Behaviors objectives:
1. The student will describe at least ten psychosocial implications of hearing loss in adults.
2. The student will delineate the effects of varying degrees and configurations of hearing loss on the perception of phonemes, syllables, words, sentences, and conversation.
3. The student will identify and describe tests of auditory, visual, and audiovisual speech perception that are appropriate for adults with hearing loss.
4. The student will delineate preferred practice patterns for management of the communicative and psychosocial difficulties that may be encountered by adults and their families.
5. The student will describe the impact that hearing impairment has on the individual's lifestyle, quality of life, and social support, including family life.
6. The student will identify appropriate outcomes measures and record keeping for audiologic rehabilitation with adults.
7. The student will identify culturally sensitive management strategies for adults with hearing loss.

Critical Course Dates:
Topics and reading assignments that will be covered in this course are listed below in the APPROXIMATE order they will be presented. Specific dates for topics have not been assigned to allow us some flexibility although typically we will spend 1-2 weeks on each topic.

Oral Quiz 1 (Chapter 10 (but not the last part of the chapter that deals with outcomes measurement for vestibular/balance & tinnitus therapy), J & D, Chapter 18, A & M, plus Kricos & Lesner (2000) article to be handed out in class) – January 27

Exam 1 – February 10
Critical Course Dates: continued

Oral Quiz 2 (Chapter 14, A & M) – February 24

Abstracts due – February 24

Exam 2 – March 23

Inservice Presentations – April 13 & 20

Final Exam (comprehensive) – TBA

Course Syllabus:
♦ Review syllabus and assignments
♦ Philosophical overview of adult audiologic rehabilitation
  ➢ What is AR? Why is AR important? Who is it important for? When is adult AR necessary? Where will adult AR programs be found?
  ➢ Overview of successful programs and successful practitioners
  ➢ Sources of difficulty for adults in conversation
  ➢ Goals of adult AR
  ➢ Hierarchy of hearing disabilities in adults

♦ Living With Hearing Loss programs, Hearing Aid Orientation programs for adults & conversational fluency training
  ➢ Problem identification and problem solving
  ➢ Clarification strategies
  ➢ Conversation training for communication partners
Read: A & M, Chapter 16

♦ Use of self-assessment inventories with adults

♦ AR for Culturally Deaf Adults

♦ Applications of the Transtheoretical Stages-of-Change Model for Adult AR

♦ Effects of hearing loss on speech recognition & evaluation of auditory, visual, and audiovisual speech perception skills
Read: A & M, Chapter 10

♦ Lipreading
Read: A & M, Chapter 12
♦ AR for the adult with a cochlear implant
Read: A & M, Chapter 15 (pp. 490-493) plus Wayner (2000) article to be distributed in class

♦ Adults with sudden-onset hearing loss & consumer organizations
Read: A & M, Chapter 17

Abstract Assignment:
Prepare ten (10) abstracts on current (1999+) articles related to Adult AR. Suggested sources include Ear and Hearing, Journal of the American Academy of Audiology, SHHH Journal (now known as Hearing Loss), The Hearing Journal, Hearing Review, Journal of Speech-Language-Hearing Research, Audiology Today, ADA Feedback, Scandinavian Audiology, Journal of the Academy of Rehabilitative Audiology, American Journal of Audiology, British Journal of Audiology, and the American Annals of the Deaf. No more than two (2) articles should be from the same journal, even if different volumes are used, because I would like you to sample a variety of journals. Abstracts should be approximately one page, single-spaced, and are due on February 24, 2004. Each student will present to the class a brief (approximately 5 mins) oral synopsis of one article during class on February 24th.

Inservice Presentations:
The ability to hear is vital for a number of reasons that we will discuss in this class. Thus, education of society regarding adult hearing loss, its effects, and rehabilitative options is essential. For this assignment, you will present a 20-minute in-service presentation to your classmates on one of the topics shown below. Please treat your classmates as if they are the audience indicated. Consider your intended audience very carefully, keeping in mind what they need to know, their educational backgrounds, how much prior knowledge they have on the topic, and what will be most pertinent and meaningful to them. Avoid jargon, watch your time limit, prepare a useful handout, and design a way to measure the effectiveness of your presentation. At the end of your presentation, your classmates and I will provide a written critique of your presentation, including at least three things that you did admirably and three suggestions for improving the presentation.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Kiwanis Club Breakfast</td>
<td>How Hearing Loss Affects Adults</td>
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<tr>
<td>SHHHH meeting</td>
<td>How to improve your listening skills</td>
</tr>
<tr>
<td>Retirement Village (Elders)</td>
<td>Communication strategies with individuals who are hearing impaired</td>
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</table>
Again, please give careful consideration to your target audience as far as their
need for the information you are presenting, their educational backgrounds, their
motivation, their prior knowledge regarding hearing loss, etc. You should include
handouts, visual aids (e.g., transparencies, charts, models, videos), and an
evaluation tool for your in-service. Your classmates and I will critique your overall
presentation so please take this assignment very seriously. In all likelihood you
will make many in-service presentations in your career as a Doctor of Audiology,
so hopefully this experience will help you to prepare topnotch, effective
presentations to various audiences.

Grading Criteria:

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Abstracts</td>
<td>10%</td>
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<tr>
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<td>88-92</td>
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<td>Inservice Presentation</td>
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<td>Final Exam</td>
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UNIVERSITY OF FLORIDA ACADEMIC HONESTY POLICY:

“It is expected that you will exhibit ethical behavior concerning your work in this
class. Students are expected to do their own work, use their own words in papers, and
to reference outside sources appropriately. Failure to uphold the standards of academic
honesty will result in the appropriate disciplinary action.”

STUDENTS WITH DISABILITIES:

“Students requesting classroom accommodation must first register with the Dean
of Students Office. The Dean of Students Office will provide documentation to the
student who must then provide this documentation to the Instructor when requesting
accommodation.”