

SLHS 550 Rehabilitative Audiology for Adults
Summer, 2007

Robert E. Novak Ph.D.
Instructor

Location: Heavilon Hall G-42 and University Place Retirement Community, West
Lafayette, IN

ASHA Standards designated in the Audiology KASA addressed in this course:
IV-B3, IV-C1, C4, IV-D1, D4, D10, D11, D13, D14, IV-E1, E2, E4, E5, E6, E10, E11,
E12, E13, E14, E15, E16

Objectives:

This course is an overview of the principles and practices related to the rehabilitation of hearing loss acquired in adulthood, with an emphasis on the older listener. For an individual with significant hearing loss, successful aural rehabilitation enables the person to live as he/she desires with their hearing loss relegated to the status of an inconvenience and little more.

This course is based on several assumptions:

- 1) optimum aural rehabilitation is achieved when residual auditory function is maximized through the use of appropriate amplification and assistive devices.
- 2) Aural rehabilitation of hearing loss in adults is most effective when there is a meeting of the minds of the client and clinician and a desire on the part of the client to acknowledge their handicap secondary to their hearing loss and take responsibility for the success of their aural rehabilitation program.
- 3) the primary goal of aural rehabilitation in people with post linguistic hearing loss is to maximize the use of residual auditory function for the maintenance of effective aural-oral communication,
- 4) the visual system is a powerful adjunct to the auditory system in optimizing the use of residual auditory function. To a lesser extent the tactile, kinesthetic, olfactory and gustatory senses can be employed to also enhance communication function. The use of all of these linguistically meaningful sensory inputs to assist the auditory system in optimizing communication efficacy is collectively called speech reading,
- 5) aural rehabilitation in adults encompasses all aspects of the management of hearing loss and in its effects on daily life.
- 6) In a senior retirement community environment, persons with hearing loss can be assisted by others with or without hearing loss, who have some understanding of the symptoms of hearing loss and the basics of hearing aid use, and who have a basic desire to be helpful to others and who can act as peer support for those with hearing loss
- 7) In a senior retirement community environment, it is important for the support staff (nurses, aides, dietary personnel, etc) to have an understanding of the importance of good communication strategies with and appropriate hearing aid/assistive device use by residents with hearing loss in order to optimize the overall communication environment and the residents' quality of life.

This course will emphasize the multidisciplinary team approach to the management of hearing loss in adults within a senior residential retirement community with acknowledgement of cultural and cohort differences. The overriding philosophy is that the effect of the hearing loss on human function is minimized with the earliest possible identification and earliest and most effective intervention, based on the unique needs of each client, facilitated by the coordinated efforts of team members. For the hard of hearing adult this means that there must be acknowledgement of hearing loss as a problem and a desire, with appropriate support, to take responsibility for the successful rehabilitation of the hearing loss.

By the end of the course students will be able to:

- a. Identify symptoms of significant hearing loss in adults and appropriate assessment of auditory processing for purposes of adult aural rehabilitation
- b. Identify goals for the assessment of handicap secondary to hearing loss and tools available to do so
- c. Identify the variable (e.g. life factors, psycho/emotional, socioeconomic, race and ethnicity, etc) that uniquely define each adult client and which affect a client's ability to participate in and benefit from aural rehabilitation
- d. Enumerate the different approaches to counseling of the adult client and when each is appropriate
- e. Determine appropriate amplification and assistive device "wardrobes" for specific clients based on their identified hearing handicap
- f. Assess the need for speech reading and auditory training, and based on a theoretical model develop appropriate training procedures in both.
- g. Identify factors in the young adult the middle aged adult and the older adult which must be uniquely considered when designing and conducting an aural rehabilitation program
- h. Identify the strengths of individual versus group therapy and when each should be used in adult aural rehabilitation
- i. Conduct geriatric hearing/communication problem screening in a residential retirement community environment with follow -up aural rehabilitation sessions (ReACT (Rehabilitative Auditory Communication Training) and speech reading) in a group format, individual resident consultation/counseling and staff inservice.

Class sessions

June 11 and 13: Heavilon Hall G-42

June 13: Karen Hanley (Vocational Rehab) & David Furgeson (new cochlear implant recipient and "champion user")

June 18 (University Place) (3:30-8:00)

- 3:30-4:45 Inservice (multi-level care retirement communities) at University Place with Barb Irwin (765-242-1515), Director of Community Relations and Missy Kalbaugh (765-464-5612), Director of Resident Services for Assisted Living, and Laury Wallace, Director of Nursing and tour of facility
- 4:45-5:30: set up for presentation: education room
- 5:30-6:30: Dinner with the residents

7:00-8:00: presentation: "Taking the "loss" out of hearing loss"
June 20 (education room) (1:00-4:30)
June 25 (card room) (1:00-4:30)
June 27(education room) (1:00-4:30)
July 2 (card room) (University Place) (1:00-4:30)

The activities at University Place constitute a major component of the students' SLHS 550 Adult Aural Rehabilitation Class and support their acquisition of the knowledge and skills necessary to provide aural rehabilitation services to an older adult population living in a multi-level (independent living, assisted living, skilled nursing) residential environment.

Student activities at University Place include the following:

1. weekly hearing and hearing handicap screening with follow up recommendations open to both residents and University Place staff (beginning June 20)
2. weekly group sessions:
 - a. ReACT (rehabilitative auditory communication training) sessions that include the persons with the hearing loss and their significant others
ReACT will also include speech reading to work on improving their use of face, lip, body, situational/linguistic cues to enhance oral/aural communication.
3. Staff in service (TBD with Laury Wallace) and resident presentation (June 18)
4. Hearing aid consultation as requested by residents in cases where the resident does not have a local audiologist and needs hearing aid assistance. This is the only service for which there could be a fee if hearing aids are in need of repair. (We will bring the FP40 if needed)
5. Individual consultations (e.g. hearing aid insertion/removal, hearing aid care, etc) as requested by residents

Textbook: Hull, R. (2001). Aural Rehabilitation Serving Children and Adults. Singular Publishing Group, Inc.

SLHS 550 Handouts (distributed in class)

Carmen, R. (2004) Hearing Loss and Hearing Aids: Bridges to Healing 2nd edition. Auricle Ink Publishers, Sedona Arizona.

June 11: (Heavilon Hall) Overview: Counseling Areas for Audiologists, Listening Training, Speech Reading (Class Handouts, Counseling Film, ReACT presentation for Professionals and ReACT presentation for Residents)

Readings: Hull: Part II (chapters 12-16) Part III (chapters 17-25)

June 13 (Heavilon Hall)

- a. Vocational Rehabilitation: Support of Aural Rehabilitation Intervention for Adults With Hearing Loss Age 16-65 years: Caren Hanley Hearing Impaired Vocational Rehabilitation Counselor (423-2276) (1:00-2:00)**
- b. Adult Aural Rehabilitation and Cochlear Implant Use from a client's perspective: presentation and discussion: David Furgeson 2:30-4:30.**

June 18

(University Place: (3:30-8:00)

- 3:30-4:45 Inservice (multi-level care retirement communities) at University Place with Barb Irwin (765-242-1515), Director of Community Relations and Missy Kalbaugh (765-464-5612), Director of Resident Services for Assisted Living, and Laury Wallace, Director of Nursing and tour of facility**
- 4:45-5:30: set up for presentation: education room**
- 5:30-6:30: Dinner with the residents**
- 7:00-8:00: presentation: "Taking the "loss" our of hearing loss"**

June 20

(University Place Education Room: 1:00-4:30) (make any needed handouts at Heavilon Hall)

(take screening equipment (audiometers (3), otoscopes(4), immittance screener (1)/forms (hearing handicap and summary forms)

- a. Class Discussion and set up 1:00-1:30)**
- b. 1:30-2:30 Hearing/Hearing Handicap Screening Resident and Staff also may meet with individuals requesting individual services (e.g. hearing aid trouble shooting, hearing/hearing aid/communication/etc related questions, etc.) (pure tone, otoscopy, brief case history HHIE-S)**
- c. Group ReACT/Speechreading session : 2:30-4:00**
- d. class discussion**

June 25

University Place Card Room 1:00-4:30:

(take screening equipment (audiometers (3), otoscopes(4), immittance screener (1)/forms (hearing handicap and summary forms)

- a. Class Discussion and set up 1:00-1:30)**
- b. 1:30-2:30 Hearing/Hearing Handicap Screening Resident and Staff also may meet with individuals requesting individual services (e.g. hearing aid trouble shooting, hearing/hearing aid/communication/etc related questions, etc.) (pure tone, otoscopy, brief case history HHIE-S)**
- c. Group ReACT/Speechreading session : 2:30-4:00**
- d. class discussion**

June 27

University Place Education Room 1:00-4:30

(take screening equipment (audiometers (3), otoscopes(4), immittance screener (1)/forms (hearing handicap and summary forms)

a. Class Discussion and set up 1:00-1:30)

b. 1:30-2:30 Hearing/Hearing Handicap Screening Resident and Staff also may meet with individuals requesting individual services (e.g. hearing aid trouble shooting, hearing/hearing aid/communication/etc related questions, etc.)

(pure tone, otoscopy, brief case history HHIE-S)

c. Group ReACT/Speechreading session : 2:30-4:00

d. class discussion

July 2

University Place Card Room 1:00-4:30

(take screening equipment (audiometers (3), otoscopes(4), immittance screener (1)/forms (hearing handicap and summary forms)

a. Class Discussion and set up 1:00-1:30)

b. 1:30-2:30 Hearing/Hearing Handicap Screening Resident and Staff also may meet with individuals requesting individual services (e.g. hearing aid trouble shooting, hearing/hearing aid/communication/etc related questions, etc.)

(pure tone, otoscopy, brief case history HHIE-S)

c. Group ReACT/Speechreading session : 2:30-4:00

d. class discussion and class wrap up : Individual Resident Follow-up (as needed) and Record Keeping (as needed) (4:00-4:30)

Outside Class Assignments:

1. Refresh (collectively as a class) the 2 hearing aid trouble shooting kits that have been previously made for the staff at two nursing stations. Assure that contents are complete; hearing aid listening stethoscopes, battery testers, cleaning tools, representative battery packages (10a, 13, 312 and 675) OTHER? Expenses for anything that needs to be added will be charged to our clinic. **(complete: June 25 or prior to staff inservice)**
2. Modify (collectively as a class) the ReACT materials specifically for use in the University Place aural rehabilitation program (4 session program including Speech Reading). **(due June 20)**
3. Provide information in the form of appropriate documentation for individual resident's records as required by the University Place facility, for services provided to residents through the SLHS 550 experience (to be determined with Laury Wallace, Director of Nursing)
4. Possibly: Present in service to the staff "How to Talk With People With Hearing Loss and Hearing Aids & Listening Checks and Trouble Shooting". **(date/time TBD during June 18 inservice with Missy Kalbaugh and Laury Wallace)**
5. Presentation to the residents "Taking the "loss" out of Hearing Loss" (June 18: 7:00-8:00)
6. Maintain journal of experiences at University Place and reactions to those experiences **(due July 2)**
7. Read Joe Lieberman's letter on his experience with hearing loss and Shirley Bosler's Journals on her experience with hearing loss and her cochlear implants (both in your handout packet) and **write a reaction paper (due July 2).**

- 8. Develop a useful ReACT component (e.g. things discussed during the ReACT sessions, tips, updates on hearing aids/assistive devices, helpful web sites, etc) for the University Place TV network (July 2)**
- 9. Complete Program Self Evaluation Based on List of Questions Dr. Novak will handout (July 2)**
- 10. Create a packet of “Essential information” to be provided to each client at the end of their first hearing aid fitting session (if they are unable to come to ReACT). This would be duplicated (hence it should be complete but succinct) and provided to each client at the Purdue Audiology Clinic. Research to see what is out there that could be included. (Due July 2)**

June, 2007

Dear University Place Residents,

My name is Dr. Robert Novak. I am an audiologist (hearing specialist) and faculty member in the Department of Speech, Language and Hearing Sciences at Purdue University. This summer, as part of a course I am teaching at Purdue, I will be bringing 3 audiology doctoral students to University Place to deliver programs and services that those of you with hearing loss and those who want to know more about hearing and hearing loss might be interested in.

We will be offering:

1. Hearing Screenings: JUNE 20 education room (1:30-2:30), **JUNE 25** card room (1:30-2:30), **JUNE 27** education room (1:30-2:30) **AND JULY 2** card room (1:30-2:30). Our goal is to provide our students with an opportunity to learn from you about your concerns regarding hearing loss and related communication problems and deliver programs that may be of assistance to residents with hearing loss and their families and the staff of University Place. **(See Barb Irwin to sign up!)**

2. A group for you to attend (2:30-4:30)

ReACT (Rehabilitative Auditory Communication Training) that includes persons with hearing loss and their significant other (designed to help participant develop skills that may help them better understand hearing loss and successfully deal with it) **June 20 education room ;June 25- card room; June 27 education room; July 2 card room. This group also includes Speech Reading: Enjoyable activities** designed to help participants improve their use of face/lip/body/environmental cues to aid in the understanding of speech in difficult listening situations **(see Barb Irwin to Sign up!)**

3. Presentation for the residents and staff: June 18 (7:00-8:00 p.m.)
“Taking the “loss” Out of Hearing Loss”

We look forward to getting to know you during our time at University Place!

Sincerely,
Robert E. Novak Ph.D., CCC-A
Professor
Purdue University

**Schedule for Purdue Audiology Students at University Place
SLHS 550 Adult Aural Rehabilitation -Summer 2007
Bob Novak Ph.D., CCC-A Course instructor**

June 18

(University Place: (3:30-8:00)

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c. Group ReACT/Speechreading session : 2:30-4:00

d. class discussion

June 25

University Place Card Room 1:00-4:30:

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July 2

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