HEARING INSTRUMENT SCIENCES

**CODE:** HRS-230  
**TITLE:** Auditory Rehabilitation

**DIVISION:** Science Math and Technology

**COURSE DESCRIPTION:** This course helps students develop an understanding of and appreciation for the basic processes of auditory habilitation and rehabilitation.

**PREREQUISITE:** HRS-110, HRS-120, HRS-130, HRS-140

**CREDITS:** 3 cr.

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**REQUIRED MATERIALS (CHECK BOOKSTORE FOR LATEST EDITION):**
Click on the bookstore for the campus which you are attending each class.

- Pemberton Campus Bookstore
- Mount Laurel Campus Bookstore

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**COURSE LEARNING OUTCOMES:**
1. Appraise the processes of auditory habilitation and rehabilitation.
2. Evaluate the role of the Hearing Instrument Specialist in regards to patient outcomes.
**GENERAL EDUCATION OUTCOMES IN THIS COURSE:**

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<th>Written and Oral Communication:</th>
<th>* Students will communicate meaningfully with a chosen audience while demonstrating critical thought.</th>
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<td>Scientific Knowledge and Reasoning:</td>
<td>* Students will demonstrate critical thinking skills in the analysis of scientific data.</td>
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**TOPICAL OUTLINE FOR THE COURSE:**

Auditory Rehabilitation

I. Terminology and definitions
   A. Deafness
   B. Hard of hearing/hearing impaired
   C. Prelingual and postlingual hearing impairment/deafness
   D. Adventitious hearing loss
   E. Habilitation/rehabilitation
   F. Impairment/handicap/disability

II. Demographics of hearing loss and deafness
   A. Prelingual hearing loss
   B. Postlingual hearing loss
   C. Adults (pre-vocational and post-vocational hearing loss)
   D. The elderly

III. Impact of hearing loss
   A. Speech and language development
   B. Communication mode
   C. Academic achievement
   D. Sociocultural considerations
   E. Psychosocial considerations

IV. Communication/educational options

V. Legislation affecting the hearing impaired
   A. Education of All Handicapped Children Act (Public Law 94-142) and amendments (Public Law 99-457)
   B. Americans with Disabilities Act of 1990

VI. Auditory rehabilitation for adults
   A. Definitions for auditory rehabilitation (AR)
   B. Reasons for expanded AR
   C. Goals of AR
   D. Elements of AR programs
      1. Essential elements
         a. Evaluation (audiological; history)
         b. Self-assessment scales
         c. Selection of hearing aid and/or assistive listening devices (ALD's)
         d. Hearing aid orientation and follow-up
      2. Optional elements
         a. Speech reading and/or auditory training
b. Additional instruction
   (1) Hearing and hearing aid related issues
   (2) Communication strategies
   (3) Psychosocial issues
   c. Psychological counseling
   d. Workplace related issues
3. Other important factors in AR
   a. Appropriate hearing aid expectations
   b. Hearing aid anxiety
   c. Family involvement in AR
   d. Resources for the hearing impaired including self help groups and publications
E. Communication strategies
F. Rehabilitation technology for the hearing impaired (ALD’s, etc.)
G. Room acoustics and speech perception
H. Review of existing AR programs
   a. Individual AR
   b. Group AR
VII. Cochlear Implants
   A. Eligibility/Assessment
   B. Instrumentation
   C. Patient Rehabilitation Process
   D. Ancillary Professional Service
VIII. Implications of improved AR for the hearing healthcare provider

**COURSE ACTIVITIES:**

- Course activities vary from course to course and instructor to instructor. Below is a listing of some of the activities students can anticipate in this course:

- **Writing assignments:** students will analyze current issues in the field using current articles from the popular press as well as library research including electronic resources databases.

- **Speaking assignments:** students will present research individually or in groups using current technology to support the presentation (e.g., PowerPoint presentation); students will participate in discussions and debates related to the topics in the lessons. Discussions may also focus on cross-cultural and legal-ethical dilemmas as they relate to the course content.

- **Simulation activities:** Trends and issues will analyzed for their ethical as well as social or legal significance. Students might role-play common situations for classmates to analyze. Current news articles may be used to generate discussion.

- **Case Studies:** Complex situations and scenarios will be analyzed in cooperative group settings or as homework assignments.
Lectures: This format will include question and answer sessions to provide interactivity between students and instructor.

Speakers: Representatives from various related fields may be invited to speak.

Videos: Related topics will provide impetus for discussion.

Educational Technology:

Burlington County College advocates a technology enhanced teaching and learning environment. Advanced technological tools may be used in any course section to facilitate instruction. Many of our sections are web-enhanced, which means that some of your work will be submitted or completed online. Web enhancements may include online materials, grade books, testing and quizzes and assignment submission. Many students enjoy the flexibility and convenience that these online enhancements have provided, however if you have concerns about the technology involved, please speak to your instructor immediately.

Student Evaluations:

The student will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used such as tests, quizzes, class participation, projects, homework assignments, presentations, etc.

See individual instructor’s course handouts for grading system and criteria (point value for each assessment component in course, e.g. tests, papers, presentations, attendance etc.), number of papers and examinations required in the course, and testing policy including make ups and/or retests.

Grading Standard:

A  Mastery of essential elements and related concepts, plus demonstrated excellence or originality.
B+  Mastery of essential elements and related concepts, showing higher level understanding.
B   Mastery of essential elements and related concepts.
C+  Above average knowledge of essential elements and related concepts.
C   Acceptable knowledge of essential elements and related concepts.
D   Minimal knowledge of related concepts.
F   Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

For other grades, see the current BCC catalog.
**COLLEGE POLICIES:**

The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the BCC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding:

- Academic Integrity Code
- Student Conduct Code
- Student Grade Appeal Process

**NOTIFICATION:**

Burlington County College offers reasonable accommodations and/or services to persons with disabilities. The Special Populations Department offers comprehensive services to all students with any form of disability which hinders their academic success as long as the student provides appropriate documentation. Contact Special Populations at Extension 1208 at (609) 894-9311 or visit the website at:

http://www.bcc.edu/pages/209.asp

**ADDITIONAL SUPPORT/LABS:**

BCC provides academic advising, student support personal counseling, transfer advising, and special accommodations for individuals with disabilities free to all students through the Division of Student Services. For more information about any of these services, visit the Parker Center on the Pemberton Campus or Laurel Hall on the Mt. Laurel Campus, or call (609) 894-9311 or (856) 222-9311, then dial the desired extension:

- Ext. 1557 Academic Advisement and Counseling
- Ext. 1803 Special Populations
- Ext. 2737 Transfer Center

Or visit the following websites:

- Transfer Center  [http://www.bcc.edu/pages/185.asp](http://www.bcc.edu/pages/185.asp)

BCC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at [http://staff.bcc.edu/tutoring/](http://staff.bcc.edu/tutoring/)

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