

University of Wisconsin-Madison
Department of Communication Sciences and Disorders
Doctor of Audiology Program
CS&D 834
Fall 2017

COUNSELING IN AUDIOLOGY

Instructor: Amy Hartman, Au.D.
Class Time: Wednesdays, 10:20 am-12:00 pm, Room 412 Goodnight Hall
Office Hours: Wednesdays, 9:30-10:15 am, Room 373 Goodnight Hall
Office: 373 Goodnight Hall
Phone: 262-6481
Email: amy.hartman@wisc.edu

DESCRIPTION

Study of the roles of counseling in the rehabilitative process. Topics include ethical obligations, building a trusting relationship, theories of counseling, reflective practice, responding to the social-emotional impact of hearing loss and cultural competence.

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 loss 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 and balance disorders 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.)

Alcock, Curtis. (2015). Webinar Recap: "Being Normal" Examines New Ways to Break Resistance to Hearing Aids. *Audiology Online White Paper*.

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.

Buckman, R. (2005). Breaking Bad News: The SPIKES Strategy. *Community Oncology*, Volume 2, No. 2, pp. 138-142.

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

Clark, J. (2010). Geometry of patient motivation: Circles, lines and boxes. *Audiology Today*, 22, 32-40.

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.

English, K. (2012). Counseling Strategies for Tweens and Teens with Hearing Impairment. *Journal of Educational Audiology*, Vol. 18, pp. 4-9.

Gilligan, J. and Weinstein, B. (2014). Health Literacy and Patient-Centered Care in Audiology- Implications for Adult Aural Rehabilitation. *Journal of Communication Disorders, Deaf Studies & Hearing Aids*, 2(2).

Grenness, C., Hickson, L., Laplante-Levesque, A., Meyer, C. & Davidson, B. (2015). Communication Patterns in Audiologic Rehabilitation History Taking: Audiologists, Patients and Their Companions. *Ear & Hearing*, Vol. 36, No. 2, 191-204

Kooser, C. (2014). Where there's a Will, There's an Aid. *The ASHA Leader*, March 2014, Vol. 19, pp. 48-54.

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.

Madell, J. (2015). Counseling & Support for Children with Hearing Loss. *Audiology Online*.

McFarlane, L. (2012). Motivational Interviewing: Practical Strategies for Speech Language Pathologists and Audiologists. *Canadian Journal of Speech-Language Pathology and Audiology*, Vol. 36, No. 1, Spring 2012.

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, pp. 29-56.

Rauterkus, E. & Palmer, C. (2014). The Hearing Aid Effect in 2013. *Journal of American Academy of Audiology*. Vol. 25, pp. 893-903.

Sobell and Sobell. (2008). *Motivational Interviewing Strategies and Techniques: Rationales and Examples*, pp. 1-9.

Sweetow, R. (2015). Aural Rehabilitation Builds Up Patients' Communication Skills. *The Hearing Journal*. Vol 68, 4. 8-12, 14.

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 and in class assignments - 15%**
- **Journal assignments - 45%**
- **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 and other course materials have been reviewed. 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 or out of class. Many of these assignments will be turned in and will be graded on a pass/fail scale.

You may occasionally need to miss class for either excused or "unexcused" reasons; however, repeated absences are not appropriate in this class. Regardless of your reason for missing class, you are responsible for contacting the instructor as soon as reasonably possible and making up any missed work. You may be asked to complete an extra assignment to make up participation points for any absence. If you miss more than two classes, the instructor may ask you to provide documentation for excused absences. More than two absences for unexcused, undocumented reasons could, depending on the circumstances, result in an improvement plan for lack of professionalism. Excused absences are for reasons such as illness, death in the family, personal or family emergency, etc.

Journal Assignments: There will be nine 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 12/6/17.** 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 12/13/17.** 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: Online Monday, December 18th from 9-11 am.

Exam questions will include short answer and essay questions. The exam will be written online on Monday, December 18th from 9-11 am. You are expected to complete the exam on your own.

If you believe that you will need to make up the final exam due to an excused absence, please ask the instructor about the possibility of a make-up as soon as you are aware of the situation. If it is for a scheduled absence, such as a professional conference, you must make the request within the first two weeks of the semester, or as soon as your travel plans are known (which is typically at least 4-6 weeks in advance). Exams may only be made up for excused reasons such as illness, family emergency, professional conference, etc., and documentation will be required for the excused reason.

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)
9/6	Week 1 Course overview Active learning & reflective practice Definition of counseling in audiology	Clark & English, Chapter 1 Ng (2009)
9/13	Week 2 Counseling theories Person Centered Practice <i>Journal assignment #1: Anger and feelings of inadequacy</i>	Clark & English, Chapter 3 Gresness, et al (2015)
9/20	Week 3 Emotional responses to hearing loss <i>Journal assignment #2: Feelings of loss</i>	Clark & English, Chapter 2 Luterman, Chapter 4

9/27	Week 4 Nonverbal behavior Mindful listening <i>Journal assignment #3: Nonverbal behavior</i>	Long (1996) Okun (2002) Clark (2008)
10/4	Week 5 Patient-practitioner dynamics Counseling techniques	Clark & English, Chapter 4 Luterman, Chapter 6
10/11	Week 6 Initial consultation - adults <i>Journal assignment #4: Social styles</i>	Clark & English, Chapter 5 Alcock (2015)
10/18	Week 7 Guest Speaker – Stacy Cohen, M.S. Motivational Interviewing <i>Journal assignment #5: Counseling tools</i>	Kooser (2014) McFarlane (2012) Sobell & Sobell (2008)
10/25	Week 8 Counseling Considerations for the Adult Patient <i>Journal assignment #6: Earplug assignment</i>	Clark & English, Chapters 8, 9 & 12 Rauterkus & Palmer (2014) Clark (2010)
11/1	Week 9 Initial consultation- children Family centered care	ASHA (2008) Luterman (1999) Buckman (2005) English (2004)
11/8	Week 10 Counseling after the diagnosis- young children	Clark & English, Chapter 6 English (2012)
11/15	Week 11 Counseling for older children and teens Group Counseling <i>Journal assignment #7: Group Counseling</i>	Clark & English, Chapters 7 & 13 Elkayam & English (2003) Hawkins (2005) Sweetow (2015)
11/22	Week 12 – NO CLASS	Thanksgiving Break

11/29 Week 13

Patient Education

Health Literacy

Journal assignment #8: Patient Education

Clark & English, Chapter 11

Margolis (2004)

Gilligan & Weinstein (2014)

12/6 Week 14

Cultural competence

Journal assignment #9: Cultural Competence

Self-evaluation assignment due

Clark & English, Chapter 14

McIntosh (1990)

12/13 Week 15

Professional Issues & Ethics

Wrap up and review

Clinical reflections assignment due

ASHA Code of Ethics

AAA Code 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 Misconduct:

This information is taken from "Academic Misconduct Rules and Procedures Guide for Students" prepared by the Office of the Dean of Students, 75 Bascom Hall (August, 1998). "UWS 14.03 Academic Misconduct Subject to Disciplinary Action (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."

"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."

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://www.students.wisc.edu/doso/academic-integrity/>.

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.”