



**WISCONSIN**  
UNIVERSITY OF WISCONSIN-MADISON

**Department of Communication Sciences and Disorders**

**CS&D 834: COUNSELING IN AUDIOLOGY  
FALL 2022**

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

**Class Time/Location:** Wednesdays, 10:00 am-11:40 am, Room 412 Goodnight Hall

**Office Hours:** Wednesdays, 9:00-9:45 am, Room 373 Goodnight Hall or virtual by appointment

**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:** In-person

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

**COURSE 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 or audiology in addition to having introductory graduate coursework in diagnosis and management. Majors in both areas are expected to participate in clinical practicum beyond observation and beginning practice.

**FORMAT**

This course meets the regular substantive student-instructor interaction requirement. This is met through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content. This interaction is completed minimally once a week. 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, 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.

**COURSE LEARNING OUTCOMES**

1. Demonstrate knowledge of a person/family-centered view of counseling for audiology

2. Demonstrate an understanding 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 and explore diversity, inclusion, and equity 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.
8. Gain competency in the CFCC standards listed in the next section.

### KASA/CFCC REQUIREMENTS

The following table shows the CFCC standards covered in this course and indicates how they are assessed.

A passing grade is a B or better. If a student fails to complete any of the tasks listed below with a passing grade, they will work with the course instructor to either redo the task or complete an additional task to demonstrate competency with this task. If a student cannot complete the task, then an improvement plan will be initiated to remediate the skill in question. See the Au.D student handbook on improvement plans for further details. A passing grade for participation is a rating of 3 or higher.

STANDARD	HOW THE STANDARD IS ASSESSED
A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and families, caregivers, and other interested parties	Students in this course will demonstrate competency by obtaining a passing grade on the cultural competency journal assignment.
A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions.	Students in this course will demonstrate competency by obtaining a passing grade on the final examination.
A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span.	Students in this course will demonstrate competency by obtaining a passing grade on the final examination.
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project.
A15. Client-centered, behavioral, cognitive, and integrative theories and methods of counseling and their relevance in audiologic rehabilitation	Students in this course will demonstrate competency by obtaining a passing grade on the final examination.
A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision making regarding treatment options and goals.	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project and final examination.

<p>A17. Importance, value, and role of interprofessional communication and practice in patient care</p>	<p>Students in this course will demonstrate competency by obtaining a passing grade for participation in the class on interprofessional communication and practice. Participation includes completing in-class activities.</p>
<p>D1. Identifying the counseling needs of individuals with hearing impairment based on their narratives and results of client/patient and/or caregiver responses to questionnaires and validation measures</p>	<p>Students in this course will demonstrate competency by obtaining a passing grade on the final examination</p>
<p>D2. Providing individual, family, and group counseling as needed based on client/patient and clinical population needs.</p>	<p>Students in this course will demonstrate competency by obtaining a passing grade on the group counseling journal assignment.</p>
<p>D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders.</p>	<p>Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project.</p>
<p>D4. Enhancing clients'/patients' acceptance of and adjustment to hearing aids, hearing assistive technologies, and osseointegrated and other implantable devices</p>	<p>Students in this course will demonstrate competency by obtaining a passing grade for participation during the class on initial consultation and considerations for the adult patient. Participation includes completing in-class activities.</p>
<p>D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life</p>	<p>Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project.</p>
<p>D6. Facilitating patients' acquisition of effective communication and coping skills</p>	<p>Students in this course will demonstrate competency by obtaining a passing grade for participation in the classes on person centered counseling and emotional responses to hearing loss. Participation includes completing in-class activities.</p>
<p>D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment problems</p>	<p>Students in this course will demonstrate competency by obtaining a passing grade for participation in the classes on person centered counseling and emotional responses to hearing loss. Participation includes completing in-class activities.</p>
<p>D8. Enhancing adherence to treatment plans and optimizing treatment outcomes</p>	<p>Students in this course will demonstrate competency by obtaining a passing grade for participation during the class on initial consultation and considerations for the adult patient. Participation includes completing in-class activities.</p>
<p>D9. Monitoring and evaluating client/patient progress and modifying counseling goals and approaches, as needed</p>	<p>Students in this course will demonstrate competency by obtaining a passing grade for participation during the class on initial consultation and considerations for the adult patient.</p>

	Participation includes completing in-class activities.
E1. Engaging clients/patients in the identification of their specific communication and adjustment difficulties by eliciting client/patient narratives and interpreting their and/or caregiver-reported measures	Students in this course will demonstrate competency by obtaining a passing grade for participation during the class on initial consultation and considerations for the adult patient. Participation includes completing in-class activities.
E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory-perceptual and motor skills, and other health/medical conditions, as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues	Students in this course will demonstrate competency by obtaining a passing grade for participation during the classes on counseling after the diagnosis – children and interprofessional communication and practice. Participation includes completing in-class activities.
E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project and the empathy journal assignment.
E4. Providing assessments of family members' perception of and reactions to communication difficulties	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project
E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project and final examination.
E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision making regarding treatment goals and options	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project and final examination.
E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties	Students in this course will demonstrate competency by obtaining a passing grade for participation during the class on initial consultation and considerations for the adult patient. Participation includes completing in-class activities.
E13. Conducting individual and/or group hearing aid orientations to ensure that clients/patients can use, manage, and maintain their instruments appropriately	Students in this course will demonstrate competency by obtaining a passing grade on the group counseling journal assignment.
F1. Counseling parents to facilitate their acceptance of and adjustment to a child's diagnosis of hearing impairment	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project
F2. Counseling parents to resolve their concerns and facilitate their decision making regarding early intervention, amplification, education, and related intervention options for children with hearing	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project

impairment	
F3. Educating parents regarding the potential effects of hearing impairment on speech-language, cognitive, and social-emotional development and functioning	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project
F7. Planning and implementing parent education/support programs concerning the management of hearing impairment and subsequent communication and adjustment difficulties	Students in this course will demonstrate competency by obtaining a passing grade on the group counseling journal assignment.
F11. Counseling the child with hearing impairment regarding peer pressure, stigma, and other issues related to psychosocial adjustment, behavioral coping strategies, and self-advocacy skills	Students in this course will demonstrate competency by obtaining a passing grade for participation in the class on counseling after the diagnosis – children. Participation includes completing in-class activities.
F13. Providing interprofessional consultation and/or team management with speech-language pathologists, educators, and other related professionals	Students in this course will demonstrate competency by obtaining a passing grade for participation during the classes on counseling after the diagnosis – children and interprofessional communication and practice. Participation includes completing in-class activities.

**READINGS**

**Recommended Text:**

Clark, John Greer & English, Kristina M. (2019). *Counseling-Infused Audiologic Care*, Third Edition. ISBN: 978-1732110410

**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](http://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.

Centers for Disease Control and Prevention (n.d.). About the CDC-Kaiser ACE Study. Retrieved from <https://www.cdc.gov/violenceprevention/acestudy/>

Draper, E. & Goyne, 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.

Leitch, Laurie (2017). Action steps using ACEs and trauma-informed care: a resilience model. *Health and Justice*, 5.5 DOI 10.1186/s40352-017-0050-5

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 (5<sup>th</sup> 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.

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.

### **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 - 35%**
- **Standardized patient project/lab - 20%**
- **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 suggest reading and other course materials have been reviewed. Class participation will contribute 15% to final course grades. The instructor will record each student's class participation weekly on a scale of 1 to 5. A score lower than three is not considered passing for that class period. These scores will be used to determine what proportion of the 15% the student will receive in the final grade. Class participation will also include small written assignments completed in or out of class. Many of these assignments will be turned in and 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 possible and making up any missed work. You will be responsible for completing 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 illness, death, personal or family emergencies, etc.

The instructor will provide updates to students on participation grades throughout the semester. Please contact the instructor if you have questions about your participation grade.

***Journal Assignments:*** There will be seven required journal assignments. Each assignment is worth five points (percent). See the journal assignment handout for details. 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 based on (1) timely submission, (2) attention to instructions about the form and content of each, and (3) quality of submission (mechanics, organization, content, reasoning, citation of relevant sources, etc.). The grade will be lowered if the assignment is late, poorly written, or does not reflect insight and personal reflection. Most

assignments call for short (one to two pages) written documents. All are to be turned into **CANVAS by 8 am on their due date.**

**Standardized patient project/lab:** The lab will take place on **October 26<sup>th</sup>**. See the standardized patient project handout for details. Students will complete a counseling session with a standardized patient. The instructor will evaluate the session using the Audiology Counseling Evaluation (ACE) Questionnaire (English & Vaeve-Velguth, 2007). Students will also complete a pre and post self-evaluation and a reflection paper, which will be due on **November 9<sup>th</sup> by 8 am**. Students will meet individually with the instructor to review the standardized patient recording. These meetings will be scheduled for the week of November 16th.

**Clinical Reflections:** Due in Canvas at **8 am on 12/7/22**. See the clinical reflections handout for details. The assignment will be assessed based on (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.). The grade will be lowered if the assignment is late, poorly written, or does not reflect insight and personal reflection.

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 **Wednesday, December 14<sup>th</sup>, from 10 am to 12 pm**.

Exam questions will include short answer and essay questions. You are expected to complete the exam on your own.

If you believe you will need to make up the final exam due to an excused absence, please ask the instructor about the possibility of make-up as soon as you know the situation. If it is for a scheduled absence, such as a professional conference, you must request it within the first two weeks of the semester or as soon as your travel plans are known (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:**

<b>UW – SP Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	F
<b>Percentage</b>	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
<b>UW – Madison Letter Grade</b>	A	A-B		B	B-C		C		D		F

**COURSE SCHEDULE (Subject to Change)**

<b>Date</b>	<b>Topic</b>	<b>Reading(s)</b>	<b>Assignment (if due)</b>
9/7	Course Overview	Clark & English, Chapter 1	



	Active learning and reflective practice Definition of counseling in audiology	Ng (2009)	
9/14	Counseling theories Person centered practice	Clark & English, Chapter 3 Grenness, et al. (2015)	Journal assignment #1: Empathy
9/21	Emotional responses to hearing loss	Clark & English, Chapter 2 Luterman, Chapter 4	Journal assignment #2: Anger and Feelings of loss
9/28	Nonverbal behavior	Long (1996) Okun (2002) Clark (2008)	Journal assignment #3: Nonverbal behavior
10/5	Patient-practitioner dynamics	Clark & English, Chapter 4	
10/12	Initial Consult – Children	ASHA (2008) English (2004) Luterman & Kurtzer –White (1999) Buckman (2005)	
10/19	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)	
10/26	Standardized Patient Lab (see the standardized patient project handout for details)		
11/2	Initial consultation and considerations for the adult patient Motivational Interviewing	Clark & English, Chapter 5, 8, 9 &12 Alcock (2015) Rauterkus & Palmer (2014) Clark (2010) Draper & Goyne (2017) McFarlane (2012)	Journal assignment #4: Earplug assignment
11/9	Group Counseling Interprofessional communication and practice Trauma-Informed Care	Clark & English, Chapter 13 Sweetow (2015) Hawkins (2005) Leitch (2017) Centers for Disease Control and Prevention (n.d.).	Journal assignment #5: Group Counseling  Standardized patient reflection paper
11/16	Cultural Competence, Diversity, and Equity in Counseling	Clark & English, Chapter 14	Journal assignment #6: Cultural Competence

11/23	THANKSGIVING No class		
11/30	Patient education & Health literacy	Clark & English, Chapter 11 Margolis (2004) Gilligan & Weinstein (2014)	Journal assignment #7: Patient Education
12/7	Case Scenarios/Exam Review		Clinical reflections assignment due
12/14	Final Exam 10:00-12:00		

### **GENERAL COURSE POLICIES (How to succeed in this course)**

Graduate school is a great time to continue refining professional skills that will serve you throughout your career.

- Arrive to class on time
- Bring a willingness to learn and be fully present (avoid doing other things during class))
- Share your own experiences
- Treat others with respect when they are sharing
- Do not video or audio record without the instructor's permission
- Written work must be your best work. Proofread before submitting work to check for errors (e.g., spelling, grammar, punctuation, etc.).
- Points will be deducted for inadequate work.
- Turn assignments in on time. 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.

### **USAGE of AUDIO RECORDED LECTURES**

Lecture materials and recordings for CS&D 834 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless the university considers you to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are prohibited from providing or selling their notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **STUDENTS' RULES, RIGHTS & RESPONSIBILITIES**

See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

### **COURSE EVALUATIONS**

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks before the end of the semester, notifying you that your course evaluation is available. In the email, you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

## **ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES**

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

## **ACADEMIC INTEGRITY STATEMENT**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES 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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

## **DIVERSITY & INCLUSION STATEMENT**

[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.