

PEDIATRIC AUDIOLOGY
Audiology and Speech Language Pathology 442 (3.0 credits)
Nancy Blair, Au.D. - 161 TLRB
422-7747 (office) – 592-5700 (home)

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TABLE OF CONTENTS

COURSE DESCRIPTION	3
COURSE OBJECTIVES	3
TEXTBOOKS	3
PREREQUISITES	4
CONTACTING THE INSTRUCTOR	4
WEB SITE INFORMATION	4
HONOR CODE	4
Preventing Sexual Harassment	5
Students With Disabilities	5
Archiving of Student Work	5
Devotionals	5
GENERAL ACADEMIC REQUIREMENTS	6
Grading Policies and Procedures	6
I. Adjustment Procedure for Assessments	6
II. Final Weighted Grades	7
Examinations	8
Attendance	8
Extra Credit	8
Course Participation	8
COURSE SCHEDULE AND OUTLINE	9
Grading Standard	11
TERM PROJECT	11
The Function of Presentations in Audiology and Speech-Language Pathology	11
Requirements	11
Technical Requirements	11
Grading Criteria	12
ASLP 442 PEER REVIEW SHEET	13
ASLP 442 PRESENTATION GRADING SHEET	14
ASLP 442 PEER PARTICIPATION GRADING SHEET	15

PEDIATRIC AUDIOLOGY

Audiology and Speech Language Pathology 442 (3.0 credits)

Monday, Wednesday & Friday – 8:00am - 8:50am - 177 TLRB

Nancy Blair, Au.D. - 161 TLRB

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422-7747 (office) – 592-5700 (home)

COURSE DESCRIPTION

This course is a three credit course required for undergraduate students majoring in Audiology and is recommended for students majoring in Speech-Language Pathology. This course meets the American Speech-Language-Hearing Association's (ASHA) certification requirements for course work in assessment and pathologies of the auditory system.

This course presents primary skill development in the administration and interpretation of basic tests of auditory disorders in infants and children including pure tone air- and bone conduction threshold testing, speech audiometry, fundamentals of middle ear tympanometry, and school hearing screening. Developmental anatomy and physiology of the normal and pathological auditory system in infants and children are introduced.

COURSE OBJECTIVES

- A. To develop a theoretical and practical knowledge of hearing tests and measurements in the field of pediatric communicative disorders.
- B. To become proficient in the administration of standard audiological testing in infants and children.
- C. To understand the role of the auditory system in auditory and speech-language disorders in infants and children.
- D. To gain the fundamentals of gathering case history information and report writing in pediatrics.

TEXTBOOKS

1. Northern, J. and Downs, M. *Hearing in Children* (Fifth edition). Baltimore: Williams & Wilkins, 2002. [ISBN 0-683-30764-9] [Required text. It is highly recommended that this text be purchased and kept for future reference]
2. *Virtual Audiometer*, Brigham Young University (purchased at the bookstore only). The CD contains a virtual audiometer with case studies. It is not required for this class but may be used to develop audiometric skills.

3. Martin, F. and Clark, J. *Hearing Care for Children*. Boston: Allyn and Bacon, 1996. [ISBN 0-13-124702-6] [Secondary text not required but recommended.]
4. Gelfand, S.A. (2001). *Essentials of Audiology*. New York: Thieme. [ISBN 1-58890-017-7]. [Secondary text not required but recommended.]


PREREQUISITES

ASLP 334, ASLP 438 and Physics 167 are prerequisites for this course. Students that have not completed these prerequisites are required to discontinue this course until such time the prerequisite courses have been completed. The instructor reserves the right to disenroll students that have not met the prerequisites.

CONTACTING THE INSTRUCTOR

My office hours are primarily by appointment, however, if I am not involved in some activity you are welcome to see me at any time. If you call my office telephone and leave a message, be sure to leave a time and phone number that you will be available for me to return your telephone call. I will make two attempts at returning your telephone call. If you contact me using e-mail be sure to put the course number (i.e. ASLP 442, etc.) in the subject heading. I prioritize my e-mail by subject heading, with no heading getting the lowest priority. My home telephone is for 'emergencies' and is not to be used to schedule appointments or leave messages. I do not mind being contacted at home for specific questions.

WEB SITE INFORMATION

Registered students in this course are to use BlackBoard for this course. Login to Route Y  then select Blackboard in the lower section.

HONOR CODE

The student is expected to be familiar with the Honor Code. The Honor Code is enforced in this class and students will be required to conform to its principles and practices. Cheating and plagiarism may result in a class failure, at the discretion of the instructor.

“Brigham Young University exists to provide a university education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. This atmosphere is preserved through commitment to conduct that reflects those ideals and principles” (Undergraduate Catalog, Brigham Young University).

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

PREVENTING SEXUAL HARASSMENT

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office (D-240C ASB) at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

STUDENTS WITH DISABILITIES

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office, 1520 WSC (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895. D-382 ASB.

Students in this class must be registered with the Services for Students with Disabilities Office before accommodations will be made. It is in this manner that I may best, and fairly, make necessary accommodations. Accommodations will be made for all course activities, as needed, following registration, and no consideration will be given for course activities completed prior to the instructor being officially notified by the Services for Students with Disabilities Office. Please see me if you should have any questions.

ARCHIVING OF STUDENT WORK

No exams will be returned to the student. However, students may schedule an appointment with the instructor to review and ask questions about examinations. The instructor reserves the right to fully review all contested material and adjust scores accordingly.

DEVOTIONALS

Brigham Young University provides devotionals and forums throughout the year on most Tuesdays from 11:00 am to 11:50 am. On days that these enriching experiences are provided, the instructor is not available nor should any of the facilities be used as part of this course during that time period.

GENERAL ACADEMIC REQUIREMENTS

All assignments must be typewritten unless otherwise noted. If computer generated, an easily readable font must be used. Originals and copies must be clear with dark print. Unless otherwise noted all assignments are due by the beginning of the class period on the due date. If late assignments are accepted, penalties may be assigned based on the assignment and the time it was submitted to the instructor. No assignments are accepted after the last day of class.

Reading assignments are to be completed prior to the beginning of the class period. Students that are unprepared may be penalized up to 2% of the final course grade for each occurrence. Absence from class is considered not being prepared.

Grading Policies and Procedures

The grade equivalent is based on the following percentages:

A	96-100 %	C+	78-80 %
A-	92-95 %	C	75-77 %
B+	88-91 %	C-	70-74 %
B	84-87 %	D	65-69 %
B-	81-83 %	E	64% & below

I. Adjustment Procedure for Assessments

Individual assessment functions (i.e., exams) are adjusted to account for:

1. The two highest scores on the assessment.
2. Assessment difficulty.
3. Assessment ambiguity.

This is accomplished by discounting the highest two scores on the assessment and using the third highest score as the adjusted maximum score. Adjusted individual scores are then computed by dividing the individual raw score by the adjusted maximum score and multiplying the product by 100. For example:

<i>A</i>	<i>B</i>	<i>C</i>
Student	Raw Score	Adjusted Score
1	38	82.6
2	50	108.7
3	46	100.0
4	48	104.3
5	45	97.8
5	32	69.6
6	15	32.6
7	43	93.5
8	36	78.3
9	29	63.0
10	40	87.0

The highest two scores were 50 and 48, respectively. The third highest score was **46**. The adjusted score (column *C*) were computed by dividing the values in column *B* by 46 and multiplying the product by 100. Using standard rounding techniques student no. 5 obtained a raw score of **45** and an adjusted score of **97.5**.

II. Final Weighted Grades

Since each assessment may have different point values to adjust the weighting of that particular assessment to the final grade, a weighting factor is assigned each assessment and adjusted accordingly.

Possible Weighted Score

1. Multiply each possible point by the weighted factor (as a decimal).
2. Sum the possible weighted points which results in the Possible Weighted Score.

Earned Weighted Score

1. Multiply each earned point by the weighted factor (as a decimal).
2. Sum the earned weighted point to obtain the Earned Weighted Score.

Weighted Percentage

1. Divide the Earned Weighted Score by the Possible Weighted score.
2. Multiply the product by 100 to obtain the Weighted Percentage.
3. Compare Weighted Percentage with the course grade rule.

For example:

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>
Assignment	Percent Weight	Decimal Weight	Possible pts	Weighted Possible pts	Earned pts	Weighted Earned pts
				$C*D$		$C*F$
1	8%	0.008	35	0.28	33	0.264
2	20%	0.02	120	2.4	105	2.1
3	10%	0.01	95	0.95	90	0.9
4	12%	0.012	10	0.12	9	0.108
5	50%	0.05	150	7.5	97	4.85
Sum	100%	0.1	410	11.25	334	8.22

The Weighted Percentage then equals (for this example): $[8.22/11.25]*100 = 73.08$

Using standard rounding techniques, this would have a Final Weighted Earned Score for the course of **73**. Using the table below, this would give the student a **C-** in the course.

A	96-100 %	C+	78-80 %
A-	92-95 %	C	75-77 %
B+	88-91 %	C-	70-74 %
B	84-87 %	D	65-69 %
B-	81-83 %	E	64% & below

Examinations

Examinations may be essay, short answer, true/false and/or multiple choice. Additional points on each question may be awarded for exceptional answers without penalizing other students. Students may meet with the instructor following examinations to discuss each question/answer. However, this must be within two weeks of the examination. Examinations are given as scheduled. Examinations may not be taken late or early without prior approval from the instructor or a physician's note in case of illness.

Attendance

Students are expected to attend each class session according to the course syllabus. No, it is not all right to miss class. I do not give examinations other than the posted times. Please make your lifestyle arrangements according to the University calendar. The instructor reserves the right to dis-enroll students that do not attend class or fail to submit assignments in a timely manner. Please review the first two paragraphs under the heading "General Academic Requirements."

Extra Credit

In some instances extra credit may be given, at the discretion of the instructor, for participating in projects, attending seminars or other professional experiences. Extra credit is not given for purposes of grade deficiencies.

Course Participation

The student is expected to be prepared. This includes having read the material prior to class. Students that are not prepared may be penalized 2% of the final course grade for each occurrence. Absence from class, except for medical purposes, is considered unprepared. Excessive absences may result in the instructor disenrolling the student from the course.

COURSE SCHEDULE AND OUTLINE

All assignments are due at the beginning of class on the date due

ASLP 442 - Pediatric Audiology

Class		Day	Date	Topic	Assignment
1	NB	Mon	01/09/06	Introduction: Discuss Syllabus and Group Project.	
2	DLM	Wed	01/11/06	Embryologic Development	Chapter 2
3		Fri	01/13/06	No Class - Work on Group Project	
		Mon	01/16/06	No Class –Martin Luther King Day Holiday	
4	DLM	Wed	01/18/06	Embryologic Development, cont.	Chapter 2
5		Fri	01/20/06	No Class - Work on Group Project	
6	NB	Mon	01/23/06	Child Development from Birth to Age 5	Chapters 5
7	NB	Wed	01/25/06	Child Development from Birth to Age 5, cont.	Chapters 5
8		Fri	01/27/06	No Class - Work on Group Project	
9	NB	Mon	01/30/06	Diagnosis and Identification of Hearing Loss	Chapters 1 and 7
10	NB	Wed	02/01/06	Diagnosis and Identification of Hearing Loss, cont.	Chapters 1 and 7
11		Fri	02/03/06	No Class – Work on Group Project	
12	NB	Mon	02/06/06	Otitis Media	Chapter 3
13	NB	Wed	02/08/06	Otitis Media, cont.	Chapter 3
14		Fri	02/10/06	No Class – Work on Group Project	
15	NB	Mon	02/13/06	Auditory Neuropathy	
16	NB	Wed	02/15/06	Cecelia’s Story – Video on Cochlear Implants	
17		Fri	02/17/06	No Class – Work on Group Project	
18		Mon	02/20/06	No Class – Presidents’ Day Holiday	
19	Group 1	Tues	02/21/06	Monday Instruction, Group 1: Epidemiology of Hearing Loss	
20	Group 2	Wed	02/22/05	Group 2: Language and Hearing Impairment (incl. speech perception)	
21		Fri	02/24/06	No Class – Work on Group Project	
	Exam	Mon	02/27/06	Midterm Examination	Midterm Examination
22	Group 3	Wed	03/01/02	Group 3: Genetic and Developmental Disorders in Children	Chapter 4
23		Fri	03/03/06	No Class – Work on Group Project	
24	Group 4	Mon	03/06/06	Group 4: Literacy and Education in the Hearing Impaired Child	
25	Group 5	Wed	03/08/06	Group 5: Psycho-social Aspects of the Hearing Impaired Child	
26		Fri	03/10/06	No Class – Work on Group Project	
27	Group 6	Mon	03/13/06	Group 6: Behavioral Observation Audiometry in Infants	Chapter 6
28	Group 7	Wed	03/15/06	Group 7: Assessment Techniques in Infants and Young Children	Chapter 6
29		Fri	03/17/06	No Class – Work on Group Project	
30	Group 8	Mon	03/20/06	Group 8: Assessment and Rehabilitation of the Multiply Handicapped (incl. deaf/blind)	Chapters 6 and 10
31	Group 9	Wed	03/22/06	Group 9 : Newborn Hearing Screening Programs	Chapter 8

31		Fri	03/24/06	No Class – Work on Group Project	
33	Group 10	Mon	03/27/06	Group 10: School Screening, public laws, and educational settings.	Chapters 8 and 10
34	Group 11	Wed	03/29/06	Group 11: Auditory Processing Disorders in Children	
35		Fri	03/31/06	No Class – Work on Group Project	
36	Group 12	Mon	04/03/06	Group 12: Hearing Aids in Infants and Children (technical and rehabilitation)	Chapter 9
37*	Group 13	Wed*	04/05/06*	Group 13: Cochlear Implants in Children (technical and rehabilitation)	Chapter 9
38*		Fri*	04/07/06*	No Class – Work on Group Project	
39	Group 14	Mon	04/10/06	Group 14: Assistive Listening Devices (incl. tactile, FM, Loop, Infrared, etc.)	Chapter 9
40	Group 15	Wed	04/12/06	Group 15: Rehabilitation of the Pre-School Child (PIP & Ski-Hi Programs)	Chapter 10
41		Fri	04/14/06	No Class - Work on Group Project	
42	Group 16	Mon	04/17/06	Group 16: Rehabilitation of the School-age child (incl. speech reading)	Chapter 10
		Tues	04/18/06	Last Day of Class	
		Tues-Fri	04/19/06 04/20/06	Reading Days	
	Final	Sat	04/22/06	Final Examination 7:00-10:00 am	Final Examination

*Dr. Blair is away from BYU

GRADING STANDARD

Each assignment will be weighted according to the following percentages:

Grading Schedule			
Assignment	Note		Weighted %
1 *Attendance	2% per absence subtracted from course total (100%)		n/a
2 Mid Term Examination			30
3 Final Examination			40
4 Project	Peer Participation	12%	30
	Class score	8%	
	Faculty score	10%	
			TOTAL 100%
*See Course Participation for more details			

TERM PROJECT

The Function of Presentations in Audiology and Speech-Language Pathology

The discipline of Audiology and Speech-Language Pathology require good communication skills. It is common for an Audiologist or Speech-Language Pathologist to be asked to give community lectures, in-service lectures, and presentations at local, state, and national professional meetings. The purpose of this exercise is to prepare and give the student experience in making such presentations. The presentation for this course is to be at the professional level using current technology to present the material. Presentations reflect the professional knowledge and competency of the individual.

Requirements

The class will be divided into several small groups of two or three individuals. Topics will be assigned by the instructor at the beginning of the term.

Technical Requirements

- All presentations will be done using Microsoft PowerPoint.
- Each presentation will be between 40 to 45 minutes.
- A computer copy of the presentation will be given to the instructor at the conclusion of the presentation.
- Multi-media will be incorporated into the presentation.
- Each presentation is to include a case study as an integral part of the presentation.
- A reference list is to be included at the end of the presentation.
- Each slide is to be properly referenced as to the source of the information.
- The title slide is to include the date of the presentation, group number, title of the presentation, and the presenters.
- The last slide is to include ten questions from the presentation.

- Each group is to submit six multiple choice questions with answers taken from the ten listed in their presentation with answers to the instructor with their presentation as a MS Word document.

Grading Criteria

Peer Participation: Each individual in the group submits a grade from 0 to 10 for each member of the group (not including the student doing the grading. The grading is broken into two components. 1. *Knowledge* refers to the intellectual understanding of the topic and scholarly writing. 2. *Contribution* refers to the amount of time spent working with the group, reliability of the individual, and other aspects of group cooperation.

Class score: Each class member scores each presentation. Each group is scored from 0 to 10. 1. *Content:* Was the topic relevant and did the presentation present the material at a level consistent with a college senior in our major? 2. *Depth:* Was the information presented of sufficient detail that you gained information that would be useful to you in the future for either further academic pursuits or clinical activity? 3. *Clarity:* Was the presentation clear, concise, and without ambiguity? Were technical terms defined such that they were understood? 4. *Presentation Style:* Was the presentation well executed and did it seem to be well prepared?

Faculty score: The instructor will score each presentation from 0 to 10 for content, depth, clarity, and presentation style.

The following table shows a summary of the grading criteria that will be used. There are four parts to the grading structure: Content and depth, presentation style and clarity, peer review, and participation and contribution. Content and depth refers to the quality of information contained in the presentation. Presentation and style refers to the manner of presentation

THIS IS AN EXAMPLE.
(The actual sheet will be distributed in class)

ASLP 442 PEER REVIEW SHEET

Group: _____

Presentation Title: **SAMPLE SHEET**

Graded by (student name): _____

Grading:

On a scale of 0 to 10 the group presentation should be graded. You may use half-points (i.e., 6.5) in your grading, but not other decimal points (i.e., 6.8). Please use the following criteria in your evaluation:

Content: Was the topic relevant and did the presentation present the material at a level consistent with a college senior in our major?

Depth: Was the information presented of sufficient detail that you gained information that would be useful to you in the future for either further academic pursuits or clinical activity?

Clarity: Was the presentation clear, concise, and without ambiguity? Were technical terms defined such that they were understood?

Presentation Style: Was the presentation well executed and did it seem to be well prepared?

Grade:_____/10

You may make any comments you wish, also:

THIS IS AN EXAMPLE.

ASLP 442 PRESENTATION GRADING SHEET

(This sheet is used for the instructor grading)

Group: _____

Presentation Title: _____

Group Members:

1. _____
2. _____
3. _____
4. _____
5. _____

Content: Was the topic relevant and did the presentation present the material at a level consistent with a college senior in our major?

Depth: Was the information presented of sufficient detail that you gained information that would be useful to you in the future for either further academic pursuits or clinical activity?

Clarity: Was the presentation clear, concise, and without ambiguity? Were technical terms defined such that they were understood?

Presentation Style: Was the presentation well executed and did it seem to be well prepared?

Grading Criteria	Poss.	Pts.
Content	5	
Depth	5	
Clarity	5	
Presentation Style	5	
TOTAL POINTS	20	

THIS IS AN EXAMPLE

ASLP 442 PEER PARTICIPATION GRADING SHEET

Submitted by: _____ Group No. _____

Presentation Title: _____

Student Name	Knowledge	Contribution	Score (0-10)
1.			
2.			
3.			
4.			
5.			

Grading:

Each individual in the group submits a grade from 0 to 10 for each member of the group excluding the person doing the grading (i.e., you).

Knowledge refers to the intellectual understanding of the topic and scholarly writing (score from 0 to 5). *Contribution* refers to the amount of time spent working with the group, reliability of the individual, and other aspects of group cooperation (score from 0 to 5).

Be honest in your evaluation. This is not a “good ole ‘boys’ club” and you should take this aspect of the assignment seriously.

You may make any comments you wish, also: