

AURAL REHABILITATION

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	Undergraduate Program (Level 6)		
COURSE CODE	slt - 42	SEMESTER	4
COURSE TITLE	Aural Rehabilitation		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
	Lectures	2	5
	Applied/Labatory Practice	1	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background</i>		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>In this course the students will learn/understand the principles of aural rehabilitation in children and adults with hearing loss. Students will know the features of different devices such as hearing aids, FM systems and cochlea implants that utilized in aural rehabilitation.</p> <p>Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> ➤ Develop individualized treatment plan for children and adults with hearing loss (Levels 2-6: Understanding, Applying, Analyzing, Creating& Evaluating) ➤ Recognize and describe the impact of hearing loss in normal language development. (Levels 1 & 2: Knowledge/Remembering& Understanding). ➤ Understand the basic etiology of hearing loss. (Levels 1 & 2: Knowledge Remembering/& Understanding).

- Evaluate the patient's needs in order to develop the appropriate intervention plan (Levels 2-6: Understanding, Applying, Analyzing, Creating & Evaluating).
- Be familiar with the available speech-therapy methods and interventions for individuals with hearing loss and be able to synthesize appropriate treatment programs and apply them appropriately. (Levels 1, 2, 3 & 5: Knowledge Knowledge/Remembering, Understanding, Applying & Creating).

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Adapting to new situations*
- *Decision-making*
- *Working independently*
- *Team work*
- *Working in an international environment*
- *Working in an interdisciplinary environment*
- *Production of new research ideas*
- *Project planning and management*
- *Respect for difference and multiculturalism*
- *Respect for the natural environment*
- *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- *Criticism and self-criticism*
- *Production of free, creative and inductive thinking*

(3) SYLLABUS

1. Principles of aural rehabilitation in children and adults.
2. Characteristics of hearing aids, cochlear implants and F.M. systems.
3. Principles of speech recognition.
4. Principles of clinical training in speech recognition.
5. Communication strategies in discourse
6. Assessment of communication difficulties in discourse
7. Principles of communication strategies training
8. Hearing loss in adults
9. Treatment of hearing loss in adults
10. Treatment of hearing loss in aging
11. Hearing loss in infants and young children
12. Hearing loss in school-aged children.
13. Counselling and psychosocial support in person with hearing loss

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of audio-visual methods (e.g., PowerPoint presentations) Support the learning process through the e-class platform.	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	26
	Applied/Laboratory Practice	13
	Teamwork Research Project	20
	Essay Writing	23
	Personal Study/Evaluation	43
	Course total	125
	<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written final exam (50%):</p> <ul style="list-style-type: none"> - Multiple choice test - Short answer questions <p>II. Written Essay-Individual (25%) <i>(with Pass, Merit and Distinction criterion accessible by students)</i></p> <p>III. Mini Clinical Research-Teamwork (25%) <i>(with Pass, Merit and Distinction criterion accessible by students)</i></p> <p>The final exams will be offered in Greek</p>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Τγε-Murray, N. (2011). *Θεμελιώδεις Αρχές της Ακουστικής Αποκατάστασης: Παιδιά, Ενήλικες και Μέλη της Οικογένειάς τους*. Εκδόσεις Πασχαλίδης, Αθήνα.

- [Ronald L. Schow](#) & [Michael A. Nerbonne](#) .(2017).Introduction to Audiologic Rehabilitation. Pearson,(7th Ed)
- [Raymond H. Hull](#) (2013). Introduction to Aural Rehabilitation. Plural Publishing, (2nd Ed)

- *Related academic journals:*

- American Journal of Audiology <https://pubs.asha.org/aja/aboutaja>
- Trends in Hearing <https://journals.sagepub.com/home/tia>
- International Journal of Audiology <https://www.tandfonline.com/loi/ijja20>