



## MAUD 210: Aural Rehabilitation and Counseling

Medical Audiology Sciences Program  
FHS-FM Division of Health Professions  
American University of Beirut

### Course Syllabus – Fall 2019

#### INSTRUCTOR INFORMATION:

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#### COURSE INFORMATION:

**Days / Time:** Tuesday and Thursday, 12:15-13:30  
**Place:** VanDyck 101  
**Level/Credits:** Undergraduate / 3 semester hours  
**Prerequisites:** ORLG 230  
**Moodle Site:** [MAUD 210 Moodle Site](#)

#### REQUIRED COURSE TEXTBOOK AND READINGS:

**Textbook (available at AUB bookstore):**

R. Schow, M. Nerbonne (2013). *Introduction to Audiologic Rehabilitation (6<sup>th</sup> Edition)* Boston: Pearson.

**Supplemental Readings:**

Articles and videos corresponding to the topics will be assigned throughout the course of the semester. Supplemental materials will either be accessible online (via the [MAUD 210 Moodle Site](#)).

#### COURSE DESCRIPTION:

This course provides an overview of approaches to audiologic management of adults and children with hearing difficulties. Topics include in-depth interview techniques, self-assessment instruments, auditory training, speech reading, interdisciplinary teaming, communication repair strategies, technology, adjustment to amplification, and management of auditory processing disorders. Operation and troubleshooting techniques for amplification systems commonly used in a classroom will be discussed (*e.g.*, hearing aids, FM systems, assistive listening devices, vibrotactile devices, and cochlear implants). The course will also include psychoeducational / psychosocial and counseling strategies for patients and family management.

#### COURSE FORMAT:

MAUD 210 is taught in a traditional format largely via classroom lectures with some hands-on demonstrations. Students will meet in the classroom for didactic lectures, and may occasionally meet in the MAS Lab for demonstrations and laboratory instruction. Students will be asked to view videos that will be available online through the course *Moodle* site.

## STUDENT LEARNING OBJECTIVES/OUTCOMES:

### By the end of the course, students will be able to:

1. Describe the elements of a comprehensive aural rehabilitation model.
2. Explain the effects of hearing loss on the communication skills of infants, children and adults.
3. Explain the psychological, social and emotional effects of hearing loss across the lifespan.
4. Explain the principles of auditory training.
5. Describe and discuss appropriate tools for assessment of auditory skills for individuals of all ages and abilities.
6. Explain different approaches for intervention for hearing loss including visual modes of communication.
7. Recognize the changes in rehabilitative goals across the lifespan.
8. Develop intervention plans for individuals across the lifespan using all elements of a comprehensive aural rehabilitation model.
9. Describe the basic principles of counseling.
10. Explain the role of counseling in the profession of audiology.

## GUIDELINES FOR SUCCESS IN THE COURSE:

The key to being successful in this course is to participate actively in classroom discussions and laboratory sessions. Be sure to ask for clarification (or assistance) when you are unsure about a concept or procedure. You will benefit most from the course if you apply what you are learning in the clinic, as you interact with patients, their families and other professionals. To help guide your learning and time management, please follow the suggested timeline for studying, which is found under “Homework” in the **COURSE SCHEDULE At-A-Glance** at the end of this document.

## ASSESSMENT METHODS AND GRADING CRITERIA:

The table below summarizes the ways in which your learning will be assessed throughout this course. Specifically, the table lists the assessment methods, along with the number of times each method will be used, the total number of points, and the percentage contribute to the final grade.

METHOD	POINTS / ITEM	TOTAL POINTS	% OF GRADE
Exams (1, 2, 3)	50	150	50%
Video Debates (2)	25	50	~17%
Case Presentations (2)	25	50	~17%
Participation/attendance	2	50	~17%
<b>TOTAL</b>		<b>300</b>	<b>100%</b>

### Exams:

Three (3) exams of equal weight will be given during the semester. The format will be a mixture of multiple choice, true/false, short answer and essay questions. Please note that exams are timed assessments (60 minutes). Exams are paper based, and given during class time, unless otherwise specified. Dr. Westbrook will be available during the exam periods to assist you with any questions.

### Video Review Debates:

Outside of class time, you will watch the videos *Sound and Fury* and *For a Deaf Son* (links provided on Moodle). Each student will be asked to reflect on the videos. For *Sound and Fury*, you will be assigned to defend the perspective of one "character" in the video (*i.e.*, his/her view of cochlear implants based on his/her philosophy and understanding of "Deaf"). You will be matched with a student defending a character with an opposing view. For the video, *For a Deaf Son*, you will be tasked with developing a professional opinion (what you would talk with the family about) regarding an aspect of the story, and will have an oral defense of your position. Participation in the debates is worth 25 points. A grading rubric will be used to assess your work for this activity.

### Case Presentations:

Students will be grouped in pairs and assigned two case studies from Chapter 11 and 12, *Introduction to Audiologic Rehabilitation*. Groups will prepare PowerPoint (PPT) presentations summarizing the cases. For each case student in the group will present the case (10-minutes) and the other will lead a discussion about the case (10-minutes). Each presentation is worth 25 points. A grading rubric will be used to assess your work for this activity.

## OTHER IMPORTANT INFORMATION:

### Assignments and Exams:

All assignments must be completed by the due dates specified to receive full credit, unless the student obtains **explicit permission** from the instructor for a delayed submission. If permission is granted, typically a student will be given one week to finalize the assignment without penalty. If a student does not obtain permission from the instructor and turns in an assignment late (**within three days of the due date**), a minor penalty will be applied; submissions **later than three days** from the due date will not be accepted and zero (0) points will be given for that activity. Exams must be taken on the scheduled day.

### Attendance:

Students who miss more than one-fifth of the sessions in any course in the first ten weeks of the semester are dropped from the course if the faculty member has stated in the syllabus that attendance will be taken. I use a simple point system for attendance and participation points, which are yours to earn. Half of a point will be assigned for coming to class, and half of a point for participation. You can track your point progress in Moodle's Attendance module throughout the semester.

### Moodle Support:

*Moodle* will be used in this course. Students should check the *Moodle* course site at least once per week for announcements, guidelines, resources, and assessment instructions/due dates. Should you have any difficulty with *Moodle*, you can consult the [Moodle Orientation for Students](#) video and the [Moodle Student Guide](#). Additionally, you can contact AUB's *Moodle* Administrator via email ([moodle@aub.edu.lb](mailto:moodle@aub.edu.lb)) or by telephone at extensions: 3580. Finally, you may consult the instructor or your classmates by posting your *Moodle* questions in the "[News & Housekeeping Forum](#)", which is located in the *Course Resources* section of Module 0.

### Cell Phones:

The use of cell phones is **prohibited in the classroom**, even when set to vibrate. Cell phones are extremely disruptive to your classmates and to the instructor. Please make a point to turn off your cell

phone before entering class, and put it away in your bag. If your phone is out on the desk or in your lap, the instructor will collect and hold it until the end of the class.

### Students with Disabilities:

AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office (AEO). In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the AEO as soon as possible: [accessibility@aub.edu.lb](mailto:accessibility@aub.edu.lb); 01-350000 x3246; West Hall, 314.

### Non-Discrimination – Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University’s non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University’s Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at [www.aub.edu.lb/titleix](http://www.aub.edu.lb/titleix). **To report an incident**, contact the University’s Title IX Coordinator Ms. Mitra Tauk at 01-350000 ext. 2514, or [titleix@aub.edu.lb](mailto:titleix@aub.edu.lb). An anonymous report may be submitted online via EthicsPoint at [www.aub.ethicspoint.com](http://www.aub.ethicspoint.com).

### Student Code of Conduct:

Any dishonesty related to academic work or records constitutes academic misconduct. Academic misconduct is a serious ethical violation and will not be tolerated. Acts such as cheating and plagiarism are viewed as moral and intellectual offenses that are subject to investigation and disciplinary action through appropriate University procedures. Penalties may range from loss of credit for a particular assignment to dismissal from the University. Kindly, review AUB’s [Student Code of Conduct](#) about plagiarism.

### COURSE SCHEDULE:

DATE	TUESDAY	CHAPTER	SLO		THURSDAY	CHAPTER	SLO
27/29 AUG	-				Introduction/Syllabus		
3/5 SEP	Overview of AR	1	1, 7		Overview of AR	1	1, 7
10/12 SEP	<b>(Holiday)*</b>				HA & ALDs	2	4, 7
17/19 SEP	CI, Tinnitus Rehab	3	4, 7		Auditory Stimulation	4	4
24/26 SEP	Auditory Stimulation	4	4		Visual Stimulation	5	6
1/3 OCT	Visual Stimulation	5	6		Review/Catchall	1-5	1, 4, 6, 7
8/10 OCT	<b>EXAM 1</b>	1-5	1, 4, 6, 7		Language & Speech of Deaf	6	6, 7, 8
15/17 OCT	Language & Speech of Deaf	6	6, 7, 8		<b>Video Discussion</b>	Films	6, 7, 8

22/24 OCT	Psychosocial Aspects	7	9, 10		Counselling	7	9, 10
29/31 OCT	<b>Counselling Tools</b>		8, 9		<b>EXAM 2</b>	6, 7, films	6-10
5/7 NOV	AR in Schools	8	7, 8		AR in Schools	8	7, 8
12/14 NOV	AR for Children	9	7, 8, 2		AR for Children	9	7, 8, 2
19/21 NOV	AR for Adults	10	7, 8, 2		AR for Adults	10	7, 8, 2
26/28 NOV	<b>Case Presentations</b>	11, 12	1-10		<b>Case Presentations</b>	11, 12	1-10
3/5 DEC	Review/Catchall	8-12	1-10		<b>EXAM 3</b>	TBA	1-10

\* Tentative holiday

For further information about the course modules and instructions for the various assignments, please examine the **MAUD 210 Moodle Site**.