WESTERN UNIVERSITY
SCHOOL OF COMMUNICATION SCIENCES & DISORDERS
CSD 9524b
Professional Practice IV: Interdisciplinary Practice
WINTER 2015

Instructors: Susan Scollie, PhD Course Co-ordinator
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Lectures: Changes weekly, please see schedule. Some weeks are Wed. evenings.

Description
This course will emphasize the role of the audiologist in interdisciplinary teams, with a focus on
collaboration with speech-language pathologists. Interprofessional collaboration across practice settings
will be discussed, as it pertains to settings such as educational audiology, early intervention programs, and
care for the elderly. The specific role of the speech-language pathologist and key areas and contexts for
interprofessional communication and collaboration will be emphasized.

Required Readings
1. Selected chapters from the Comprehensive Handbook of Pediatric Audiology will be listed, along
with other course-specific readings. See the topic schedule below for details.

Course Expectations
1. Students are expected to attend and participate in all lectures.
2. Students are expected to have access to the course materials for reference and use during
discussions and in-class activities.

Grading (see later in the syllabus for full information)
1. Inservices: 20%
2. Case assignment: 30%
3. Attendance and participation: 5%
4. Final exam: 45% (based mainly on required readings)
### SCHEDULE

<table>
<thead>
<tr>
<th>Lecture/Date</th>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>1 / Jan 7, 2015 Room 1330 6 to 9 pm Susan Scollie</td>
<td>Course expectations and overview Early intervention programs for hearing loss</td>
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<tr>
<td>2/ Jan 14, 2015 Room 1330 6 to 9 pm Hlady-MacD</td>
<td>Social-emotional impact of permanent childhood hearing loss. Guest lecture: Vicki Hlady-MacDonald and panel of parents and children. This session will be held together with SLP students in CSD9634.</td>
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<tr>
<td>3/ Jan 21, 2015 Room 1330 6 to 9 pm Hlady-MacD</td>
<td>The developmental impact of hearing loss. <em>Impact of varied degrees of hearing loss on communication development</em> Permanent Childhood Hearing Loss: Assessment and Intervention <em>Assessments for Auditory Skills, Concept of Hearing Age, Auditory-Verbal Approach</em> Guest lecture: Vicki Hlady-MacDonald. This session will be held together with SLP students in CSD9634.</td>
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<tr>
<td>4/ Jan 28, 2015 Room 2510 1:30-4:30 Scollie</td>
<td>In-class activity: prepare a series of 20-minute inservice activities for the SLP students. Include activities that prepare professionals to explain hearing loss, speech cue access, and prognosis for provided cases based on verification &amp; research evidence. Checking and troubleshooting hearing technology should also be covered.</td>
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<tr>
<td>5/ Feb 4, 2015 Room 1330 1:30 – 4:30 Scollie</td>
<td>Practice &amp; feedback on in-services for 2 hours for audiology. Join the SLP group for the last hour for initial discussion of assigned cases.</td>
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<tr>
<td>Feb 11, 2015 Room 1330 6 to 9 pm Scollie</td>
<td>Inservice delivery by Audiologists to SLPs. This session will be held together with SLP students in CSD9634.</td>
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<td>Feb 18, 2012</td>
<td>READING WEEK - NO CLASS</td>
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<tr>
<td>7/ Feb 25, 2015 Room 1330 6 to 9 pm Scollie</td>
<td>Service coordination protocols and challenges for multidisciplinary teams: examples, research, and lessons for new audiologists. Guest lecture: Sheila Moodie</td>
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<tr>
<td>8/ Mar 4, 2015</td>
<td>Interprofessional practice with cochlear implants Guest Lecturer: Kim Zimmerman</td>
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<td>Date</td>
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<tr>
<td>9/ Mar 11, 2015</td>
<td>Room 1330</td>
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<tr>
<td>10/ Mar 18, 2015</td>
<td>Room 1330</td>
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<tr>
<td>11/ Mar 25, 2015</td>
<td>Room 1330</td>
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<tr>
<td>12/ April 2, 2015</td>
<td>Room 1330</td>
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This session will be held together with SLP students in CSD9634. Case discussion activities will be completed during the last hour of class. Attendance in the first two hours is optional for Audiology students but may be helpful to see how an Audiologist can provide in-servicing on this topic to SLPs.
Course Readings and Resources by Topic

Early Intervention Programs for Hearing Loss (readings in bold will be required for the final exam, others will be discussed in class and/or are helpful for assignments)

1. Chapters 16, 30, and 31 from Seewald & Tharpe, Comprehensive Handbook of Pediatric Audiology.  
(Please note that the test construction information in chapter 16 will be discussed in CSD9530 and is not required for this course. For CSD9524, please refer to the portions of the chapter that explain EHDI programs.)
4. BC and Ontario Program protocols available on their respective websites.
http://www.ahrq.gov/clinic/uspsf08/newbornhearsum.htm

Socio-emotional Impact of Permanent Childhood Hearing Loss


Developmental Impact of Permanent Childhood Hearing Loss


Oral Habilitation/Total Communication/AVT (readings in bold will be required for the final exam, others will be discussed in class and/or are helpful for assignments)

1. AG Bell Academy For Listening and Spoken Language. The Principles of the LSLS Cert AVT ® and the LSLS Cert. AVEd ®.

Inservice and Case Assignment Resources:
5. Chapter 29 from Seewald & Tharpe, Comprehensive Handbook of Pediatric Audiology.

Service Coordination and Multidisciplinary Teams
1. Interagency protocol or family service coordination in the Region of Thames Valley (2012).

Interdisciplinary practice with Cochlear Implants


Interprofessional practice with ENTs and others who work with hearing

Genetics of hearing loss


Children with blindness and low vision

To be announced

Non-traditional and non-entry level career

To be announced
Assignment 1: In-service Planning (20%, group)

Pick one topic from the list below and develop a 20 minute lesson plan to train a Speech-Language Pathologist on the topic, along with a one page handout that provides follow up resources.

Weighting:
- 10% on written materials
- 10% on group interaction and execution

Parameters:

1. The curriculum and the handout must be done with the format template provided on the course site. They will be merged into a workbook and exchanged with your classmates as a resource.
2. You are encouraged to use your shared case (this will be assigned to you) as an example within your lesson plan and/or handouts.
3. You may work together.

Topics:

1. Using the Familiar Sounds Audiogram to help SLPs and caregivers understand hearing loss.
2. Using the Count-the-Dots Method to help SLPs and caregivers understand how hearing loss affects access to speech.
3. Using SPLograms to help SLPs and caregivers understand speech cue access for a specific hearing aid user: unaided versus aided.
4. Using the ELF and/or the SHARP to help SLPs and caregivers assess speech access across distances and/or in noise.
5. Troubleshooting common problems with hearing aids: a hands-on training activity.

Delivery:

1. Working session to plan, review materials, and develop initial materials: January 30.
2. Dry run day to practice and provide feedback: Feb 6.
Assignment 2: Case Review (30%, individual)

You will be assigned a case to work with over the course of the term. Using your course materials and materials that you find on your own, prepare a 3 page, double spaced assessment of your case as follows. Please use a subheading for each of the three sections below. References are not counted in the page limit. This assignment will be graded according to the Clinical Grading Scheme.

1. Prepare a one-paragraph plain-language summary of the degree and impact of hearing loss and hearing assistive technology use that would be appropriate as a summary of the hearing status of your case in a team meeting. Avoid jargon.
   Cross curricular and clinical skills expectations: you have learned about the use of plain language and the importance of reading level in other courses. In this assignment, I am expecting you to apply this prior learning. If you do not remember how to evaluate reading level of a text, please look in the Help section of your word processing package.

2. Based on the current case history, develop a summary list of the current Communication Development Plan goals that are in place for this child. Follow the Ontario Infant Hearing Program guidelines for this, or another program guideline if you prefer. If following another program, please provide the link to their guideline in your assignment. At a minimum, three goals that span contexts and people in the child’s life should be included.

3. Consulting the literature, identify and discuss any current barriers to communication development and an evidence-based prognostic statement that you could use in answering parent questions about likely long-term outcomes for this child (Will he hear me? Will he talk? Will he need to go to a special school?). Provide references used in your analysis of this case.

Weighting:
- 5% on plain language summary
- 5% on communication development goals
- 20% on barriers & prognosis statement

A note on this assignment: you and the students in SLP are given the same cases to work on. However, the specific assignment questions are not the same for SLP and Audiology students. You may interact with your colleagues in SLP to help each other understand the cases from each other’s perspectives, but you are not required to also answer their assigned questions, and they are not required to answer your assigned questions.

Final Exam (50%, individual)

The final exam will consist of short questions based on the content of the required readings (those marked in bold on the course outline). The exam will be closed book.
Policies on Late Assignments and Missed Exams:

- Please inform Dr. Scollie and the section instructor by email or phone that you will be absent in advance of missing an exam, in-class assignment or assignment due date, whenever possible.
- If you miss a scheduled exam, fail to complete an in-class assignment or fail to submit an assignment by the due date, you will not be allowed to write the exam or have the assignment graded without satisfactory, original written documentation of acute medical or compassionate reasons. Whenever possible, the documentation should be provided on the day of or within two working days after the scheduled exam or due date. Please provide this documentation to Dr. Scollie.
- In accordance with Western’s medical note policy, a Western Student Medical Certificate (SMC) is required where you are seeking academic accommodation due to illness. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. Where it is not possible for to have an SMC completed by the attending physician, you must request documentation sufficient to demonstrate that your ability to meet your academic responsibilities was seriously affected at the time of the exam. For more detailed information and a downloadable Western SMC form, visit https://studentservices.uwo.ca/secure/index.cfm (under Medical Documentation heading).

- The penalty for missing the final exam without authorization from the course coordinator and instructors is a grade of 0 for that exam.
- Late assignments without approval from the course coordinator and section instructor are eligible for 50% off the grade for that section assignment. Assignments more than two days late without prior approval will receive a grade of 0.

Civility in the Classroom

Students are expected to maintain the same high standards of conduct and moral judgment in the classroom as expected of Audiologists. Therefore, they are asked to comply with the following reasonable expectations for classroom conduct:

1. Students and the instructors will behave in a manner that is welcoming, supportive, and respectful of cultural and individual differences at all times.
2. Students are expected to participate in the course by asking questions and contributing comments during lectures.
3. Conduct that could distract fellow students or the instructor during a lecture must be avoided. This includes but is not limited to talking when others are speaking, passing notes, sleeping and overt inattention.
4. Please arrive on time for class. If you are unavoidably late, please enter quietly and take the nearest seat.
5. Cell phones and MP3 players should be turned off during class. Receiving and sending text messages should not be undertaken during the lecture.
6. Computers may be used solely for course purposes, e.g., taking notes. Students must not browse the web, use email or engage in instant messaging during class.

Academic Integrity: Students are reminded that they are required to follow the standards of scholarship within the University community. Students are encouraged to review the standards and the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf
The standards include, but are not limited to, proper citation of sources of information. Students are
encouraged to learn together, but are required to generate their own written work and cite and give credit to, where necessary, the sources and authors of information (i.e., do not plagiarize). Scholastic offences are taken seriously.

**Electronic devices:** Active pagers, cell phones, laptops, and/or internet connections including email are not allowed in class unless instructors indicate they are to be used in a specific classroom activity.

**Accessibility:** Please contact the course instructor if you require material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at [http://www.sdc.uwo.ca/ssd/](http://www.sdc.uwo.ca/ssd/) or 519-661-2111 ext. 82147 for any specific question regarding an accommodation.

**Support Services:**
- Student Development Centre, [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)
- USC Student Support Services, [http://westernusc.ca/services/](http://westernusc.ca/services/)

Students who are in emotional/mental distress should refer to Mental Health @ Western, [http://www.health.uwo.ca/mental_health/](http://www.health.uwo.ca/mental_health/), for a complete list of options about how to obtain help.