



COURSE OUTLINE

SLP1532H - CLINICAL LABORATORY IN HEARING DISORDERS

Units 3, 5, 7, & 9

Course Instructor:

TBC

Interim Course Contact:

Unit 3 and Unit 5 – Jennifer Wadds, jennifer.wadds@utoronto.ca

Unit 7 – Susan Wagner, susan.wagner@utoronto.ca

Unit 9 – Lynn Ellwood, lynn.ellwood@utoronto.ca

Time & Place:

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

Overall Course Objectives:

In this course, the student will 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.

The student will demonstrate knowledge and skills in the following areas:

- a) performance of valid Puretone screening and/or audiograms and/or other methods of audiological assessment;
- b) interpretation of audiologic results accurately;
- c) consultation with audiologists, physicians, and related support services as appropriate;
- d) application of hearing status information to speech-language pathology practice;
- e) use of compensatory mechanisms or strategies to enhance communication in the presence of hearing disorders;
- f) use, care and maintenance of assistive listening devices such as hearing aids, cochlear implant devices and amplification systems;
- g) development of client self-advocacy skills (supportive counselling).

Evaluation:

This is a pass/fail half-credit course. Credit will be attributed once the learning expectations and associated evidence have been approved by the course instructor following the final placement unit.

Assignments:

Four assignments must be completed and a passing grade achieved for each assignment. A failing grade 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 failed on the first submission, or a resubmitted assignment is not passed, the student will be required to complete a one-week remedial hearing disorder clinical placement experience.

1) In Unit 3 or Unit 5 (depending on placement assignment)

Identify up to 3 SLP-specific clinical practices in this setting that address hearing loss (e.g., case history taking, hearing screening, individual education plans, referral procedures, etc.) and one resource or service available (e.g., audiology, ENT, Cert. AVT, classroom amplification, etc.). Describe how these practices were incorporated into your clinical practice (or, if not observable, then formulate recommendations suitable for this setting).

(max. 2 pages, double-spaced – pass/fail).

NOTE: For the following 2 assignments, at least one must be completed with respect to an actual client with hearing loss on your SLP clinical caseload.

2) 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 (max. 2 pages, double-spaced – pass/fail).

3) 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. (Max. 2 pages, double-spaced – pass/fail)

4) 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 2-year program. The student is required to submit evidence for achievement of these minimum expectations which is due by the end of Unit 9.

Expectation	Specifics
1) Audiological Assessments	Submit evidence of having led or participated in: <ul style="list-style-type: none">• 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 audiological assessment may be considered appropriate (such as central auditory processing or infant hearing screening etc.) at the discretion of the course instructor (please contact instructor for approval) and/or• Simulated clinical assessments online 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: <ul style="list-style-type: none"> • Understand and interpret acoustic immittance measurements
3) Assistive Devices	Describe and submit evidence to show how you applied your theoretical knowledge to actual client cases encountered in clinical settings to: <ul style="list-style-type: none"> • Demonstrate understanding and use of assistive listening devices (e.g., care and maintenance of hearing aids, cochlear implant devices, assistive listening devices, and amplification systems).
4) One (1) Counselling Session addressing hearing status	<ul style="list-style-type: none"> • Plan and conduct at least one counselling session with a client with a hearing disorder. Describe your preparation and planning in a brief reflection (1-2 pages double-spaced).
5) Quality of Life Tool	<ul style="list-style-type: none"> • 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 (max. one page double spaced).

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