**Fall 2025**

**CSD 3040-01 AURAL REHABILITATION (ONLINE):** The handicap of hearing impairment with

its habilitation and rehabilitation. Signing, auditory training, and speech reading. Speech

conservation, counseling, and the use of amplification. Prerequisites: CSD 3020-01 or consent

of instructor.

**Instructor: Kevin Tripp, Au.D.**

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**Credit Hours: 3**

**I. COURSE OBJECTIVES**

1. Learner Outcomes: Upon successful completion of Aural Rehabilitation (CSD 3040),

students will be able to:

1. demonstrate knowledge of the impact of hearing loss on speech and language development

(Standard III-B, III-C, & III-D),

2. identify when a communication breakdown occurs (Standard III-B, III-C, & III-D),

3. demonstrate knowledge of positive and negative communication strategies that

can be utilized to repair a communication breakdown (Standard III-B, III-C, & III-D),

4. discuss available hearing aids and various assistive devices (Standard III-B, III-C, & III-D),

5. demonstrate knowledge of different modes of communication and educational

opportunities that are available to a hearing impaired individual (Standard III-B,

III-C, & III-D),

6. discuss auditory training and speechreading (Standard III-B, III-C, & III-D),

7. discuss issues involved in diagnosis and treatment for hearing-impaired individuals

across the age span (Standard III-B, III-C, & III-D),

8. 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 Standard III-B, III-C, & III-D),

9. discuss the nature of hearing disorders and differences, including their etiologies

and characteristics (Standard III-B, III-C, & III-D), and

10. discuss the principles and methods of intervention for people with hearing loss,

including consideration of psychological, developmental, and linguistic and cultural

correlates if the disorders (Standard III-B, III-C, & III-D).

2. Knowledge of American Disabilities Act as it pertains to hearing loss

3. Knowledge of Selection and Fitting of Assistive Listening Devices and Hearing Aids

**II. Course Requirements**

This course has been designed to provide a basic understanding of audiology and aural

rehabilitation for future speech pathologists and audiologists. Information on various devices,

candidacy, habiltative/rehabilitative management and new technologies will be presented. The

class requirements include:

-Assigned Readings

-Quizzes/worksheets

-Examinations

-Video Review/Response\*

-Internet Resource Activities

**POLICIES REGARDING ASSIGNMENTS:** Assignments are to be turned in to the

instructor on time. Late assignments will be penalized 10% for each day that it is late.

\*Each student will complete a two-page mini-review paper (double spaced, Times New Roman

font-12 point with one inch margins) on your perceptions of the following movie:

Sound and Fury (Aronson Film Associates and Public Policy Productions)

The first several paragraphs of the review should be a brief synopsis of the movie while the bulk

of the paper should be devoted to your thoughts and insights regarding the movie. You may

discuss this assignment with classmates, but you should complete the work on your own.

**Required Texts:**

**Tye-Murray, N. Foundations of aural rehabilitation: Children, adults, and their family (6th**

**ed.). Clifton Park, NY: Delmar Learning.**

**PRINCIPLES OF ONLINE COURSE STRUCTURE:** The nature of this online course is

independent student progress. Weekly lectures and study materials will be provided. Students

are expected to study this material each week and complete/submit related assignments each

week. Students are expected to communicate any need for further explanation with the course

instructor in a timely manner. Although progress through this course is primarily self-driven, the

course instructor welcomes student questions and insights in hopes of generating a deeper

understanding of the material as well as leading to potential clinical application of course

concepts.

**III. Scoring**

90%-100% A

80%-89% B

70%-79% C

60%-69% D

0%-59% F

The University provides programs that enable students to acquire essential knowledge,

skills, and dispositions in their academic disciplines for successful careers, advanced

studies, and servant leadership.

**CODE OF CONDUCT:** Students are to conduct themselves in professional manner.

**Academic Integrity:**

Academic dishonesty will result in penalties up to and including dismissal from the class with a

failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty

will be handled according to the procedures delineated in the Harding University catalog.

**IV: COURSE SCHEDULE**

WEEK 1 Chapter 1 ( Intro to Aural Rehabilitation )/Course Overview

WEEK 2 Hearing Conservation

WEEK 3 Chapter 2 Hearing Aids (components, types, selection)

WEEK 4 Hearing Aids (further considerations)

WEEK 5 Assistive Listening Devices

WEEK 6 Test 1

WEEK 7 Cochlear Implants (components, candidacy, process)

WEEK 8 Cochlear Implants / Cultural Issues

WEEK 9 Documentary

WEEK 10 Single-Sided Deafness / BAHA / CROS

WEEK 11 Classroom Amplification / Soundfield/ FM Systems / ALDs Strategies

WEEK 12 Test 2

WEEK 13 Chapter 5: Communication Strategies

WEEK`14 Chapeter 7: Counseling

WEEK 15 Thanksgiving Break

WEEK 16 Chapter 13: Auditory Training

WEEK 17 Final Examination

\*\*NOTICE: These dates and/or topics may be subject to change according to the

instructor’s discretion.

PLEASE NOTE: No examination date changes will be allowed unless authorized by the

instructor.

**Credit Hour Calculator Statement**

For every hour in class, the typical student should expect to spend at least two clock

hours on course-related work, including but not limited to out-of-class time spent reading,

problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams

and other activities that enhance learning.

**Students with Disabilities:** It is the policy for Harding University to accommodate

students with disabilities, pursuant to federal and state law. Therefore, any student with a

documented disability condition (e.g. physical, learning, or psychological) who needs to

arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester.

(If the diagnosis of the disability occurs during the academic year, the student must

self--‐identify with the Disabilities Office as soon as possible in order to get academic

accommodations in place for the remainder of the semester.) The Disabilities Office is

located in Room 205 in the Student Center, telephone, (501) 279-4019.