



Department of Communication Sciences and Disorders

COUNSELING IN AUDIOLOGY

CS&D 834

FALL 2019

Instructor: Amy Hartman, Au.D.
373 Goodnight Hall
608-262-6481
amy.hartman@wisc.edu

Class Time/Location: Wednesdays, 10:20 am-12:00 pm, Room 412 Goodnight Hall

Office Hours: Wednesdays, 9:30-10:15 am, Room 373 Goodnight Hall

Credits: 2 credits. The credit hours are met by one hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks.

Instructional Mode: Face to face

Course Designation: Graduate/professional course in communication sciences and disorders

Canvas URL: <https://canvas.wisc.edu/courses/154717>

DESCRIPTION

Study of the roles of counseling in the rehabilitative process. Topics include building a trusting relationship, counseling considerations for pediatric and adult populations, reflective practice, responding to the social-emotional impact of hearing loss, patient education, and cultural competence.

REQUISITES

Graduate/professional 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. Demonstrate knowledge of a person/family-centered view of counseling for audiology
2. Demonstrate knowledge of emotional reactions to the diagnosis of hearing loss and ways to support personal/family growth and acceptance

3. Demonstrate knowledge of various techniques for counseling adults, children, and families as related to the diagnosis and management of hearing impairment including trauma informed care and motivational interviewing
4. Recognize cultural and linguistic diversity issues as related to counseling in audiology
5. Discuss the psychosocial effects of hearing and balance disorders on children, adults, and their families
6. Identify several ways to increase patient education and health literacy with patients and their families.
7. Use reflective practices to enhance learning and counseling skills.

KASA REQUIREMENTS

A7, A9, A16, A19, A20, A22, A26, A27, A29, B1, C3, C11, F6

READINGS

Required Text:

Clark, John Greer & English, Kristina M. (2018). Counseling-Infused Audiologic Care, Kindle Edition.

Additional Required Readings:

(These will be made available to students on Canvas 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, 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.

Draper, E. & Goynes, T. (2017). Motivational Interviewing: An Introduction for Audiologists, *Audiology Today*, 29 (5), 26-33.

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

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

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

Hawkins, D. (2005). Effectiveness of counseling-based adult group rehabilitation programs: A systematic review of the evidence. *JAAA*, 16(7), 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, 142-189.

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

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

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), 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, 29-56.

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

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 - 40%**
- **Standardized patient project/lab - 15%**
- **Clinical reflections assignment - 15%**
- **Final exam - 15%**

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 15% 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 eight 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 **CANVAS by 8 AM on the day that they are due.**

Standardized patient project/lab: The lab will take place on **October 23rd**. See the standardized patient project handout for details. Students will complete a counseling session with a standardized patient. The session will be evaluated by the instructor using the Audiology Counseling Evaluation (ACE) Questionnaire (English & Vaeve-Velguth, 2007). Students will also complete a pre and post self-evaluation, as well as a reflection paper, which will be due on **November 20th by 8 AM.**

Clinical Reflections: Due in Canvas 8 AM on 12/11/19. 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: The exam will be online on Monday, December 16th from 9-11 am.

Exam questions will include short answer and essay questions. 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	100-93	92.9-90	89.9-88	87.9-83	82.9-80	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		D		F

COURSE SCHEDULE (Subject to Change)

Date	Topic	Reading(s)	Assignment (if due)
9/4	Course overview Active learning and reflective practice Definition of counseling in audiology	Clark & English, Chapter 1 Ng (2009)	
9/11	Counseling theories Person centered practice	Clark & English, Chapter 3 Grenness, et al (2015)	Journal assignment #1: Empathy
9/18	Emotional responses to hearing loss	Clark & English, Chapter 2 Luterman, Chapter 4	Journal assignment #2: Anger and Feelings of loss
9/25	Nonverbal behavior	Long (1996) Okun (2002) Clark (2008)	Journal assignment #3: Nonverbal behavior

10/2	Patient-practitioner dynamics	Clark & English, Chapter 4	
10/9	Initial Consult – Children	ASHA (2008) English (2004) Luterman & Kurtzer –White (1999) Buckman (2005)	
10/16	Counseling after the diagnosis – children Family centered care Considerations for children and teens	Clark & English, Chapter 6 & 7 English (2012) Madell (2015) Elkayam & English (2003)	Journal assignment #4: Earplug assignment
10/23	Simulated Patients Lab		
10/30	Initial consultation and considerations for the adult patient	Clark & English, Chapter 5, 8, 9 & 12 Alcock (2015) Rauterkus & Palmer (2014) Clark (2010)	Journal assignment #5: Counseling Tools
11/6	Guest lecture Motivational Interviewing	Draper & Goyne (2017) McFarlane (2012)	Journal assignment #6: Group Counseling
11/13	Group Counseling Trauma Informed Care	Clark & English, Chapter 13 Sweetow (2015) Hawkins (2005)	Standardized patient reflection due
11/20	Patient education Health literacy	Clark & English, Chapter 11 Margolis (2004) Gilligan & Weinstein (2014)	Journal assignment #7: Patient Education
11/27	No Class		
12/4	Cultural competence	Clark & English, Chapter 14 McIntosh (1990)	Journal assignment #8: Cultural Competence
12/11	Professional Issues & Ethics Wrap up and review	ASHA Code of Ethics AAA Code of Ethics	Clinical reflections assignment due
12/16	FINAL EXAM 9-11 AM		

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

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://conduct.students.wisc.edu/misconduct/academic-integrity/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "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." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>

RULES, RIGHTS & RESPONSIBILITIES

See the Guide's [Rules, Rights and Responsibilities](#)