

AURAL REHABILITATION  
SLPA 395 (3 Credit Hours)  
Tuesdays 6:30-9:00

Instructor: Donna Yake-Miller, B.A.

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I am not on campus on a daily basis. Please contact me by email or at either of my phone numbers if you have any questions or problems.

Required Text: Foundations of Aural Rehabilitation : Children, Adults, and Their Family Members, 2nd Ed. Publisher: Singular; 2 edition (March 29, 2004) by Nancy Tye-Murray

Catalog Description: This course describes approaches to aural rehabilitation, including auditory training, speech reading, and speech retraining. Students will observe and practice the clinical application of these approaches. Offered spring term, odd numbered years. Prerequisite SLPA 191

Course Objectives

The student will be able to:

1. demonstrate an understanding of the components and process of aural rehabilitation for children and adults.
2. demonstrate an understanding of the need for, and basic principles of, counseling persons with hearing impairments and their families.
3. demonstrate an understanding of aural rehabilitation assessment needs in children and adults.
4. demonstrate an understanding of hearing aids and cochlear implants (their components, selection, and fitting, as they all relate to aural rehabilitation).
5. demonstrate an understanding of assistive listening devices.
6. demonstrate an understanding of the audiological management needs of children in the educational setting.

## Readings

Chapters will be assigned from your required text as it correlates with the material being covered. In addition, some outside readings may be required.

## Projects

1. You will be required to simulate a hearing impairment (unilateral or bilateral) and write approximately 4 pages on your experience. This paper will be worth 10 points. The requirements for the paper include:
  1. the paper must be double spaced
  2. the paper must be typed
  3. the due date for this paper will be February 1<sup>st</sup>
2. You will be required to read two articles (per topic) that pertain to aural rehabilitation and write a 3-4 page paper about that topic. Your paper should include a summary of the articles. You are free to choose whatever topics interest you but I've listed some topics to help you get started.
  - Aural rehabilitation as it relates to the Amish community
  - Aural rehabilitation as it related to the Deaf community
  - Cochlear Implants
  - Literacy
  - Aural rehabilitation issue in the elderly
  - Aural rehabilitation issues for children with disabilities
  - Financial issues related to aural rehabilitation
  - Hearing aid technology (adults/children)
  - Dogs for the deaf
  - Biculturalism
  - Assistive listening devices
  - FM technology/systems
  - Hearing conservation

The articles that you chose should be current and can come from the internet (ensure that you are using a credible source), magazines, and journals. When turning in your paper, also

include the articles. Papers should be double spaced and typed.  
Due dates for the papers are as follows:

February 22

March 15/18

April 5

April 26

Each paper will be worth 10 points

### Exams

You will have two or three exams, depending on how we progress through the semester.

### Assignments

Miscellaneous assignments may be given throughout the course to show your understanding and application of course materials.

Grading Policy: A= 90% +  
B= 80-89%  
C= 70-79%  
D= 60-69%  
F= below 60%

### Course Requirements

1. Students are expected to come to class prepared to participate in discussions
2. Late assignments will receive a grade of zero unless the student makes arrangements with the instructor for a grade of "Incomplete"

Attendance Policy: You are responsible for class attendance. If you know in advance that you will be unable to attend class, you are responsible for the notes, assignments, and any other work missed. Please notify me of any special or unusual circumstances. Consistent class attendance is expected of all students and students who do not attend class regularly should not expect extra help or other special consideration from the instructor. Good attendance will improve border-line grades.

**Special Needs Statements:** It is the policy of Thiel College and its educational programs not to discriminate against qualified students with documented disabilities. Students desiring accommodation for a disability are responsible for providing evidence from a qualified professional confirming the disability and identifying appropriate interventions. This evidence should be taken to The Office for Students with Special Needs (AC-126) before the end of the second week of the semester. The Coordinator of the Office for Students with Special Needs will develop a letter of accommodation to be sent to course instructors and other appropriate offices.

If documentation is already on file, students with disabilities are responsible for visiting the Office for Students with Special Needs to set up accommodations for each semester. They are also responsible for talking to their professors about their needs during the first two weeks of classes each semester.