

## SLTH 22232 Hearing Impairment and its Management

Status	Optional (SLT)
No of Hours	30 hours
No of Credits	2
Learning Outcomes	<ul style="list-style-type: none"> <li>• Appreciate the need for early detection, amplification and remedial support for children with hearing impairment.</li> <li>• Describe a range of appropriate assessment procedures for audition, speech, language and communication skills in this client group (including informal and formal, direct and indirect methods).</li> <li>• Critically evaluate available evidence-based therapy techniques used with this client group, based on the person's changing need, type of hearing aid used and circumstances and its applicability to the local context.</li> <li>• Understand and apply a range of alternatives to primary speech communication in-line with international guidelines and with consideration for local needs.</li> <li>• Demonstrate the ability to use basic signs from Sri Lankan sign language to undertake assessments with children with hearing impairment and understand when and why signing may be appropriately introduced in therapy.</li> <li>• Outline the pros and cons of signing in a hearing world and its social implications.</li> <li>• Apply theoretical knowledge to devise assessment and intervention plans for individual clients and for groups of clients within an educational context, displaying awareness of adaptations for the client's individual contexts, and needs and connecting speech and language therapy goals with accessing the curriculum.</li> <li>• Critically review and debate current theories and topical debates on deafness, sign language and related topics.</li> <li>• Examine and appreciate the potential psychosocial impact of hearing loss/deafness.</li> </ul>
Method of Teaching and Learning	<p>Lectures  Small group activities  Classroom discussions and debates  Self-directed learning activities  Practical sessions including audiometry  Concurrent speech and language therapy clinical placements at schools and centers  Tutorials  Visits to audiology clinics</p>
Module Content	<b>Unit 1: Recap of basic concepts learnt in the first year</b>

Introduction to basic terminology and concepts in acoustics, frequency and intensity; revision of structure of the ear, types of deafness; description of the features and aetiology of communication difficulties related to deafness; speech perception.

### **Unit 2: Assessment**

Speech and Language Therapy including audition, speech, language; assessment of literacy skills; the use of formal and informal assessment tasks including local adaptations of test procedures and guidelines.

Audiological assessments – overview of tests, understanding the implications of test results on audition and on speech, language and literacy development and suitability for amplification, indications for making referrals for hearing tests.

### **Unit 3: Intervention & educational support**

Importance of early intervention, key therapy approaches:

Auditory Oral/Verbal

Speech reading training

Cued Speech

Total communication

Bilingualism

Ausplan

Sri Lankan Sign language and International Sign language

Makaton and similar systems of sign language

Sign-supported Sinhala/Tamil/ English

Auditory training

Auditory Verbal Therapy (AVT)

Natural auditory oral approach Communication strategies

### **Unit 4: Amplification Devices and Assistive Listening Devices**

Types

Parts

Function

Troubleshooting

Care and maintenance

Maximizing hearing environment

Classroom management

### **Unit 5: Central Auditory Processing Disorder (CAPD)**

Overview of assessments and intervention for CAPD

### **Unit 6: Evidence-Based Practice (EBP)**

Current EBP in assessment and intervention in speech and language therapy, local research and gold standards, innovative practice.

### **Unit 7: Discussions on Deafness and Deaf culture**

	<p>Current theories including oralism vs. sign language</p> <p>Topical debates</p> <p>Psychosocial impact of deafness</p>
Assessment	<p>End of semester examination – 60%</p> <p>Hearing Impairment Assignment (case-based) - 40 %</p>