McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
Winter / Spring 2015

Aural Rehabilitation
SCSD-642
Number of Credits: 3 Credits
Course Time: Tuesday, 1:00pm - 3:00 pm

Instructors:
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(Pediatric Section)

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COURSE CONTENT:
This course will familiarize the student with issues central to understanding the impact of hearing loss/deafness on speech and language in various populations (both adult and pediatric) and will introduce models and approaches for habilitation/rehabilitation of language in these populations.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

McGILL POLICY STATEMENTS:
McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

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Section 2: Pediatric

The pediatric section of the Aural Rehabilitation course will familiarize students with issues central to understanding the impact of hearing loss/deafness on speech/language development in the pediatric population within a family-centered context. The students will be introduced to various language (re)habilitation approaches with a primary focus on aural language intervention.

PREREQUISITES:
- Familiarity with listening technologies
- Knowledge of speech and language assessment instruments and procedures for hearing populations
- Knowledge of normal and abnormal speech/language development
- Basic understanding of speech science and audiology concepts

LEARNING OUTCOME:
By the end of this course students will:

Analyze and interpret case study information and create an intervention plan by integrating newly acquired knowledge and knowledge acquired in past courses and practicums by working in a team with a multidisciplinary approach

Specific outcomes:
- Identify various habilitation models and approaches
- Understand the impact of deafness on the child and family and on their interactions as a family unit
- Develop a basic knowledge of assessment and intervention within an auditory oral/verbal approach
- Expand knowledge of listening technology related to hearing loss
- Develop an understanding of the S-LP's diverse roles in working with the pediatric hard of hearing/deaf population

INSTRUCTIONAL METHODS: Lectures, video analyses, simulations, discussions, group projects, guest speakers

COURSE MATERIALS:
Required Reading:
ASSIGNMENTS & EVALUATION

1) Hope Online Webinar Courses (15%) due March 10 (Class #3)

Students will be required to view one webinar course (of their choice) related to their case study. A summary of the webinar should be submitted as an one page, doubled spaced annotated bibliography. Please include a personal critique of the webinar in your summary. Submit by e-mail including the exact title and section of the webinar.
http://hope.cochlearamericas.com/online-courses

2) Oral Presentation (35%) due April and 7-14 (Class #7 and #8)

Students will be presented with case studies (narratives) that are drawn from everyday professional practice and are interdisciplinary in nature. Students will work in groups and apply concepts and principles from three domains (listening technology, assessment, and intervention models). The assignment comprises a group oral presentation in a power point format (20 minutes for the presentation and 10 minutes for the discussion). Refer to guidelines given during class #1. Slides should be submitted by e-mail prior to the presentation.

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<tr>
<th>Assignment</th>
<th>Due date</th>
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<tr>
<td>Hope online</td>
<td>March 10</td>
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<tr>
<td>Power point/presentation</td>
<td>April 7 and 14</td>
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Assignments must be submitted on a timely basis. One point will be deducted for every day the assignment is late.

Class Ethics and Courtesy:

As prospective professionals, you are expected to use technology with propriety. Smart phones, tablets, and computers should be used strictly for note taking and in-class learning. You should not engage in social networking, as it is distracting to the learning process both for you and others.

Students are expected to attend all classes. If you will be absent, please notify the instructors before the class.

If you require special accommodations for class lectures or assessments, please inform the instructors during the first week of classes.
Week 1, Feb 17

-Course Orientation/Overview/Syllabus
-Distribution of case reports and list of Hope Online courses
-Overview of intervention with the hard of hearing pediatric population

Prepare questions for next week's panel. Submit in class or by e-mail by Friday, February 21.

Readings:

http://ncbegin.org/reference-chart/

http://www.ncbegin.org/communication_options/

Week 2, Feb 24 (1 to 4pm at MOSD)

Technology troubleshooting
Hearing Aids - Cochlear Implants - Baha - FM systems - Streamer with I-Pads and +

Panel: Living with a hearing loss (pediatric)
- Family and psycho-social aspects

Readings:

Study week – no class on March 3

Week 3 March 10 (12:30 to 2:30)
-Auditory-Verbal Principles

-Hope online summary submission
Readings:

Week 4 March 17
-Intervention for Babies and Preschoolers
-Auditory-Verbal Practices

Readings:
Cole, E.B. & Flexer, C. (2011) Chapter 6, 7, 9, 10 (pp.272-306) Appendix 4 and 5
Week 5, March 24
-Speech Acoustics
-Assessment of Students with Hearing Loss
-Specific Test Materials for Students with Hearing Loss


Week 6, March 31

-Elementary and High School Populations

Readings:
2. Robertson, L. Literacy and Deafness: Listening and Spoken Language, Chapter 9

Week 7 and 8, April 7-14

-Group case study presentations

-Submission of Power point