



# CAUD809

## Principles of Management of Childhood Deafness

S2 Day 2018

*Dept of Linguistics*

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## General Information

Unit convenor and teaching staff

Lecturer

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Credit points

4

Prerequisites

CAUD814 and CAUD818

Corequisites

Co-badged status

Unit description

This unit explores the normal development of speech in children and the effect of acquired hearing impairment and/or acquired language disorders on speech perception, production, and the development of oral language in children. Common acquired auditory and language disorders observed clinically are discussed with regard to the management of medical, audiological and speech pathology issues. Issues regarding (re)-habilitation and education are addressed. This unit incorporates a number of site visits to educational facilities and services for children and adults with hearing impairment.

## 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:

Understand the principles of family centred practice in the field of early intervention or general management of childhood disorders

Understand the effects of hearing disorders on speech and language development and speech and language processing in children

Develop an understanding of the various medical, educational and audiological

strategies that are used to manage the effects of hearing loss in children

Understand different approaches to facilitating speech and/or language acquisition in children with ongoing or permanent hearing loss

Understand the role of the audiologist in providing amplification and related services to children with permanent or ongoing hearing loss, with particular reference to the service model used in Australia.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Minimal hearing loss essay</u></a>	20%	No	20/08/18
<a href="#"><u>Problem based exercise</u></a>	20%	No	24/09/2018
<a href="#"><u>Amplification essay</u></a>	20%	No	22/10/2018
<a href="#"><u>Written exam</u></a>	40%	No	Week 14

### Minimal hearing loss essay

Due: **20/08/18**

Weighting: **20%**

See ilearn

On successful completion you will be able to:

- Understand the effects of hearing disorders on speech and language development and speech and language processing in children
- Develop an understanding of the various medical, educational and audiological strategies that are used to manage the effects of hearing loss in children
- Understand the role of the audiologist in providing amplification and related services to children with permanent or ongoing hearing loss, with particular reference to the service model used in Australia.

### Problem based exercise

Due: **24/09/2018**

Weighting: **20%**

See ilearn

On successful completion you will be able to:

- Understand the principles of family centred practice in the field of early intervention or general management of childhood disorders
- Understand the effects of hearing disorders on speech and language development and speech and language processing in children
- Develop an understanding of the various medical, educational and audiological strategies that are used to manage the effects of hearing loss in children
- Understand different approaches to facilitating speech and/or language acquisition in children with ongoing or permanent hearing loss

## Amplification essay

Due: **22/10/2018**

Weighting: **20%**

See ilearn

On successful completion you will be able to:

- Understand the principles of family centred practice in the field of early intervention or general management of childhood disorders
- Understand different approaches to facilitating speech and/or language acquisition in children with ongoing or permanent hearing loss

## Written exam

Due: **Week 14**

Weighting: **40%**

Written examination during exam period

On successful completion you will be able to:

- Understand the principles of family centred practice in the field of early intervention or general management of childhood disorders
- Understand the effects of hearing disorders on speech and language development and speech and language processing in children
- Develop an understanding of the various medical, educational and audiological strategies that are used to manage the effects of hearing loss in children
- Understand different approaches to facilitating speech and/or language acquisition in children with ongoing or permanent hearing loss
- Understand the role of the audiologist in providing amplification and related services to children with permanent or ongoing hearing loss, with particular reference to the service

model used in Australia.

## **Delivery and Resources**

### **TEACHING AND LEARNING STRATEGIES (Lectures)**

There may be additional site visits to various facilities providing services to children with hearing loss.

There are no tutorials or practica for this unit.

**1. Unit overview & introduction to family centred practice** – The aims and objectives of the unit, including assessment tasks, will be discussed. Some of the information presented in CAUD807, with respect to communication with families at the time of hearing loss diagnosis will be expanded upon.

**2. Minimal and Unilateral Hearing Loss** – Discussion of the impact and rehabilitation options for children with minimal or unilateral hearing loss.

**3. Effect of hearing disorders on speech and language development-** The effects of early onset hearing loss upon speech and language development will be discussed, including consideration of the effects of ongoing middle ear pathology. The effects of post lingual hearing loss upon communication will also be considered. Students will be able to recognise the effects of hearing loss on communication, and clearly differentiate between the effects of pre and post lingual hearing loss.

**4. Normal communication development in children-** Models of normal communication and its development as a basis to understanding acquired and developmental communication pathology in children will be discussed.

**5/6. Australian Hearing paediatric program I and II** - The role of Australian Hearing in the audiological management of children with permanent/ongoing hearing loss will be discussed, including the organisation's philosophy and approach to working with teachers in a variety of settings. Specific information will be presented regarding device selection, (hearing aids and FM systems), device verification and evaluation of the fitting. Simone Punch

**7. The Deaf community, culture and language** – Provides an overview of the Deaf Community, their culture and AUSLAN which is designed to introduce students to their potential role when working with this community. Trevor Johnson

**8. Oral/manual debate and the research evidence-** Attention will be paid to the research evidence that supports or refutes “oral” and “manual” viewpoints. The impact of cochlear implantation upon education and the Deaf community will also be discussed. Trevor Johnson

**9. Family reactions to hearing loss** – Parents of children with hearing loss will talk about their reactions at the time of diagnosis and afterwards. They will discuss the types and styles of audiological services they find most beneficial.

**10. Multidisciplinary Team lecture** – Deafness centre team will discuss multidisciplinary management of Paediatric hearing loss.

**11. Compliance with audiological management** - Particular programs and strategies to

promote compliance in groups including school age children and adolescents will be discussed

**12. Medical/surgical management of hearing loss in children** – The medical/surgical management of common types of hearing loss in children will be discussed. Dr Cathy Birman

**Review:** Cases will be reviewed in order to highlight the core issues covered in this unit

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](https://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](http://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](http://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/](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

- Develop an understanding of the various medical, educational and audiological strategies that are used to manage the effects of hearing loss in children
- Understand different approaches to facilitating speech and/or language acquisition in children with ongoing or permanent hearing loss
- Understand the role of the audiologist in providing amplification and related services to children with permanent or ongoing hearing loss, with particular reference to the service model used in Australia.

## **Assessment tasks**

- Minimal hearing loss essay
- Problem based exercise
- Amplification essay
- Written exam

## **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**

- Understand the principles of family centred practice in the field of early intervention or general management of childhood disorders
- Understand the effects of hearing disorders on speech and language development and speech and language processing in children
- Develop an understanding of the various medical, educational and audiological strategies that are used to manage the effects of hearing loss in children
- Understand different approaches to facilitating speech and/or language acquisition in children with ongoing or permanent hearing loss
- Understand the role of the audiologist in providing amplification and related services to children with permanent or ongoing hearing loss, with particular reference to the service model used in Australia.

## **Assessment tasks**

- Minimal hearing loss essay
- Problem based exercise
- Amplification essay
- Written exam

## **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**

- Understand the effects of hearing disorders on speech and language development and speech and language processing in children
- Understand different approaches to facilitating speech and/or language acquisition in children with ongoing or permanent hearing loss
- Understand the role of the audiologist in providing amplification and related services to children with permanent or ongoing hearing loss, with particular reference to the service model used in Australia.

## **Assessment tasks**

- Minimal hearing loss essay
- Problem based exercise
- Amplification essay
- Written exam

## **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**

- Understand the effects of hearing disorders on speech and language development and speech and language processing in children
- Develop an understanding of the various medical, educational and audiological strategies that are used to manage the effects of hearing loss in children
- Understand different approaches to facilitating speech and/or language acquisition in children with ongoing or permanent hearing loss

## **Assessment tasks**

- Minimal hearing loss essay
- Problem based exercise
- Amplification essay
- Written exam

## **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**

- Understand the principles of family centred practice in the field of early intervention or general management of childhood disorders
- Understand different approaches to facilitating speech and/or language acquisition in children with ongoing or permanent hearing loss

## **Assessment tasks**

- Problem based exercise
- Amplification essay
- Written exam

## **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 outcome**

- Understand the principles of family centred practice in the field of early intervention or general management of childhood disorders

## **Assessment tasks**

- Problem based exercise
- Amplification essay
- Written exam

## **Changes since First Published**

Date	Description
09/07/2018	edit of typo