

Adult Aural Rehabilitation (ComD 7460)

Instructor: Mark Krumm, Ph.D., CCC-A

Office: Lillywhite 034

Phone: 797-0946 (office)

E-mail: mkrumm@coe.usu.edu

Office Hours: 11:00am-1:00 p.m. on Thursdays.

Class Time: TBA

Class Location: TBA

COURSE DESCRIPTION: Detailed information on traditional aural rehabilitation will be provided in this class. Students upon completion of this course will have a comprehensive knowledge concerning amplification, counseling, speech reading, repair strategies, auditory training, and assistive listening devices. Students will effectively use these elements to assist adults to compensate for hearing impairment.

REQUIRED TEXT:

Alpiner, Jerome G., & McCarthy, Patricia A. (2000). Rehabilitative Audiology Children and Adults, 3rd Edition. Baltimore: Williams and Wilkins.

COURSE OBJECTIVES:

The student will be able to demonstrate:

1. A functional understanding of the full scope of aural rehabilitation in adults
2. Knowledge of the rehabilitation techniques for hearing-impaired adults in different work and leisure settings
3. Knowledge of assessment scales
4. Knowledge of the psychology of hearing loss
5. Knowledge of improving the acoustic environment for people with HL
6. Knowledge of amplification equipment, cochlear implants, ALDs
7. Knowledge of different needs of young, middle aged, and geriatric adults
8. Knowledge of the grieving process and counseling methods to support individuals experiencing aural disabilities
9. Knowledge of how family milieus affect the individual with hearing loss
10. Knowledge of future directions of aural rehabilitation

CONTENT OUTLINE:

Topic	Reading
<u>Philosophy and Service Provision</u>	
Transition: Rehabilitative Audiology Into the New millennium	Ch 1
The history of aural rehabilitation	
What is aural rehabilitation?	
Who does and who needs aural rehabilitation?	
Myths surrounding aural rehabilitation	
Areas of aural rehabilitation	
Models of aural rehabilitation	
Hearing Care Providers and Individuals with Impaired Hearing: continuing and New Relationships in the New Millennium	Ch 2
Hearing Care: continuing and new relationships	
Population trends	
Disability, impairment, handicap	
Hearing Care cost, service delivery practice, and treatment outcomes	
Personal –professional relationships	
Professional ethics	
Using the internet for service delivery	
Audiologic Rehabilitation In Different Employment Settings	Ch 3
Need for rehabilitative audiology across settings	
Developing an audiologic rehabilitative program	
Special considerations for providing rehabilitation in different settings	
Legislation	
Financial considerations	
Marketing	
<u>Audiologic Rehabilitation: Adults</u>	
Counseling	Ch 14
Are audiologists counselors?	
Counseling: theories and methods	
Toward an integrative model of counseling	
Process variables	
Living with hearing impairment	
Beyond hearing aid orientation	
Integrating counseling in audiological services	
Counseling from the pro's: Clark and English	
Rehabilitative Evaluation of Hearing Impaired Adults	Notes
Disability/handicap/communication questionnaires	Ch 10
Screening tools	
Intermediate length questionnaires	

- Diagnostic tools
- Hearing aid satisfaction, use, and benefit self-report
- Evaluation of speech-reading ability
- Bi-sensory evaluation
- Evaluation of auditory recognition
- Overall Test Battery: Types 1-4
- AMAR
- Additional Evaluation Considerations
- Recommended evaluation and remediation components

The Hearing-Impaired Adult: Management Of Communication Deficits and Tinnitus

- Overall goal of adult aural rehabilitation
- Hearing loss as a source ambiguity
- Nature of hearing loss
- The practice of adult aural rehabilitation
- Individual aural rehabilitation
- Brief adult aural rehabilitation
- Don't worry about the tinnitus...we will do that later 😊

Rehabilitative Needs of the Aging Population

Ch 13

- Theories of aging and longevity diversity in the aging population
- Diversity in the aging population
- Myths and stereotypes of aging
- Normal aging process: sensory, psychological,
- Health care issues in aging
- Successful rehabilitation strategies
- Use of hearing handicap inventories with elderly listeners
- Hearing aids:
 - Technology vs use
 - Amplification and quality of life
 - Counseling
- Innovative service Delivery
 - Telehealth
 - Home Health Care
 - Computers and the internet

ALD's

Ch 16

Overview

- Cyndi Compton...ALD guru

Face to face communication

Telephone communication

Needs assessment

Counseling

Measuring success

Tinnitus: Diagnosis and Rehabilitation

Notes

- What is tinnitus
- Is it ten it tus or ti nite tus?
- Incidence of tinnitus
- Types of tinnitus
- Diagnosis
- Treatment

Interdisciplinary teams rationale
 Tinfoil and Russians
 Cognitive training
 Talking tinnitus into existence
 Biofeedback
 Crank up the heat
 Acupuncture
 Poke ya, help ya
 Drug treatments
 Ginko? Real meds?
 Tinnitus Retraining Therapy (TRT)
 Just that phantom limb thing
 Tinnitus Maskers
 Noise to replace a noise?
 Tinnitus conclusions:
 It's all in your head!

GRADING POLICY:

First examination	100 pt
Second examination	100 pts
Final examination	100 pts

Admininstration and scoring of the following scales:

APHAB
PHAB
COSI
HHIE
SAC
SOAC
PAL

Case Presentation		25 pts
Student Presentation	7	25 pts
Student practicum (self assessment)		25 pts
Student practicum (significant other assessment)		25pts

ASSIGNMENTS:

Students are expected to study the textbook. Additional materials will be provided. There will be two assignments. First, students will be responsible for one case presentation (presented in SOAP format). This will be for 5% of your final grade and it is due on **XXX**. Second, each student will be responsible to present (15-20 minutes) on one of the following subjects. Student presentations start from **XXX**. Students are required to provide handouts for class members. Students need to make arrangement with the instructor regarding their presentation. Lastly, students will be required to administer two different self-assessment questionnaires.

Grading: The instructor may not adhere rigidly to the following plan, but will use it as a guide in arriving at the final grade for the course:

Grade Percentage of points needed for grade

A	96-100%	C	73-76
A-	90-95	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79.	F	<60