

The University of Western Ontario  
School of Communication Sciences and Disorders  
CSD 9536b  
Pediatric Aural (Re)Habilitation  
Winter 2021

**Instructor:** Marlene Bagatto, Au.D., Ph.D.  
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**Office Hours:** Zoom meetings welcome by appointment.

**Course Format:** Online synchronous and asynchronous lectures.

**Class Meetings:** Wednesdays from 9:00am to 12noon  
Synchronous via Zoom. Links provided on OWL.

*Description:*

This course focuses on the theory, practice, and issues related to the provision of aural (re)habilitative (AR) services with a focus on deaf, deafened, and hard of hearing children. Professional competencies and scope of practice in the assessment and management of children with hearing loss will be discussed. The role of the audiologist within interdisciplinary teams in the provision of these services, and in partnership other professionals such as speech-language pathologists, with infant and preschool services, elementary and high school hearing resource programs, school board audiologists, teachers of the deaf and hard of hearing, and consumer based organizations will be explored. The role of the Deaf community and culture, and manual communication acquisition by children will be discussed.

*Goals/Competencies/Content Items:*

Students in this course will

- Describe the role of the audiologist in the provision of aural habilitation services to deaf, deafened, and hard of hearing children, and their family members.
- Describe professional competencies and scope of practice of the audiologist in the provision of aural habilitation services.
- Describe the consequences of hearing loss for children with hearing loss of varying degrees, and their family members.
- Identify the aural habilitation needs of children with hearing loss of varying degrees, their family members, and appropriate resources.
- Identify various assessment and management techniques used in the provision of aural habilitation services.

- Describe the role of the audiologist in working on interdisciplinary teams in the provision of services.
- Identify and implement various management techniques used in the provision of aural habilitation services.

*Student Responsibilities:*

- Read the course syllabus and refer to it throughout the course.
- Consistently demonstrate class attendance, punctuality, participation, and professionalism.
- Complete assigned readings prior to attending class.
- Consider all readings and resources as required.
- Complete all course assignments by due dates.
- Submit assignments to OWL on or before the due date.
- Inform the instructor of your absence at least 1 hour prior to the scheduled class time.
- Should you miss a class, it is your responsibility to gather the information you missed.
- Do not send or receive calls or text messages in the virtual classroom.
- Use computers during class time only for course purposes.

*Instructor Style:*

My role is to deliver the content of this course so that you develop competency of the topic. At this stage of the audiology program, you will have the background knowledge to think critically about advanced cases and discuss them in an informed and professional way. In that regard, I will ask a lot of questions throughout the course to facilitate engagement and discussion of the topics. This is not to put you on the spot. Rather, it is to initiate dialogue with each other as well as get an understanding of your working knowledge. I will do my best to be clear with the content of the course and what is expected of you. I am open to any and all questions and comments throughout the course and am willing to modify things as needed.

*Zoom use for Lectures & Discussions:*

Completion of this course will require you to have a reliable internet connection and a device that meets the system requirements for Zoom. Information about the system requirements are available at the following link: <https://support.zoom.us/hc/en-us>

Please note that Zoom servers are located outside Canada. If you would prefer to use only your first name or a nickname to login to Zoom, please discuss this with your instructor in advance. Only participants using their UWO credentials will be permitted to access the class. Zoom links will be made available on the course OWL site.

*Virtual Classroom Etiquette:*

Please make every effort, for every virtual class, to be respectful and reduce extraneous noise during lectures and discussions. This includes talking, typing audibly on a keyboard, eating loudly, or otherwise creating disturbances that interfere with your classmates' and instructor's ability to hear in the virtual classroom. When not contributing to the discussion or asking a question, please mute your microphone. Your video should be on during the virtual class to promote engagement during the session. These parameters are especially important during guest lectures.

For general principles, please refer to the CSD Student Handbook sections on Professionalism and Civility in the Classroom.

*CSD Absence Policy:*

Please refer to the CSD Student Handbook for our Program's absence policy. If you are unable to participate in any scheduled activity for any reason (including a positive COVID screening result), please contact all relevant instructors as soon as possible. If you require academic relief (e.g. make-up exam, change of due date) due to an absence, you must request it through the Student Support Committee, and documentation may be required. If you must miss in-person instruction sessions due to a positive COVID screening result or to illness, we will assist you in completing those activities as soon as is feasible once you are able to return.

*Privacy and Intellectual Property:*

Every effort will be made by the instructor to have lecture content and resources posted to OWL prior to each class. The slides that accompany the lectures are the property of the instructor (including guest lectures) and may not be used or shared for purposes other than this course. Additionally, audio or video recordings of the lectures or any portion of this course are not permitted unless it is an approved requirement for academic accommodation.

*Methods of Evaluation:*

1. Professionalism and Participation **(20%)**

Students will be graded on their professional conduct throughout the course. This includes, but is not limited to, virtual class attendance, punctuality, contribution to class discussion and activities, and overall professional conduct with regard to this course in and outside the classroom with peers and instructor(s). Since course content will be delivered using a combination of synchronous and asynchronous formats, your attendance at synchronous sessions is mandatory.

2. Assignments **(3 X 10% = 30%)**

Activities will be assigned and align with lecture content. Each assignment is worth 10% of the total grade and is due on or before the beginning of class the following week. Assignments must be submitted through the OWL course website assignment section. Dates and descriptions of the assignments can be found in the Class Schedule (see below). Further details will be discussed during class.

3. Mid-term Examination **(30%)**

The examination is scheduled during class time. The examination will cover all materials presented in class, class discussions, and assigned readings up to this point. The format of the examination may be a combination of short answer and case study test questions.

4. Team Mini-Lecture **(20%)**

This requirement includes a five minute recorded or live lecture with one of your classmates on an approved pediatric aural (re)habilitation topic. The team and topic must be approved by the course instructor in advance. Content may consist of clinical or family support information, a case study, an area in need of further investigation, an emerging topic, etc. Further details about the assignment will be discussed during virtual course meetings.

**A penalty of 50% per day will be applied to late assignments.**

**All assignments are to be handed in by the due date via OWL through the Assignments tab.**

*Course-Specific Passing Grade Requirement:*

This course contains specific pass requirements (required elements), as specified above. To pass this course you must attain a grade of at least 60% according to the grade weighting given above AND attain at least the passing grade of 60% for each required element. If you do not pass all of the required elements, your submitted grade will be the lower of: a) 59% and b) your grade calculated as usual according to the grade weighting given above. That is, the highest grade possible if not all required elements are passed would be 59%.

The policy of the CSD program is that the assigned course grade is the instructor's final assessment of a student's performance and already includes any and all grade rounding an instructor has chosen to implement. Assigned grades "close to" 60% or other letter-grade boundaries will not be further rounded up, with the exception that grades submitted with decimal percentages are rounded up or down to the nearest integer by the Registrar before appearing on the student's record.

*Statement on Academic Offences:*

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

*Graduate Course on Health and Wellness:*

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree.

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at

[http://www.health.uwo.ca/mental\\_health/resources.html](http://www.health.uwo.ca/mental_health/resources.html)

To help you learn more about mental health, Western has developed an interactive mental health learning module found here: [http://www.health.uwo.ca/mental\\_health/module.html](http://www.health.uwo.ca/mental_health/module.html)

This module is 30 minutes in length and provides participants with a basic understanding of mental health issues and of available campus and community resources. Topics include stress, anxiety,

depression, suicide, and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.

**Class Schedule: Winter 2021**

Please note that some lectures will be delivered synchronously (live virtual) and others will be asynchronous (recorded). Your attendance at the synchronous sessions is mandatory. Order and topics are subject to change. Readings are posted on OWL.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Activity</b>
Week 1	<u>January 6</u>	Welcome and review of course content.  Recorded Lecture: <ul style="list-style-type: none"> <li>• Early Hearing Loss Detection &amp; Intervention (EHDI)</li> <li>• Managing Hearing Loss in Children: Beyond the Hearing Aid Fitting</li> </ul>	10:30am – 12noon: Zoom meeting (mandatory)
Week 2	January 13	Recorded Lecture: <ul style="list-style-type: none"> <li>• Impact of hearing loss on speech-language development in children</li> <li>• Outcome measures for infants and children who wear hearing aids</li> <li>• Supporting language development in children who have hearing loss</li> </ul>	<b>Assignment 1:</b> Application of outcome measures
Week 3	<u>January 20</u>	Review Case Studies  Recorded Lecture: <ul style="list-style-type: none"> <li>• Hearing aid orientation for families and other team members</li> <li>• Challenging cases:               <ul style="list-style-type: none"> <li>- Minimal/mild hearing loss</li> <li>- ANSD</li> <li>- Moderate to Profound</li> </ul> </li> </ul>	9 – 10am: Zoom meeting (mandatory)  <b>Assignment 1 due</b>
Week 4	January 27	Recorded lecture: <ul style="list-style-type: none"> <li>• Language development options               <ul style="list-style-type: none"> <li>○ Shared decision aid</li> <li>○ Orientation to Deaf Culture</li> </ul> </li> </ul>	<b>Assignment 2:</b> UHL, MBHL, ANSD, or profound
Week 5	<u>February 3</u>	<i>Guest Lectures:</i> <ul style="list-style-type: none"> <li>• Kristin Tonus, Erinoak Kids               <ul style="list-style-type: none"> <li>○ MBHL</li> </ul> </li> <li>• Christine Brown, Western               <ul style="list-style-type: none"> <li>○ Bone conduction fittings</li> </ul> </li> </ul>	9am – 12noon: Zoom meeting (mandatory)  <b>Assignment 2 due</b>

Week 6	<u>February 10</u>	<i>Guest Lecture:</i> Megan Youngs Director of Silent Voice Child and family programs for American Sign Language (ASL)	9am – 12noon: Zoom meeting (mandatory)
Week 7	<u>February 17</u>	Review Case Studies & Guest Lecture  Recorded Lecture Facilitating spoken language in infants with hearing loss: Auditory Verbal Therapy	9am – 10:30am: Zoom meeting (mandatory)
Week 8	February 24	<b>Mid-term examination</b>	OWL Exam
Week 9	<u>March 3</u>	<i>Guest Lecture:</i> Carolyn Edwards Classroom environmental factors related to speech perception  Strategies for mitigating environmental factors	9am – 12noon: Zoom meeting (mandatory)
Week 10	<u>March 10</u>	<i>Guest Lecture:</i> Luisa Tula Children’s Aid Society  Supporting families	9am – 12noon: Zoom meeting (mandatory)  <b>Mini Lecture Topic Due</b>
Week 11	March 17	Transitioning to school - Education options - IEP/IPRC Hearing resource programs and school personnel	<b>Assignment 3:</b> Educational topics
Week 12	March 24	Recorded Lecture: Adolescents with hearing loss - Self-advocacy  Auditory Processing Disorders in the Classroom	<b>Assignment 3 due</b>
Week 13	<u>March 31</u>	Class Discussion/Mini Lectures	9am – 12noon: Zoom meeting (mandatory)