

University of Wisconsin-Madison
Department of Communication Sciences and Disorders
Doctor of Audiology Program
CS&D 834
Fall Semester, 2016

COUNSELING IN AUDIOLOGY
(2 credits)

Instructor: Amy Hartman, Au.D.
Meetings: Wednesdays, 10:00-11:40 pm, Room 412 Goodnight Hall
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CATALOG DESCRIPTION

Study of the roles of counseling in the rehabilitative process. Topics include ethical obligations, building a trusting relationship, conveying diagnostic information, informing and empowering the client/consumer as to their rights, and responding to the social-emotional impact of hearing loss.

PREREQUISITES

Graduate standing in communication sciences and disorders. Speech-language pathology majors should have previously taken an introductory course in hearing science and/or audiology in addition to having basic graduate coursework in diagnosis and management. It is expected that majors in both areas have participated in clinical practicum beyond observation and beginning practice.

FORMAT

Class meetings will include instructor presentations, discussions, exams, skill development exercises and in-class small-group work. These are intended to amplify and supplement assigned readings and activities. You are encouraged to ask questions and participate in class discussions, and connect this course to other elements of your professional education.

A central theme for this class is “learning by doing.” Consequently, active participation and completion of in class activities and assignments (described elsewhere) are integral to success in this course.

LEARNING OUTCOMES

1. Discuss several contemporary theories of counseling
2. Demonstrate knowledge of a person/family-centered view of counseling for audiology
3. Demonstrate knowledge of emotional reactions to the diagnosis of hearing impairment and ways to support personal/family growth and acceptance
4. Demonstrate knowledge of various techniques for counseling adults, children, and families as related to the diagnosis and management of hearing impairment
5. Recognize cultural and linguistic diversity issues as related to counseling in audiology
6. Discuss the psychosocial effects of hearing loss on children, adults, and their families
7. Identify several issues related to professionalism and ethics in audiology

KASA REQUIREMENTS

A7, A9, A16, A19, A20, A22, A26, A27, A29, B1, C3, C11, D2c, D2d, E1, E2, E3, F6

READINGS

Required Text:

Clark, John Greer & English, Kristina M. (2014). *Counseling-Infused Audiologic Care*, Pearson Education.

Additional Required Readings:

(These will be made available to students on Learn at UW unless otherwise noted. There may be additional readings assigned throughout the semester not included in this list.)

American Speech-Language-Hearing Association. (2008). Guidelines for audiologists providing informational and adjustment counseling to families of infants and young children with hearing loss birth to 5 years of age [Guidelines]. Available from www.asha.org/policy.

Greer Clark, J. (2008). Listening from the heart: improving connections with patients. *Audiology online*

Luterman, D. M. (2008). *Counseling persons with communication disorders and their families* (5th ed.). Austin, TX: Pro-Ed.

Elkayam, J. & English, K. (2003). Counseling adolescents with hearing loss with the use of self-assessment/significant other questionnaires. *JAAA*, 14(9), pp. 485-499.

English, K. (2004). Informing parents of their child's hearing loss: "Breaking bad news" guidelines for audiologists. *Audiology Today*, 16(2), pp. 10-12.

Hawkins, D. (2005). Effectiveness of counseling-based adult group rehabilitation programs: A systematic review of the evidence. *JAAA*, 16(7), pp. 485-493.

Long, V.O. (1996). (1996). *Communication skills in helping relationships: a framework for facilitating personal growth*. Pacific Grove, CA: Brooks/Cole Publishing, Chapters 13-16, pg 142-189.

Luterman, D. & Kurtzer-White, E. (1999). Identifying hearing loss: Parents' needs. *AJA*, 8(1), pp. 13-18.

McIntosh, Peggy. (1990). *White Privilege: Unpacking the Invisible Knapsack*, *Independent School*.

Margolis, R. (2004). Audiology information counseling: What do patients remember? *Audiology Today*, 16(2), pp. 14-15.

Ng, Stella. (2009). An Introduction to Reflective Practice for Audiologists. *Audiology online*.

Okun, B.F. (2002). *Effective helping: interviewing and counseling techniques*. Pacific Grove, CA: Brooks/Cole Publishing, Chapter 2, pg 29-56.

Tatum, B. (1999). "The complexity of identity: 'Who am I?'" from *Why are all the Black Kids Sitting Together in the Cafeteria?* Basic Books.

AAA Code of Ethics (acquire on your own from the web)

ASHA Code of Ethics (acquire on your own from the web)

COURSE REQUIREMENTS AND STUDENT EVALUATION

The grade you earn in this course will be based upon class participation, completion of assignments and performance on exams.

- **Class participation - 10%**
- **Journal assignments - 50%**
- **Self-Evaluation assignment - 10%**
- **Clinical reflections assignment - 10%**
- **Final exam - 20%**

Class participation: Class participation is defined by class attendance and participation in class discussions and other activities that suggests reading materials have indeed been read. Class participation will contribute 10% to final course grades. The instructor will record weekly each student's class participation on a scale of "high", "medium" or "low" to determine what proportion of the 10% the student will receive in the final grade. Class participation will also include small written assignments that will be completed in class. Many of these assignments will be turned in and will be graded on a pass/fail scale.

Journal Assignments: There will be ten required journal assignments. Each assignment is worth five points (percent). **See the journal assignment handout for details.** In order to obtain the points for each assignment, your writing must reflect effort, insight into the topic and personal reflection. The writing must be clear, grammatically correct, and organized. The assignments will be assessed on the basis of (1) timely submission, (2) attention to instructions about the form and content of each, (3) quality of submission (mechanics, organization, content, reasoning, citation of relevant sources, etc.). If the assignment is late, poorly written and/or does not reflect insight and personal reflection, the grade will be lowered. Most assignments call for short (one to two pages) written documents. All are to be turned into the **DROPBOX by 8 AM on the day that they are due.**

Self-Evaluation assignment: - Due in Dropbox by 8 AM on 12/7/16. See attached sheet for details. The assignment will be assessed on the basis of (1) timely submission, (2) attention to instructions about the form and content (3) quality of submission (mechanics, organization, content, reasoning, citation of relevant sources, etc.). If the assignment is late, poorly written and/or does not reflect insight and personal reflection the grade will be lowered.

Clinical Reflections: - Due in Dropbox by 8 AM on 12/14/16. See clinical reflections handout for details. The assignment will be assessed on the basis of (1) timely submission, (2) attention to instructions about the form and content (3) quality of submission (mechanics, organization, content, reasoning, citation of relevant sources, etc.). If the assignment is late, poorly written and/or does not reflect insight and personal reflection the grade will be lowered.

The purpose of these assignments is to help you analyze your counseling skills with different populations and to document your growth and development as a counselor.

Final Exam:

Exam questions may be essay, short answer, multiple choice or true/false questions. The exam will be written during exam week.

Grading Scale:

UW – SP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-92	91.9-90	89.9-88	87.9-82	81.9-80	79.9-78	77.9-72	71.9-70	69.9-68	67.9-60	<60
UW – Madison Letter Grade	A	A-B		B	B-C		C	C-D		D	F

COURSE SCHEDULE (Subject to Change)

Date	Topic(s), Assignment(s)	Reading(s)
9/7	Week 1 Course overview Active learning & reflective practice Definition of counseling in audiology	Clark & English, Chapter 1 Ng (2009)
9/14	Week 2 Counseling theories Person Centered Practice <i>Journal assignment #1: Anger and feelings of inadequacy</i>	Clark & English, Chapter 3
9/21	Week 3 Emotional responses to hearing loss <i>Journal assignment #2: Feelings of loss</i>	Clark & English, Chapter 2 Luterman, Chapter 4
9/28	Week 4 Nonverbal behavior Mindful listening <i>Journal assignment #3: Nonverbal behavior</i>	Long (1996) Okun (2002) Greer Clark (2008)
10/5	Week 5 Patient-practitioner dynamics Counseling techniques	Clark & English, Chapter 4 Luterman, Chapter 6

10/12 Week 6 Initial consultation - adults <i>Journal assignment #4: Social styles</i>	Clark & English, Chapter 5
10/19 Week 7 Counseling Considerations for the Adult Patient <i>Journal assignment #5: Counseling tools</i>	Clark & English, Chapters 8, 9 & 12
10/26 Week 8 Initial consultation- children Family centered care <i>Journal assignment #6: Earplug assignment</i>	ASHA (2008) Luterman (1999)
11/2 Week 9 Counseling for older children and teens Group Counseling <i>Journal assignment #7: Group Counseling</i>	Clark & English, Chapters 7 & 13 Elkayam & English (2003) English (2004)
11/9 Week 10 Counseling after the diagnosis- young children	Clark & English, Chapters 6
11/16 Week 11 – Stacy Cohen, M.S. Special Topics in Counseling Adult Patients <i>Journal assignment #8: Patient Education</i>	Clark & English, 10
11/23 Week 12 – NO CLASS	Thanksgiving Break
11/30 Week 13 Patient Education Health Literacy <i>Journal assignment #9: Health literacy</i>	Clark & English, Chapter 11
12/7 Week 14 Cultural competence <i>Journal assignment #10: Cultural competence</i> <i>Self-evaluation assignment due</i>	Clark & English, Chapter 14 Tatum (1999) McIntosh (1990)
12/14 Week 15 Professional Issues Wrap up and review <i>Clinical reflections assignment due</i>	ASHA, AAA Codes of Ethics

GENERAL COURSE POLICIES

You are accountable for written and oral material presented during class sessions. Late assignments will not be accepted without adequate prior arrangements.

Questions or concerns about course activities, policies, assignments (or anything else) should be referred to the instructor.

Lectures may not be recorded without the instructor's permission. Students who wish to record lectures need to talk with the instructor on the first day of class.

Academic Integrity:

All students should be aware of the expectations for academic integrity at the University of Wisconsin. The following information is from *Academic Misconduct Rules and Procedures: Guide for Instructors* prepared by the Office of the Dean of Students, 75 Bascom Hall (Fall 2001):

Academic Integrity (taken from <http://www.wisc.edu/students/UWS14.htm>)

Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student's own academic efforts. UWS 14.03 defines academic misconduct as follows:

"Academic misconduct is an act in which a student: (I) Academic misconduct is an act in which a student:

- (a) seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) uses unauthorized materials or fabricated data in any academic exercise;
- (c) forges or falsifies academic documents or records;
- (d) intentionally impedes or damages the academic work of others;
- (e) engages in conduct aimed at making false representation of a student's academic performance
- (f) assists other students in any of these acts."

Examples include but are not limited to: cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials; signing another person's name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment; collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student. "Plagiarism means presenting the works or ideas of others without giving credit.

You should know the principles of plagiarism and the correct rules for citing sources...If you are unsure about the proper ways to give credit to sources... consult the Writing Center." These rules apply to PowerPoint slides as well as to papers.

If academic misconduct has occurred, the student may be subject to one or more of the following penalties: an oral or written reprimand, a lower grade or a failing grade in the course, university

disciplinary probation, suspension, or expulsion. See additional information regarding academic misconduct at <http://www.wisc.edu/students/UWS14.htm>

Online Information:

- Student Conduct and Disciplinary Rules (Home)
 - <http://www.wisc.edu/students/conduct/conduct.htm>
- Academic Misconduct: Guide for Students
 - <http://www.wisc.edu/students/resources/misconduct.htm>
- UWS14, Regent Rule on Academic Misconduct
 - <http://www.wisc.edu/students/conduct/uws14.htm>

Students with Disabilities:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA.

Further information for students with disabilities:

Access and Accommodation Resource Coordinators

<http://www.wisc.edu/adac/aarc2>

Equity & Diversity Resource Center

<http://www.wisc.edu/edrc/disability/>

Facilities Access

<http://www.fpm.wisc.edu/accessibility/>

McBurney Disability Resource Center

<http://www.dcs.wisc.edu/mcb/>

Madison ADA Policies

<http://www.wisc.edu/adac/>

Religious Observances and Personal Emergencies:

This information is taken from a memo dated 7/22/2005 written by Peter Spear, Provost and Vice Chancellor for Academic Affairs, David Musolf, Secretary of the Faculty, and Lori Berquam, Interim Dean of Students. *"A listing, though not exhaustive, of religious holidays is available on the website: <http://www.interfaithcalendar.org>. A student's claim of a religious conflict should be accepted at face value. A great variety of valid claims exist for religious groups and there is no practical, dignified, and legal means to assess the validity of individual claims. State law mandates that any student with a conflict between an academic requirement and any religious observance must be given an alternative*

means of meeting the academic requirement. The law also stipulates that students be given a means by which they can conveniently and confidentially notify an instructor of the conflict...Three guidelines have been developed to provide clarity for both students and instructors: (1) Announce early in the semester that students may notify the instructor within the first two weeks of class of the specific days or dates on which he or she requests relief. Including this information on your course syllabus is another appropriate method to make sure your students are informed of the policy; (2) Make-ups may be scheduled before or after the regularly scheduled requirement; and (3) It is understood that instructors may set reasonable limits on the total number of days claimed by any one student."

Illness:

If an illness is spread throughout the campus to the extent that it interferes with basic functions, the university, state, and local officials may implement "social distancing." This means that face-to-face instruction will be restricted. Instruction of essential courses will continue, but it will be provided via distance methods. In the event that this course is no longer able to meet face-to-face, students will be contacted with instructions via Learn at UW and/or individual email. You should also monitor the UW-Madison and the UW-Stevens Point homepages for emergency information. Distance methods for this course may include power point lectures on Learn at UW, assignments and exams given online and others as needed. Some of these methods will already be in use, and some materials and assignments will be modified to be distance ready only if it becomes necessary. The methods and alternative assignments may vary depending upon when social distancing is implemented during the semester, and how long it is anticipated to last.

If classes are in session as usual but you become sick and cannot attend class (e.g., you have H1N1 and must be quarantined until you are fever-free), you should email Amy Hartman to let her know how long you will be out of class. Please visit <http://flu.wisc.edu> for information about the flu including symptoms and what to do if you suspect you have the flu. Although you do not need to provide a doctor's note that states you have H1N1, you should tell the instructor if that is what you have (or think you have) because we are required to monitor this information for the university. We will not report the names of students who have H1N1, only the number of cases that occur in a given period of time.

Please find out whether you would have internet access if you have to relocate while you recover and/or if social distancing is implemented. If not, you will need to provide a telephone number and address so that information and materials can be provided to you during that time. If you have a disability for which you feel you may need further assistance during a pandemic event or if you become sick, please contact your instructors.