challenging behaviors, conversational fluency, effective and ineffective social skills), and how cognitive aspects of communication (attention, working memory, processing speed, central auditory processing disorder) may affect communication.

Standard III-D

The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders, including consideration of anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates of the disorders. Specifically, students in this course will study assessment and interventions for hearing loss, assessment and interventions for social aspects of communication including conversational fluency, and interventions for preventing or alleviating difficulties in receptive and expressive language, as well as learn the foundational skills for identifying, diagnosing, and treating hearing-related difficulties in children and adults. They will also study the emotional and social effects of hearing loss, as well as difficulties in speech and language that relate to hearing loss.

Course Grades and Requirements

Your performance in this course will be evaluated on the basis of the following criteria:

Examinations (70% of total grade): A midterm (35% of total grade) and a final examination (35% of total grade) will be administered to assess your knowledge/comprehension, application, and analysis/synthesis of the textbook and lecture material. The final examination will not be comprehensive. The examinations will include multiple-choice questions and short-essay questions.

Essay (15% of total grade): Due on 03/20. Each student will write a three- to four-page essay about a book, news article(s), or film that concerns any of the topics that are covered in class. The paper will be double-spaced, Times New Roman Font 12 point, with 1-inch margins. The first paragraph(s) will provide a synopsis of the work whereas the remaining paragraphs will discuss either related elements of the work (e.g., the reasons why persons with congenital hearing loss believe that they have a distinctive culture) or a single topic (e.g., current trends in auditory training). You may wish to focus on how persons with hearing loss are depicted in the media or in art forms, and/or historical and anthropological issues, such as how hearing loss interacts with generational, family, and cultural issues. Please receive instructor approval for your selection. Sample films include *The Sound and the Fury*, *Hear and Now*, *Four Weddings and a Funeral*, *Children of a Lesser God*, *What the Deaf Man Heard*, *Beyond Silence*, *Mr. Holland's Opus* and *CODA*. Sample news articles may be found by searching the Web site.

Sample books include the following:

Joanne Greenberg, *In This Sign*

Thomas S. Spradly, *Deaf Like Me*

Henry Kisor, *What's That Pig Outdoors: A Memoir of Deafness*

Marlee Matlin, *Deaf Child Crossing*

Leah Hager Cohen, *Train Go Sorry*

Stephanie D. Halvorson, *Threading the Snail: My Journey Through Deafness*

Harlan Lane, *When the Mind Hears: A History of the Deaf*

Richard Winefield, *Never the Twin Shall Meet: Bell, Gallaudet, and the Communications Debate*

Lou Ann Walker, *A Loss for Words: The Story of Deafness in a Family*

Evidence-Based Practice Literature Search (15% of total grade), due on 04/17

Conduct a literature search on one procedure or intervention that falls under the rubric of aural rehabilitation using Psych, Medline, and/or ERIC databases. Your goal is to determine whether or not there exists evidence-based practice data to support providing the procedure or intervention to patients, or to a subgroup of patients. Find at least 10 articles and print out the references (no more than 25). From this list, read and summarize three articles that you believe are most relevant to your search. Each summary should be two pages, double-spaced, and include a consideration of the methods, results, and conclusions. In addition, write a one-page critique, judging why the three articles either do or do not present evidence for your selected procedure or intervention. Your references, the summaries, and the critique should be submitted as a single package.

Determination of Grades

Assignment	Description	Percentage of Grade
Examinations	Midterm	35%
	Final	35%
Essay		15%
Evidence-based practice literature search		15%

A = 90–100%

B = 80–89.99%

C = 70–79.99%

D = 60–69.99%

E F = Below 60%

Tentative schedule of topics (readings):

Week of:	Topic:	Mandatory readings:
1/9	Introduction	Ch. 1
1/16	Diagnostics and Listening Devices	Ch. 2
1/23	Auditory-Only Speech Perception and Auditory Training	Ch. 3
1/30	Audiovisual Speech Perception	Ch. 4
2/6	Communication Strategies	Ch. 5
2/13	Communication Strategies Training	Ch. 6
2/20	Counseling	Ch. 7
2/27	Midterm Aural Rehab for Adults	Ch. 8
3/6	Older Adults	Ch. 9
3/13	Spring Break	
3/20	Hearing Loss in Children Essay Due	Ch. 10
3/27	Infants and Toddlers	Ch. 11
4/3	School Age Children	Ch. 12
4/10	Auditory Training for Children	Ch. 13
4/17	Language; Speech and Literacy Literature Search Due	Ch. 14 & 15
4/24	Final Exam TBD	

Professional Behavior Expectations:

Students are expected to be on time and prepared for class. Students should demonstrate common courtesy and professional behavior to their peers, instructors and guest speakers. Suggestions or concerns regarding this class or a student's performance in this class should be discussed with the instructor.

University of Texas at Tyler Policies Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Use of E-mail for Official Correspondence to Students

Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average.

Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not reenter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Scholastic Dishonesty and the Honor Code

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work career. Scholastic dishonesty will be reported to the Department Chair and the Dean of Students. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

HONOR CODE

THE UNIVERSITY OF TEXAS AT TYLER

An honorable man, impoverished though he may be in talent, cannot fail to attain success and high standing in the eyes of the world. A dishonorable man, though he is possessed of a multitude of abilities, cannot hope to escape for long the condemnation of his fellow men.

—Robert Wood

The University of Texas at Tyler is committed to providing a setting for free inquiry, excellent teaching, research, artistic performances and professional public service. As a community of scholars, the University develops each individual's critical thinking skills, appreciation of the arts, humanities and sciences, international understanding for participation in the global society, professional knowledge and skills to enhance economic productivity, and commitment to lifelong learnings.

Such a commitment to a preeminent place in higher education also requires the ethical development of the entire UT Tyler community: students, faculty members, staff members, and administrators. The UT Tyler Honor Code is crucial to these ideals. The Honor Code is the means through which to apply the ethical ideal of honorable living to the lives of the UT Tyler community. Therefore, every member of the UT Tyler community joins together to embrace:

Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

The purpose of the UT Tyler Honor Code is to foster a commitment to honorable living, and to exhort its community members (students, staff, faculty, and administrators) to adhere not simply to the minimum standard, but to transcend the letter of the code by committing to broader ideals consistent with the spirit of the Code. The honor code has many advantages which serve to promote a relationship of trust and respect across the entire UT Tyler community. The Honor Code strives to achieve this relationship through the following goals:

- a. To assist the UT Tyler community in developing an understanding of the importance of integrity.
- b. To enable the UT Tyler community to learn and practice ethical principles.
- c. To instill in the UT Tyler community a strong desire to maintain honor in accordance with the Code.
- d. To promote a level of commitment in the UT Tyler community to honorable conduct necessary to meet the ethical challenges faced throughout a lifetime of service to the global community.
- e. To enable the UT Tyler community to develop essential leadership skills necessary to establish an ethical climate within their organizations.
- f. To encourage members of the UT Tyler community to embrace the spirit of the honor code in their lives rather than merely verbalize endorsement.
- g. To affirm that members of the UT Tyler community will not be disadvantaged for having done his or her own work while others have violated the honor code.

Educating students to take their place in the world engenders a serious responsibility for any educational institution. The University of Texas at Tyler recognizes that the future decisions made by these citizens must be grounded in ethics as well as in academic knowledge if these decisions will protect and benefit society.

For these reasons the University of Texas at Tyler takes a proactive stand and adopts an Honor code throughout the campus so that students may be equipped with an ethical framework for their future lives.

Video Link: <https://www.youtube.com/watch?v=nmKsbYwtrco>

5.14.3 Student Pregnancy and Parenting Nondiscrimination Policy

The purpose of this policy is to maintain a learning environment that is free from discrimination of pregnant or parenting students, in accordance with the Texas Education Code, Title 3, Section 51.982: Protections for Pregnant and Parenting Students and other applicable laws. This policy entitles pregnant and parenting students to academic accommodations, including flexible attendance and extended dates for assignments. If you are a pregnant or parenting student, please complete the Self-Reporting Form and the UT Tyler Parent and Family Programs will contact the professors to provide the necessary accommodations. Detailed information about this policy are available at: <https://uttyler.smartcatalogiq.com/uttyler/ut-tyler-hop/series-500-student-success/5-14-3-student-pregnancy-and-parenting-nondiscrimination/>