

Course Syllabus

Course Information

<i>Course Number/Section</i>	AUD7182.001
<i>Course Title</i>	<i>Special Topics:</i> <i>Issues in Communication for the Audiologist: Mentoring and Counseling</i>
<i>Term</i>	<i>Spring, 2019</i>
<i>Days & Times</i>	Wednesday, 2 – 2:50 p.m or TBD A101

Professor Contact Information

<i>Professor</i>	Carol Cokely, PhD
<i>Office Phone</i>	214-905-3125
<i>Other Phone</i>	214-905-3116 (Admin Asst)
<i>Email Address</i>	cokely@utdallas.edu
<i>Office Location</i>	J208
<i>Office Hours</i>	Wed 10 am – noon; or by appointment
<i>Other Information</i>	

Course Description

This 1 credit seminar addresses topics in patient counseling and professional mentoring. Counselors and mentors across various disciplines will discuss the importance of effective communication as it relates to key issues in the dynamics of practitioner-patient, family and workplace interactions.

Readings will be assigned prior to each class and will serve as spring board for discussion and in-class activities. A one-to-two page written reflection or other assignment will be due by the following class.

Student Learning Objectives/Outcomes

Students will:

Participants will:

- 1) Recognize existing preceptor/mentor interaction and communication styles and analyze their effectiveness
- 2) Identify mechanisms to foster self-directed learning and positive student-preceptor relationships
- 3) Review and discuss practitioner strategies for fostering effective case management skills
- 4) Implement effective communication and strategies to manage difficult conversations that impact peer, clinician-patient, and clinician-preceptor interactions
- 5) Recognize the impact of stress and depression on effective management and implement appropriate referrals

ASHA Standards:

AUD 7182 provides academic and practical preparation towards the acquisition of the following required knowledge and skills:

Standard IV-A: Foundations of Practice

- A16. Effects of cultural diversity and family systems on professional practice
- A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)
- A20. Health care and educational delivery systems
- A26. Principles and applications of counseling

Standard IV-C: Assessment

- C11. Referring to other professions, agencies, and/or consumer organizations
- D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:
 - c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence

Standard IV-E: Advocacy/Consultation

- E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders

Standard IV-F: Education/Research/Administration

- F4. Administering clinical programs and providing supervision of professionals as well as support personnel
- F5. Identifying internal programmatic needs and developing new programs
- F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

Assignments & Academic Calendar

Projected Schedule:

Wednesday, Jan 16	No Class – Y3 written formative assessments; Independent assignment
Wednesday, Jan 23	Patient-Centered Care; self-management and advocacy; Reflection as process of growth in clinical competency; Patient-practitioner interactions: 5As; 4 Habits (readings: Cokely, Frankel; Glasgow)
Wednesday, Jan 30	No class – Orals; Independent Assignment
Wednesday, Feb 5	Difficult Conversations/Delivering bad news (readings: Epner; Meyer; Svarovsky)

Wednesday, Feb 12	Impact of Stress on Patient/Family/Practitioner (reading: TBD)
Wednesday, Feb 26	Managing fragile patients: Recognizing signs of depression/suicide ideation – (readings: TBD); Guest speaker
Wednesdays, March 5,12	Developing effective preceptor skills: Key principles of clinical education; Traits of effective mentors; Matching mentoring styles and student needs; preceptor-student relationships; feedback and goal setting (readings: Cunningham; Persky; Rudolph; on-line preceptor course)
March 19	SPRING BREAK
March 27	AAA – No class; Independent assignment
April 3	Employee Relations – Workplace behaviors for success (readings: TBD); Guest speaker
April 10	Conflict Resolution. (readings: TBD); Guest speaker
April 17, 24,	Professional responsibilities in externship
May 1	Individual meetings/review

**Readings/Resources:
Additional resources will be provided.**

Cokely, G.C. & DePlacido, C.G. (2012). Fostering reflective skills in audiology practice and education. *Seminars in Hearing, 33*: 65-77.

Cunningham J., Wright C., & Baird, M. (2015). Managing clinical education through understanding key principles. *Radiologic Technology, 86*: 257-270.

Epner, D.E. & Baile, W.F. (2014). Difficult Conversations: Teaching Medical Oncology Trainees Communication Skills One Hour at a Time [Acad Med. 2014 Apr; 89: 578–584.](#)

Published online 2014 Feb 25. doi: [10.1097/ACM.000000000000177](https://doi.org/10.1097/ACM.000000000000177)

<http://www.utdallas.edu/senate/SyllabiTemplates.html>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4885574/>

Frankel, M. & Stein, T. (1999). Getting the most out of the clinical encounter: The Four Habits Model. *The Permanente Journal* 3:80 -88.

Glascow, R.E., Emont, S. & Miller, D.C. (2006). Assessing delivery of the five 'As' for patient-centered counseling. *Health Promotion International.*, 21:245-255, Doi:10.1093/heapro/da1017

Meyer, E.C., Sellers, D.E., Browning, D.M. et al. (2009). Difficult Conversations: improving communication skills and relational abilities in health care. *Pediatr Crit Care Med*, 10: 52

Persky, A.M. and Robinson, J.D. (2017). Moving from novice to expertise and its implications for instruction. *American Journal of Pharmaceutical Education*, 81:72-80.

Rudolph, J. W., Simon, R., Raemer, D. B. and Eppich, W. J. (2008), Debriefing as Formative Assessment: Closing Performance Gaps in Medical Education. *Academic Emergency Medicine*, 15: 1010–1016. doi:10.1111/j.1553-2712.2008.00248.x
<http://onlinelibrary.wiley.com/doi/10.1111/j.1553-2712.2008.00248.x/full>

Svarovsky, T. (2013). Having Difficult Conversations: The Advanced Practitioner's Role. *J Adv Pract Oncol*. 2013 Jan-Feb; 4(1): 47–52.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4093369/>

Optional text:

Clark, J.G. & English K.M. (2019). *Counseling-Infused Audiologic Care*, 3rd edition. Inkus Press: Cincinnati, OH.

Assignments:

A one-page, double-spaced reflection will be assigned following each meeting. Each assignment will be valued at 100 points.

Grading Policy

Grades will be assigned as follows:

- A 90-100 % of total points
- B 80- 89 % of total points
- C 70- 79 % of total points

***Student earning <70 % of total points will receive an F in the course.

Course Policies

Late Work

Incompletes will be given only in extenuating circumstances and must be requested in writing. Late assignments WILL NOT BE ACCEPTED and evidence of academic dishonesty will result in no credit for the exam or assignment. Academic dishonesty includes cheating, plagiarism, collusion, and falsifying academic records. Please consult the course schedule and catalogue for information on withdrawals, incompletes, and academic dishonesty.

Field Trip Policies / Off-Campus Instruction and Course Activities

Students are responsible for their own transportation for visits to off-site locations.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university

encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Wednesday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688

Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/Business Affairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.