

CSD 9532 Counseling

The University of Western Ontario, Winter Semester, January-April 2020

Instructor(s)

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Course Overview

This course will provide an overview of foundations of counseling for adults and children with hearing, vestibular and tinnitus disorders and their families. Counseling approaches designed to maximize a patient's ability to understand, adapt and cope with a hearing loss will be discussed.

Class Date/Time and Location

- Mondays 1 p.m. to 4 p.m. in Room 2510
- **Please note** that some classes have been switched to 9 a.m. to 12 p.m. to accommodate guest lecturer schedules (Jan 20th, March 9th, March 30th).

They are shown on your schedule in **red font**.

Office Location

Prof Moodie: NCA2262K

Office Hours

By appointment

Course Schedule (Additional readings for each week will be provided on OWL in Resources).

Date	Topic	Competencies	Homework
Jan 6 Week 1	Intro to course; Counseling-infused audiologic care Chapter 1: Clark & English Additional Readings on OWL	Client-centred / person-centred care Principles of audiologic counseling EBP and audiologic counseling Reflective practice	Make a journal folder on your computer. Write reflective pieces related to the semester's lectures/discussions. What did you learn? How do you see yourself applying it in practice? How does what you learned in counseling and PPIII fit together to provide you with a personal understanding of PCC/CC and counseling infused audiologic care?
Jan 13 Week 2	Approaches/Theories to counseling Chapter 3: Clark & English Additional Readings on OWL	Counseling responsibilities Counseling theories (2020)	In your journal: What counseling theory most resonates with you? Which one do you want to know more about? How will you make that happen?
Jan 20 Week 3	Peter Kirchberger PPIII lecture 1-4 Building Relationships Chapter 4: Clark & English Chapter 12: Clark & English Additional Readings on OWL	Private practice management Informed consent Concurrent practice Collaborative practice Information sharing	In your journal: Does Mr Kirchberger's lecture impact your vision on how you might counsel? How? What questions would you ask to help relationship building? What statements might you make? What words would you use to engage others?
Jan 27 Week 4	(1) Psychosocial, emotional, stigma-related impacts of HL Chapter 2: Clark & English Additional Readings on OWL	Understanding of emotional, psychosocial and stigma-relevant effects of HL	In your journal: Some people are of the opinion that the stages of grief are not a good fit for audiologic counseling. What are your thoughts / opinions? What other options fit better for you?
Feb 3 Week 5	The Initial Audiologic Consultation Chapter 5: Clark & English Additional Readings on OWL	Delivering difficult news Shared decision-making Engagement Ensuring understanding Listening & communication	How do you engage patients effectively at the initial audiologic consultation? Reflect on what you have experienced in clinical practice so far. What would you adopt from others? What new ideas might you have? What questions would you ask? Practice the 4 listening stances with classmates. Document using ORID method and bring to class on Feb 24.
Feb 10 Week 6	Counseling considerations for improved hearing aid uptake Chapter 9: Clark & English Additional Readings on OWL	Critical choice of tools to facilitate shared working	How do you see tele-audiology impacting your practice in terms of improving hearing aid uptake? What are the advantages/disadvantages? What have you learned about the potential future for counseling in audiology?

Date	Topic	Competencies	Homework
Week of 2/17	Mid-term examination		
Date	Topic	Competencies	Homework
Feb 24 Week 7	Client/Patient Education Chapter 11: Clark & English Additional Readings on OWL	Client engagement Shared decision-making Including significant others Documentation	What strategies are most effective for patient education? Can you think about how to make them time efficient? In terms of counseling children, when should the child be the focus of the appointment (as compared with the parent)? How do we help the parent ‘let go’? What are some of the benefits of involving children in their own care? How can we ensure that significant others are included but not allowed to ‘take over’? What questions would you ask? What statements might you make?
Mar 2 Week 8	Counseling considerations for the pediatric caseload. Chapter 6: Clark & English Additional Readings on OWL	Counseling families Counseling young children Asking questions	How do you ask questions of very young children? How do you help children present results to their parents? How are you going to ensure understanding? What questions would you ask?
Mar 9 Week 9	Lynne McCurdy (PPIII) Guest Lecture Counseling considerations for tweens/teens lecture will occur during PPIII class time Chapter 7: Clark & English Additional Readings on OWL	Counseling tweens/teens Asking questions Listening for what hasn’t been said Probing gently	What strategies have you found through a review of the literature to manage the transition from child to young adult?
Mar 16 Week 10	Counseling considerations for the adult population Chapter 8: Clark & English Additional Readings on OWL	Counseling working-age and early retirement adults	Adulthood (in this instance) spans from approximately ~ 25 years to ~70 years. Give some thought in your reflections to the differing stages of life that people might go through and how you’re going to counsel differently depending on the ‘stage’.
Mar 23 Week 11	Counseling considerations for the older population Chapter 10: Clark & English	Counseling significant others Dementia considerations Collaborative practice	Write a reflective piece about how you are going to counsel older patients with comorbidities.... And when you have to counsel others who aren’t your patients but are caregivers to your patient?

Winter Semester: January to April 2020

Date	Topic	Competencies	Homework
	Additional Readings on OWL		
Mar 30 Week 12	CASLPO Lecture	Ethical practice	How will you respectfully give voice to your values in practice? How will you be an advocate for your patient?
April 6 Week 13	The last lecture	Critical thinking Consolidation of thought	

Grading Scheme

Week	Subject
Mid-Term Examination	Multiple choice questions, Vignettes, Short answer, essay Percentage of final grade: 25%
Final Examination During exam period	<i>Cumulative</i> , MC questions, Vignettes, Short answer, essay Percentage of final grade: 35%
Class participation & professional behaviour	Percentage of final grade: 20%
Reflective portfolio	The reflective portfolio you will hand in to be graded will be your choice of 3 written reflections from the homework component of the course. Percentage of final grade: 20%

Required Statements: Please read carefully

On passing requirements: To pass this course you must attain a grade of at least 60% according to the grade weighting given above. The policy of the CSD program is that the assigned course grade is the instructor's final assessment of a student's performance and already includes any and all grade rounding an instructor has chosen to implement. Assigned grades "close to" 60% or other letter-grade boundaries will not be further rounded up, with the exception that grades submitted with decimal percentages are rounded up or down to the nearest integer by the Registrar before appearing on the student's record.

Course specific requirement: As a requirement to pass this course, each student must participate in delivering the Sound Sense Program (as outlined in class on January 13, 2020) and complete any required paperwork and participate in the Sound Sense wrap-up discussion at the end of March, 2020.

On academic offenses, from Western: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Statement on the use of computer-marked multiple-choice examinations: "Computer-marked multiple choice (MC) tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Statement on work submitted after a due date: If students have provided advance notice with reason and/or received permission from the Instructors assignments should not be handed in after the due date. 10%-per-day will be deducted from the grade for each late assignment hand-in.

Required Statements continued: Please read carefully

Absences: If you are going to be absent from class please notify the Professor's by email before class start time. Failure to do so will negatively impact your professional behaviour grade. Non-illness absences from participation in the Sound Sense Program, the mid-term or final examination will not be accommodated without appropriate permissions from the Professor's and/or appropriate University accommodation procedures. Please review the Policy on Academic Consideration for Student Absences – Undergraduate Students First Entry Programs (https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf)

Downloadable Student Medical Certificate: [downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Use of electronic devices in class: Cell phones, laptops, and/or internet connections including email are not allowed in class unless instructors indicate they are to be used in a specific classroom activity. Laptops are to be used for note-taking and classroom participation exclusively. Students who choose to read/respond to emails, view social media and/or study for other course exams or completion of other course requirements while attending *this* course will have their professional behaviour grade negatively impacted accordingly.

Accessibility: Please contact the course instructor if you require material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at [http://www.sdc.uwo.ca/ssd/or_519-661-2111 ext. 82147](http://www.sdc.uwo.ca/ssd/or_519-661-2111_ext_82147) for any specific question regarding an accommodation.

Support Services: Office of the Registrar, <http://www.registrar.uwo.ca/>
 Student Development Centre, <http://www.sdc.uwo.ca/>
 USC Student Support Services, <http://westernusc.ca/services/>

Students who are in emotional/mental distress should contact their CSD academic advisor and also refer to Mental Health @ Western, http://www.health.uwo.ca/mental_health/, for a complete list of options about how to obtain help.