



Longwood University Online Institute
PCSD 370: Introduction to Aural (Re)Habilitation
Spring 2026

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Course begins: January 14, 2026 **Course ends:** May 8, 2026

Last day to add/drop is January 22, 2026 by 5 pm ET. Last day to withdraw with no academic penalty (all tuition and fee charges will still apply) is April 4, 2026 by 5 pm ET.

Course Description: This course introduces students to the theories and procedures used to provide aural re (habilitation) to individuals with hearing loss across the lifespan. Interventions aimed at minimizing the communication difficulties associated with hearing, cultural issues, early identification, early intervention, amplification options, and educational/vocational placements are discussed. Students will learn how treatment approaches are tailored to the needs of individuals and their families. 3 credit hours. Prerequisites: PCSD 307, PCSD 313, and PCSD 361.

Note: Successful completion of this course or other SLP online courses will not guarantee admission to graduate school. Your performance in these courses will not affect your undergraduate GPA, unless you are enrolled in a bachelors' program at Longwood University. If you are transferring this course to another university, you should contact that university to understand the impact of your grade(s) on your GPA at that university.

Course Materials and Supplies

Required Textbook & Resources:

Schow, R. L. & Nerbonne, M. A. (2018). *Introduction to Audiologic Rehabilitation* (7 ed.). Boston: Allyn Bacon.

Aronson, J. (Director). (2000). *Sound and Fury* [DVD]. Aronson films.*

Aronson, J. (Director). (2006). *Sound and Fury: 6 Years Later*. [DVD].*

***Available at Greenwood Library and you can view online!**

Required Resources:

- Reliable, High Speed Internet
- Microsoft Office (specifically powerpoint and word)
- Computer with working speakers

Canvas: CANVAS™ will be the venue for this class. All announcements, course documents, assignments, and class discussions will take place on CANVAS <https://CANVAS.longwood.edu>.

- Privacy Policy: <https://www.canvaslms.com/policies/privacy>
- Accessibility: <https://www.canvaslms.com/accessibility>

Course Objectives: Below are course objectives and learning activities with corresponding Council of Academic Accreditation in Audiology and Speech-Language Pathology Standards [CAA].

| Student Learning Outcomes | Learning Activities | CAA Standard |
|--|---|---|
| Upon successful completion of the course, students should be able to ... | | |
| Demonstrate knowledge of the impact of hearing loss on speech and language development | Quizzes and final exam Case Studies Discussion Boards | 3.1.1B Understand the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, and physical and sensory abilities) and how these characteristics relate to clinical services. |
| Discuss available hearing aids and various assistive devices | Quizzes and final exam CI webpage review Discussion Boards | |
| Demonstrate knowledge of different modes of communication and educational opportunities that are available to a hearing impaired individual | Language & Communication chart Quizzes and final exam Case Studies Discussion Boards | |
| Discuss issues involved in diagnosis and treatment for hearing-impaired individuals across the lifespan | Case Studies Discussion Boards | 3.1.2B Demonstrate knowledge of the nature of communication and swallowing processes: hearing, including the impact on speech and language. |
| Discuss various audiologic professional groups, consumer organizations, and information sources relevant to individuals with hearing loss, as well as legislation that impacts hearing impairment and its management | Language & Communication chart Case Studies Discussion Boards | 3.1.4B Knowledge and skills in assessment across the lifespan for disorders and differences associated with hearing, including speech and language. |
| Discuss the principles and methods of intervention for people with hearing loss, including consideration of psychological, developmental, and linguistic and cultural correlates of the disorders | Case Studies Quizzes and final exam Discussion Boards | 3.1.5B Demonstrate knowledge and skills in intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment. |

Student Resource Links:

- Speech-Language Pathology Prerequisites Online: <http://www.longwood.edu/continuingeducation/for-credit-courses/speech-language-pathology-prerequisites-online/>
- Center for Academic Success: <http://www.longwood.edu/academicsuccess>
- Writing Center: <http://www.longwood.edu/academicsuccess/writing-center/>
- Disability Resources: <http://www.longwood.edu/disability>
- Digital Education Collaborative (DEC): <http://www.longwood.edu/dec>
- User Support Services: <http://www.longwood.edu/usersupport>
- Graduate and Distance Education Student Support: <http://www.longwood.edu/usersupport/student-resources/graduate-and-distance-education-student-support/>
- Distance/Online Requirements: This link includes both technical skills, hardware/software requirements, and information regarding web browsers. <http://www.longwood.edu/dec/distanceonline-education/requirements/>
- Greenwood Library: <http://libguides.longwood.edu/home>
- Financial Aid: <http://www.longwood.edu/financialaid/>
- Advising: e-mail salleysw@longwood.edu or slponline@longwood.edu
- Student Technology Handbook: <http://www.longwood.edu/usersupport/student-resources/student-technology-handbook/>

University and Class Policies

Attendance: This class will be provided in an asynchronous format. Therefore, formal attendance will not be taken. While participation in this class is not explicitly graded, the more you participate in the optional activities and interact with the material, the greater your mastery of the material.

Honor Code: Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any violation will be investigated and university policy will be followed. The link for the honor code can be found at: <http://www.longwood.edu/studentconduct/honor-code/>. Suspicion of any in-class or related violation will be investigated and university policy will be followed. Consequences for violation of the Honor Code on any individual assignment may include a grade of “0” on the assignment in question, a grade of “F” in the course, and/or referral to the Longwood University Judicial Board.

Please be advised that future speech-language pathologists and audiologists are bound by the American Speech-Language-Hearing Association (ASHA) Code of Ethics (ASHA is the national accreditation agency). This code of ethics applies to any persons applying for membership to ASHA and should be adhered to by students aspiring to be speech-language pathologists and/or audiologists. The Code of Ethics can be found at: <https://www.asha.org/Code-of-Ethics/>

Syllabus statements: Longwood University syllabus statements regarding (1) Protecting Intellectual Property; (2) Accommodations and Disability Resources; (3) Mental Health Resources; and (4) Reporting of Crimes and Sexual Misconduct can be found at <http://www.longwood.edu/academicaffairs/syllabus-statements/>. Students are responsible for reviewing all syllabus statements.

Respect for Religious Diversity: The Instructor will accommodate adjustments to due dates that conflict with a student's religious observation, if informed in writing by the end of the first week of class.

Adding/Dropping a Course: Students may make schedule adjustments (adds and/or drops) for face-to-face, off-campus, online, and hybrid courses:

- until 5:00 p.m. on the sixth day of classes for fall and spring full term courses.
- until 5:00 p.m. on the third business day after the officially stipulated begin date in an abbreviated term, intersession or summer courses of at least three weeks.
- until 5:00 p.m. of the officially stipulated begin date for any courses which are less than three weeks in duration. If the first meeting time of such a course is after 3 p.m., then a student has until noon of the business day following the officially stipulated begin date to add/drop the course.

Withdrawing from a Course: Students may withdraw from individual classes with a grade of "W" (not computed in the GPA) until 5:00 p.m. on the 35th day of regularly scheduled classes. After that date, withdrawals from individual classes are not permitted except for medical or other non-academic emergencies. A student who withdraws, for medical reasons, from a class after the 35th day of regularly scheduled classes must, by noon of the last class day, have a letter sent to the Dean of the student's college by the student's personal physician, detailing the nature of the illness and recommending withdrawal for medical reasons. In extenuating circumstances not related to academic performance, the Dean may grant a withdrawal from an individual course if a written request from the student is received by noon of the last class day. If the Dean approves the request, the Dean will send a copy of the request or letter to the Office of the Registrar and all affected grades for that semester will be noted as "W" on the student's transcript. The Dean will notify the student's faculty members of any grade changes.

Correspondence:

- **E-mail:** The instructor will try to respond to e-mail questions within 48 hours on weekdays (Monday-Friday). Please note that all e-mail correspondence from the instructor to the student will be sent to the student's Longwood University e-mail address. Therefore, please make sure your Longwood University e-mail address is working, and you are able to access it regularly or you have it forwarded to an account that is monitored regularly. Not having a valid Longwood University e-mail account will not excuse missed information.
- **Discussion Board:** Please post any questions, whose answers will benefit the entire class, in the Q&A forum on CANVAS. The instructor will respond within 48 hours on weekdays (Monday-

Friday). You are encouraged to follow the rules of "netiquette"

(<http://www.compton.edu/academics/distance-ed/Documents/Info/Netiquette.pdf>) when interacting on the discussion boards or in other communications with classmates and/or the instructor.

- **Assignments:** The instructor will provide feedback on all assignments within a one-week time frame.

Policy on Late Assignments: Late work will not be accepted except under extreme circumstances and permission granted prior to the due date. If you experience technical difficulties while trying to submit an assignment by the deadline, call my phone and leave a voice mail message or e-mail me stating the time and the nature of the technical problem. Only then will an assignment be considered for late acceptance without a penalty. However, it still must be submitted by 9 am the next day in order to avoid a late penalty.

Assurance Statement: All students are required to review the Honor Code, Code of Ethics, and On-line policies, signing an assurance statement attesting to this fact and assuring they are keeping their virus software up-to-date. This assurance statement will be posted in the course documents section in CANVAS. Please submit this statement the first week of class via CANVAS.

Plagiarism: The content (including the organization and the specific wording) of articles whether online, in textbooks, or in journals is the intellectual property of the author. As such, students in this course are expected to demonstrate respect for intellectual property by carefully following acceptable practices for giving authors credit for their work.

APA 7th Edition: The APA citation format is the expected referencing style for both Speech-Language Pathology and Audiology. Please note that the APA manual was updated in October of 2019! There were significant changes and students are responsible for using the correct APA format. Students will be expected to follow APA guidelines for citation and referencing for all written work (including discussion forums, reports, and presentations) which reports, describes, or explains the work of others. The following sites contain information on how to use the APA citation style:

- https://owl.purdue.edu/owl/purdue_owl.html
- <http://www.apastyle.org/>
- <https://www.library.cornell.edu/resrch/citmanage/apa>

These are not the only sites available. Each student may locate other sites providing information on the APA citation format. **References are expected on ALL assignments, using APA 7th edition style. 5 Points will be deducted from each assignment for failure to use APA style.**

Course Requirements

Each student is expected to actively participate in the course. Students are accountable for completing readings, assignments, activities, projects, and quizzes/exam as scheduled.

A. Introductory Activities**Complete/Incomplete**

The following introductory assignments are **due the first week of class**.

- A signed Assurance Statement must be submitted via Canvas (Complete/Incomplete)
- Introduce yourself via a discussion board post (Complete/Incomplete)
- Course Overview Quiz contains questions pertaining to the syllabus, course policies and course navigation. It is mandatory that this quiz be taken repeatedly until 100% accuracy is achieved. It will be marked as complete once you have answered all questions with 100% accuracy.

B. Discussion Assignments**100 points**

There will be five (5) graded discussion assignments (20 points each) throughout the semester. For each assignment, students are required to complete **one initial posting** to a specific topic **AND two response postings** to another student's initial posting that is of interest to them. Directions/rubric for completing discussion assignments are provided under the Start Here module in Canvas.

C. Language and Communication Comparison Chart**100 points**

Speech-Language Pathologists and Audiologists must understand the differences between the language and communication methods utilized by individuals with hearing loss. Students will create a 1-2 page table that explains the similarities and differences between the following (1) American Sign Language, (2) Cued Speech, (3) Auditory-Verbal, (4) Simultaneous Communication, and (5) Bilingual-Bicultural (bi-bi) approaches. For each area listed, the following will be required (1) definition/goals, (2) hearing/technology requirements, (3) receptive/expressive language, and (4) resources for families. A grading rubric is located on Canvas.

D. Case Studies (100 x 2)**200 points**

You will complete two case studies worth 100 points each, one for pediatrics and one for adults. Each case study will be presented with a list of questions to answer. You will use your notes from the course in addition to your readings to make decisions about how you would provide treatment and recommendations for each client. The case studies are intended to assist you in thinking about what is important to consider when helping someone with hearing loss communicate effectively based on their individual circumstances. Assignment details and grading rubric are provided for you on Canvas.

E. Cochlear Implant Webpage Review**100 points**

There are three FDA approved cochlear implant manufacturers in the United States. Each one offers various resources on their webpages for cochlear implant users, their families, and professionals working with people with hearing loss. Using the grid provided on Canvas, students will review one of the cochlear implant manufacturers' webpages to discover the resources for these individuals as well as critique the quality of the resources provided with suggestions for improvement. Assignment details and grading rubric are provided for you on Canvas.

F. Quizzes (50 points x 5)**250 points**

There is a quiz for each of the modules. Information for each quiz comes from the readings as well as the course lectures on Canvas. All quizzes are open note and open book.

Grading Policy

Grades will be assigned on an earned point basis: Total number of points divided by total points received. Grade will be based on the following:

| Learning Activity | Point Value |
|--|----------------------|
| Assurance Statement | Complete/ Incomplete |
| Course Overview Quiz | Complete/ Incomplete |
| Language/Communication Chart | 100 |
| Pediatric Case Study | 100 |
| Adult Case Study | 100 |
| Discussion Board Posts (20 points x 5) | 100 |
| Cochlear Implant Webpage Review | 100 |
| Quiz grades (50 points x 5) | 250 |
| TOTAL | 750 |

| | Letter Grade |
|-------------------|--------------|
| 100 -93% | A |
| 90 – 92.9% | A- |
| 88 – 89.9% | B+ |
| 83 – 87.9% | B |
| 80 – 82.9% | B- |
| 78-79.9% | C+ |
| 73-77.9% | C |
| 70-72.9% | C- |
| 60-69.9% | D |
| 0 – 59.9% | F |

AI Syllabus Statement:

Entering client information into Artificial Intelligence third-party service or site (AI-generated content) is a violation of HIPAA/FERPA. Submitting work that was completed using AI-generated content creates a false representation of the knowledge and skills competencies that are measured for graduation and ASHA certification. When submitting work that receives a grade or assessment of knowledge and skills, you should be doing that work independently.

Using AI-generated content as your own work is plagiarism. Lack of citing the use of AI-generated content would be considered plagiarism as it is not your own unique work. The use of Generative AI tools such as, but not limited to, ChatGPT, is not permitted for use within the Department of Communication Sciences and Disorders unless this it is explicitly permitted in writing as part of a specific assignment. The unauthorized use of Generative AI tools is prohibited and will result in an academic integrity violation which may result in dismissal from the CSD program.

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

Content generated by AI-generated content without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to the Office of Student Conduct.

Tentative Course Schedule

All assignments are due by 11:59pm EST on the dates noted below. Once a module has been made available, all assignments, quizzes, etc. may be submitted at any time prior to the due date. **Late submissions are not accepted without “excused absence.”** Grading will occur once the due date has elapsed. The instructor reserves the right to make alterations to the course schedule as needed to accommodate the class.

| Dates | Readings & Activities | Items Due |
|--|---|--|
| January 14 - February 8 --- Module I: Audiometry and Devices | | |
| Introduction to the course Course requirements Definitions of Auditory (Re)habilitation & Demographics of Hearing Loss | Chapter 1 | Due: Friday, January 16th <input type="checkbox"/> Assurance Statement <input type="checkbox"/> Course Overview Quiz <input type="checkbox"/> Introduction-Breaking the Ice! |
| Review of Audiograms (types, degrees, configuration of hearing loss and speech audiometry) | Chapter 2 | |
| Hearing aids, BAHA, & Cochlear Implants: Technology and Candidacy & Outcomes | Chapter 3 | Due: Sunday, February 8th <input type="checkbox"/> Module I Discussion Board <input type="checkbox"/> Quiz 1 <input type="checkbox"/> CI webpage review |
| February 9 - February 22 --- Module II: Acoustics and Listening Environments | | |
| Room Acoustics & Hearing Assistance Technology (HAT), including FM/DM Systems | Chapter 2 | |
| Speech Acoustics | Chapter 4 p. 93-104 | Due: Sunday, February 22nd <input type="checkbox"/> Module II Discussion Board <input type="checkbox"/> Quiz 2 |
| February 23 - March 8 --- Module III: Modes of Communication & Communication Strategies | | |
| Language and Speech of the DHH | Chapter 4 p. 105-122 Chapter 5 Readings on Canvas | |

| | | | |
|---|--|---|--|
| | Psychological Effects of Hearing Loss & Counseling | Chapter 6 | Due: Sunday, March 8th <input type="checkbox"/> Module III Discussion Board <input type="checkbox"/> Quiz 3 <input type="checkbox"/> Language and Communication comparison chart |
| March 9 - April 5 --- Module IV: Assessment & Intervention with Infants/Children | | | |
| | Pediatric Hearing Loss, Demographics, Newborn Hearing Screening & EI | Chapter 9 Readings on Canvas | |
| | Listening Skill Hierarchies | Readings on Canvas | |
| | Assessment & Intervention Educational Models of Service Delivery | Watch <i>Sound & Fury</i> and <i>Sound & Fury: 6 Years Later</i> Chapter 8 | Due: Sunday, April 5th <input type="checkbox"/> Module IV Discussion Board <input type="checkbox"/> Quiz 4 <input type="checkbox"/> Pediatric Case Study |
| April 6 - May 1 --- Module V: Assessment & Intervention with Adults | | | |
| | Adults with Hearing Loss, Communication Issues Group Aural Re(habilitation) & Resources for Adults with Hearing Loss; LACE & Apps | Chapter 10 Readings on Canvas | |
| | Adult AR: Assessing Communication Difficulties & Teaching Communication Strategies | | |
| | Group Aural Re(habilitation) & Resources for Adults with Hearing Loss; LACE & Apps | | Due: Friday, May 1st <input type="checkbox"/> Module V Discussion Board <input type="checkbox"/> Adult Case Study <input type="checkbox"/> Quiz #5 |