



SPH 826

Aural Rehabilitation

S2 Day 2017

Dept of Linguistics

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Disclaimer

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General Information

Unit convenor and teaching staff

Claire Layfield

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Credit points

4

Prerequisites

Admission to MSpchLngPath

Corequisites

Co-badged status

Unit description

This unit presents an overview of speech pathology assessment, treatment and management for children and adults with hearing impairment. The major focus is on oral approaches to rehabilitation for those with hearing impairment with an emphasis on aural habilitation. Problems associated with developmental and acquired hearing loss will be presented. Students will learn to use appropriate assessment procedures to interpret the results, plan appropriate intervention, and link research to clinical practice.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Integrate their knowledge of typical speech and language development with current research regarding the impact of hearing loss on the development of speech and language in young children (CBOS 1.3, 2.1, 4.1, 5.1, 5.5, 6.1, 6.2)

Understand the complexities involved in applying family-centred practice in speech pathology services for children and adults with hearing loss (CBOS 1.1, 1.2, 1.3, 3.3, 3.4, 3.6, 4.2)

Evaluate the characteristics of the types of current communication options available to

families with children with hearing loss in terms of their range, strengths, risks and variations (CBOS 1.2, 1.3, 3.1, 3.2, 3.3, 3.6, 4.2, 5.5, 5.6, 6.1)

Differentiate the particular role of speech language pathologists in (a) client assessment and (b) planning evidence based practices for children and adults with hearing loss from the roles of other team members involved in service delivery (CBOS 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.2, 5.5)

Integrate their knowledge of audition, speech, language and cognition into planning evidence based speech pathology practices for children with hearing impairment, with emphasis on the principles of aural habilitation (CBOS 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.2, 4.5)

General Assessment Information

Please consult the detailed unit guide on iLearn and MSLP Program Handbook for full assessment information, rules, and requirements.

Assessment Tasks

Name	Weighting	Hurdle	Due
SPH826.1	40%	No	week 7
SPH826.2	60%	No	week 13

SPH826.1

Due: **week 7**

Weighting: **40%**

Students will be given information, including assessment results, regarding four child case scenarios. Students will select two of the cases, and present evidence based management recommendations that include assessment protocols, resources, and information for key stakeholders.

On successful completion you will be able to:

- Integrate their knowledge of typical speech and language development with current research regarding the impact of hearing loss on the development of speech and language in young children (CBOS 1.3, 2.1, 4.1, 5.1, 5.5, 6.1, 6.2)
- Understand the complexities involved in applying family-centred practice in speech pathology services for children and adults with hearing loss (CBOS 1.1, 1.2, 1.3, 3.3, 3.4, 3.6, 4.2)
- Evaluate the characteristics of the types of current communication options available to

families with children with hearing loss in terms of their range, strengths, risks and variations (CBOS 1.2, 1.3, 3.1, 3.2, 3.3, 3.6, 4.2, 5.5, 5.6, 6.1)

- Differentiate the particular role of speech language pathologists in (a) client assessment and (b) planning evidence based practices for children and adults with hearing loss from the roles of other team members involved in service delivery (CBOS 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.2, 5.5)
- Integrate their knowledge of audition, speech, language and cognition into planning evidence based speech pathology practices for children with hearing impairment, with emphasis on the principles of aural habilitation (CBOS 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.2, 4.5)

SPH826.2

Due: **week 13**

Weighting: **60%**

Students will be given case studies and short questions which will target their understanding of issues related to assessment, therapy and the role of the speech pathologist in multidisciplinary teams for clients with hearing loss. Questions will assess understanding of factors influencing the decision-making process for adults, adolescents and families of children with hearing loss, options available, and how speech pathologists can support individual client choices for communication. A number of questions will address understanding of how to incorporate listening and audition into previously learned skills for speech and language assessment and therapy for children, adolescents and adults.

On successful completion you will be able to:

- Integrate their knowledge of typical speech and language development with current research regarding the impact of hearing loss on the development of speech and language in young children (CBOS 1.3, 2.1, 4.1, 5.1, 5.5, 6.1, 6.2)
- Understand the complexities involved in applying family-centred practice in speech pathology services for children and adults with hearing loss (CBOS 1.1, 1.2, 1.3, 3.3, 3.4, 3.6, 4.2)
- Evaluate the characteristics of the types of current communication options available to families with children with hearing loss in terms of their range, strengths, risks and variations (CBOS 1.2, 1.3, 3.1, 3.2, 3.3, 3.6, 4.2, 5.5, 5.6, 6.1)
- Differentiate the particular role of speech language pathologists in (a) client assessment and (b) planning evidence based practices for children and adults with hearing loss from the roles of other team members involved in service delivery (CBOS 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.2, 5.5)

- Integrate their knowledge of audition, speech, language and cognition into planning evidence based speech pathology practices for children with hearing impairment, with emphasis on the principles of aural habilitation (CBOS 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.2, 4.5)

Delivery and Resources

Students will be expected to attend one 3hr class each week which comprises lectures, group activities and class discussion.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study

strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Integrate their knowledge of typical speech and language development with current research regarding the impact of hearing loss on the development of speech and language in young children (CBOS 1.3, 2.1, 4.1, 5.1, 5.5, 6.1, 6.2)
- Understand the complexities involved in applying family-centred practice in speech pathology services for children and adults with hearing loss (CBOS 1.1, 1.2, 1.3, 3.3, 3.4, 3.6, 4.2)
- Evaluate the characteristics of the types of current communication options available to families with children with hearing loss in terms of their range, strengths, risks and variations (CBOS 1.2, 1.3, 3.1, 3.2, 3.3, 3.6, 4.2, 5.5, 5.6, 6.1)
- Differentiate the particular role of speech language pathologists in (a) client assessment

and (b) planning evidence based practices for children and adults with hearing loss from the roles of other team members involved in service delivery (CBOS 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.2, 5.5)

- Integrate their knowledge of audition, speech, language and cognition into planning evidence based speech pathology practices for children with hearing impairment, with emphasis on the principles of aural habilitation (CBOS 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.2, 4.5)

Assessment tasks

- SPH826.1
- SPH826.2

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Integrate their knowledge of typical speech and language development with current research regarding the impact of hearing loss on the development of speech and language in young children (CBOS 1.3, 2.1, 4.1, 5.1, 5.5, 6.1, 6.2)
- Understand the complexities involved in applying family-centred practice in speech pathology services for children and adults with hearing loss (CBOS 1.1, 1.2, 1.3, 3.3, 3.4, 3.6, 4.2)
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Assessment tasks

- SPH826.1
- SPH826.2

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Integrate their knowledge of typical speech and language development with current research regarding the impact of hearing loss on the development of speech and language in young children (CBOS 1.3, 2.1, 4.1, 5.1, 5.5, 6.1, 6.2)
- Understand the complexities involved in applying family-centred practice in speech pathology services for children and adults with hearing loss (CBOS 1.1, 1.2, 1.3, 3.3, 3.4, 3.6, 4.2)
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- Differentiate the particular role of speech language pathologists in (a) client assessment and (b) planning evidence based practices for children and adults with hearing loss from the roles of other team members involved in service delivery (CBOS 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.2, 5.5)
- Integrate their knowledge of audition, speech, language and cognition into planning evidence based speech pathology practices for children with hearing impairment, with emphasis on the principles of aural habilitation (CBOS 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.2, 4.5)

Assessment tasks

- SPH826.1
- SPH826.2

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or

practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Integrate their knowledge of typical speech and language development with current research regarding the impact of hearing loss on the development of speech and language in young children (CBOS 1.3, 2.1, 4.1, 5.1, 5.5, 6.1, 6.2)
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- Integrate their knowledge of audition, speech, language and cognition into planning evidence based speech pathology practices for children with hearing impairment, with emphasis on the principles of aural habilitation (CBOS 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.2, 4.5)

Assessment tasks

- SPH826.1
- SPH826.2

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Integrate their knowledge of typical speech and language development with current research regarding the impact of hearing loss on the development of speech and language in young children (CBOS 1.3, 2.1, 4.1, 5.1, 5.5, 6.1, 6.2)

- Understand the complexities involved in applying family-centred practice in speech pathology services for children and adults with hearing loss (CBOS 1.1, 1.2, 1.3, 3.3, 3.4, 3.6, 4.2)
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Assessment tasks

- SPH826.1
- SPH826.2

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Integrate their knowledge of typical speech and language development with current research regarding the impact of hearing loss on the development of speech and language in young children (CBOS 1.3, 2.1, 4.1, 5.1, 5.5, 6.1, 6.2)
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Assessment tasks

- SPH826.1
- SPH826.2

Changes since First Published

Date	Description
26/07/2017	Amended general assessment information.