

COURSE OUTLINE

SLP1532H - CLINICAL LABORATORY IN HEARING DISORDERS

Units 3, 5, 7 and 9

Course Instructor:

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Interim Course Contact(s):

Unit 3 - Talia Leszcz, talia.leszcz@utoronto.ca

Unit 5 - Emily Wood, e.wood@utoronto.ca; Jennifer Wadds, jennifer.wadds@utoronto.ca

Unit 7 - Ian Roth, ian.roth@utoronto.ca

Unit 9 - Ian Roth, ian.roth@utoronto.ca

Time & Place:

Practical experience will be acquired through hearing disorder-related experience in Units 3, 5, 7 and 9.

Overall Course Objectives:

In this course, students will obtain clinical experiences leading to the development of professional knowledge, skills, behaviours and attitudes in hearing disorders. By the end of this course, a student must be able to achieve the following objectives in the specified competency roles (see Required Reading 2 below) in an efficient and effective manner:

1. Role of Expert:

1.1. Knowledge Expert

- Apply knowledge regarding the ramifications of hearing loss (its nature, degree, age of onset and progression), as related to a number of factors:
 - its effect on the individual and significant others, personally, socially, educationally (where applicable) and vocationally (where applicable).
 - other existing physical, psychological and environmental conditions.
 - comprehension, production and use of language in oral, signed and/or written modalities.

1.2. Clinical Expert - Assessment

- Performance of valid pure tone screening and audiograms and/or other methods of audiological assessment.
- Interpretation of audiologic results accurately.

1.2./1.3. Clinical Expert - Assessment and Clinical Expert - Intervention

- Application of hearing status information to speech-language pathology practice.
- Use of compensatory mechanisms or strategies to enhance communication in the presence of hearing disorders.
- Use, care and maintenance of hearing technology, such as hearing aids, implantable devices and hearing assistive technology.

2. Role of Collaborator

- Consultation with audiologists, physicians and related support services as appropriate.

3. Role of Advocate

- Development of client self-advocacy skills (supportive counselling).

Required Reading:

1. [Clinical Education Guide and Handbook](#) (CEG/H) for the Department of Speech-Language Pathology, University of Toronto.
2. The Canadian Alliance of Audiology and Speech-Language Pathology Regulators (2018, June 14). National Speech-Language Pathology Competency Profile. Retrieved from <https://www.sac-oac.ca/wp-content/uploads/2023/03/National-Speech-Language-Pathology-Competency-Profile.pdf>

Assessment:

This is a **CREDIT – NO CREDIT** course. Credit will be attributed once the learning expectations and associated evidence have been approved by the course instructor following the final clinical placement unit. An inherent part of clinical skills is appropriate record-keeping. Accordingly, a student must complete all record-keeping tasks by the due date indicated. No grade will be submitted until all coursework is completed.

Assignments:

Three assignments must be completed and a **CREDIT – NO CREDIT** achieved for each assignment. A No Credit on any assignment will result in a request for the student to re-write and re-submit the assignment. If more than one assignment is not completed successfully on the first submission, or a resubmitted assignment is not sufficient, the student will be required to complete a one-week remedial hearing disorder clinical placement experience. Each assignment is due one-week post-placement.

In Unit 3

Identify up to three SLP-specific clinical practices in this setting that address hearing loss (e.g., case history taking, hearing screening, individual education plans, referral procedures) and one resource or service available [e.g., audiology, otolaryngologist, certified auditory-verbal therapist (AVT), classroom amplification]. Describe how these practices were incorporated into your clinical practice (or, if not observable, then formulate recommendations suitable for this setting) (Maximum 2 pages, double-spaced – Credit/No Credit).

NOTE: For the following two assignments, at least one must be completed with respect to an actual client with hearing loss on your SLP clinical caseload.

In Unit 7:

Identify a client on your SLP caseload with hearing loss and describe how your approach to either assessment or treatment was impacted as a result of the hearing loss (include mention of enhancing communication strategies). If this is not possible, develop an amendment to an assessment plan or management approach for a client on your existing caseload, assuming the client has an acquired moderate to severe binaural sensory-neural hearing loss and wears at least one hearing aid (Maximum 2 pages, double-spaced – Credit/No Credit).

In Unit 9:

Identify a client on your SLP caseload with hearing loss and describe how your approach to either assessment or treatment was impacted as a result of the hearing loss (include mention of enhancing communication strategies). If this is not possible, develop an amendment to an assessment plan or management approach for a client on your existing caseload, assuming the client has an acquired moderate to severe binaural sensory-neural hearing loss and wears at least one hearing aid (Maximum 2 pages, double-spaced – Credit/No Credit).



Course Capstone Minimum Expectations:

The student must successfully complete the following activities (see chart below) in supervised academic or clinical settings and/or virtually over the course of the two-year program. The student is required to submit evidence for achievement of these minimum expectations upon completion, by one-week post placement after each clinical unit or by the end of Unit 9 (one-week post-placement).

Expectation	Specifics
1) Audiological Assessments	Submit evidence of having led or participated in: ▪ Five unmasked audiograms including air conduction, bone conduction, speech reception thresholds and speech recognition testing and/or ▪ Depending upon the placement setting, other methods of appropriate audiological assessment (e.g., central auditory processing or infant hearing screening) at the discretion of the course instructor (please contact instructor for approval) and/or ▪ Simulated clinical assessments on-line and a two-hour online group tutorial with an audiologist, as arranged by the course instructor.
2) Acoustic Immittance	Describe and submit evidence to show how you applied your theoretical knowledge to actual client cases encountered in clinical settings to: ▪ Understand and interpret acoustic immittance measurements
3) Hearing Technology	Describe and submit evidence to show how you applied your theoretical knowledge to actual client cases encountered in clinical settings to: ▪ Demonstrate understanding and use of hearing technology (e.g., care and maintenance of hearing aids, implantable devices, hearing assistive technology).
4) One (1) Counselling Session Addressing Hearing Status	Plan and conduct at least one counselling session with a client with a hearing disorder. Describe your preparation and planning in a brief reflection (One to two pages double-spaced).
5) Quality of Life Tool	Identify a Quality-of-Life tool related to hearing loss appropriate to one of your clinical placement practice settings and briefly describe how it is applicable to the clients in that setting (Maximum one page double-spaced).