SHS 735 Audiologic Counseling (Section H-002).

Course Credit Hours: 3 semester hours

Course Description: An examination of the psychosocial effects of hearing loss on hearing impaired clients and their families. Appropriate counseling techniques will be discussed.

Professor of Record: Christina Perigoe, Ph.D.

Office Location: Magnolia House, Jackson, MS and JBG 229
Office Hours: Students can make appointments by phone or by email. Appointments may be in person or via online technology
Telephone: 601-520-8485
Fax: 601-266-5224
Email: christina.perigoe@usm.edu

Format of Course: Face-to-face at Magnolia House, Jackson, MS

Class Days, Time: Thursday 1:00 – 4:00 PM
Location: Magnolia House, Jackson, MS.

Drop Date: n/a

Required Text(s):

Optional/Supplementary Text:

Additional readings, video recordings, audio recordings and research articles will also be assigned.

**Required Technology:**
Students will be required to be proficient with using Microsoft Word, scanning and uploading documents via email or Dropbox and in finding online resources.

**Course Objectives and Goals:** This course will review the impact of hearing loss on the child and family and the grief process of families following the diagnosis of hearing loss. Candidates will be introduced to effective counseling techniques, reflective listening practices and culturally sensitive communication strategies. Candidates will also discuss the role of support groups and organizations that serve families who have children with hearing loss.

**Instructional Strategies:** The course will be delivered through face-to-face lectures and demonstration with internet support. In addition, students will view videos/DVDs that support learning concepts.

**Standards Alignment:** The Deaf Education graduate curriculum is aligned with the Initial Teacher Preparation standards of the Council on Exceptional Children (CEC), which subsume the Council on Education of the Deaf (CED) candidate standards. InTASC student standards (1-10) which are aligned with CAEP standards are also subsumed. This course addresses the following CEC Initial Teacher Preparation Standards: Standard 1: Learner Development; Standard 2: Learning Environments; Standard 5: Instructional Planning and Strategies; Standard 6: Professional Learning and Ethical Practice; and Standard 7: Collaboration. The CED sub-standards and InTASC standards related to each Candidate Learning Outcome are listed in the brackets.

**Candidate Learning Outcomes from Course: The student will . . .**

1. Describe the grief process is defined and applied to family reactions to infant/early childhood diagnosis of hearing loss.  (CEC/CED: DHH1K4, DHH2K1, DHH6K2; InTASC 1, 3, 9)
2. Discuss the possible emotional impact of hearing loss on the family unit and how this impact may vary due to different cultural backgrounds and/or previous experience with hearing loss.  (CEC/CED: DHH1K4, DHH2K1; InTASC 1, 2)

3. Describe the contemporary theories of counseling, needs of adult learners as well as individual and group counseling techniques that can be applied to early intervention for families of deaf and hard of hearing children.  (CEC/CED: DHH6K2, DHH7S1;
4. Demonstrate effective counseling techniques and approaches in regards to early intervention. (CEC/CED: DHH6K2, DHH7S1; InTASC 9, 10)

5. Create a list of resources, including books, websites, and support organizations available to families affected by hearing loss and/or other disabilities to provide an enriched environment for these children. (CEC/CED: DHH 6K3- 6K4, DHH7K1, DHH7S1; InTASC 9, 10)

6. Describe how families’ cultural and linguistic background affects early intervention services and counseling. (CEC/CED: DHH1K3-1K4, DHH2K1, DHH6K6; InTASC 1, 2, 9)

7. Compare and contrast tools available to professionals for working with families with children who are deaf or hard of hearing. (CEC/CED: DHH7K1, InTASC 10)

8. Discuss the role of adult education in counseling families with children who are deaf or hard of hearing. (CEC/CED: DHH5S10, DHH6K2; InTASC 8, 9)

9. Discuss counseling as a group process. (CEC/CED: DHH6K2-6K3; InTASC 9)

**Evaluation Methods:**

<table>
<thead>
<tr>
<th>Candidate Learning Outcomes aligned to CEC/CED and InTASC standards</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
<th>Rubric or template available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>Contribution and Participation</td>
<td>Ongoing</td>
<td>5%</td>
<td>NO</td>
</tr>
<tr>
<td>1, 2, 3, 6, 8, 9</td>
<td>Readings-Reflections Questions and Answers</td>
<td>Weekly</td>
<td>10%</td>
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<tr>
<td>1, 2, 6, 7, 8</td>
<td>Reflections &amp; HOPE online</td>
<td>Weekly</td>
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<tr>
<td>1, 2, 3, 8, 9</td>
<td>Reflections and Outline Luterman 1-4</td>
<td>1/14</td>
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<tr>
<td>1, 2, 3, 8, 9</td>
<td>Reflections and Outline Luterman 5-8</td>
<td>1/19</td>
<td>5%</td>
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<tr>
<td>1, 2, 3, 8, 9</td>
<td>Reflections_Luterman - Group</td>
<td>1/21</td>
<td>5%</td>
<td>NO</td>
</tr>
<tr>
<td>5, 7</td>
<td>Annotated Websearch</td>
<td>3/3</td>
<td>5%</td>
<td>YES</td>
</tr>
<tr>
<td>1, 2</td>
<td>Home-based Observation</td>
<td>3/24</td>
<td>5%</td>
<td>NO</td>
</tr>
<tr>
<td>5, 7</td>
<td>PowerPoint Presentation</td>
<td>3/3</td>
<td>2.5%</td>
<td>YES</td>
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<tr>
<td>1, 2, 5, 7</td>
<td>Reflection - A Father’s Love</td>
<td>3/24</td>
<td>7.5%</td>
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<tr>
<td>3, 4</td>
<td>Quiz 1</td>
<td>2/4</td>
<td>5%</td>
<td>NO</td>
</tr>
<tr>
<td>2, 8, 9</td>
<td>Quiz 2</td>
<td>2/25</td>
<td>5%</td>
<td>NO</td>
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<tr>
<td>2, 8, 9</td>
<td>Quiz 3</td>
<td>3/17</td>
<td>5%</td>
<td>NO</td>
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<tr>
<td>2, 8, 9</td>
<td>Quiz 4</td>
<td>3/24</td>
<td>5%</td>
<td>NO</td>
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<tr>
<td>1, 2, 3, 4, 6</td>
<td>Final Exam</td>
<td>3/31</td>
<td>10%</td>
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**Grading Scale:**

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>91 - 95.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76.9</td>
</tr>
</tbody>
</table>
Please be advised that a “B” average must be maintained in graduate school to remain in the program.

Professional Education Unit Policies and Conceptual Framework:
All policies of The University of Southern Mississippi’s Professional Education Unit can be found online at [https://www.usm.edu/education-psychology/unit-policies](https://www.usm.edu/education-psychology/unit-policies). The Unit is responsible for developing and revising Unit policies and procedures to reflect changes in University requirements, accreditation standards, and applicable federal, state, and authoritative sources. In the event of a conflict between another Unit-created document (paper or electronic) and the updated policies and procedures, the policies and procedures listed on this website will prevail. The Unit’s conceptual framework can be found at that link as well.

Class Policies:
Students are expected to actively participate in all class discussions and activities and to complete all assignments.

- Students are expected to be prepared for class sessions by reading assigned materials and viewing assigned videos/DVDs prior to that week.
- Students are expected to be on time and participate in class discussions and activities.
- Students are expected to turn off cell phones, not text or communicate electronically (e.g. email) during class and to respect others.

Remediation Statement:
According to SHS department policy, students who make a grade of “C” or lower on any examination or project must come to the instructor’s office to discuss study habits and the reasons for poor performance. A remediation plan will be developed, which may include extra readings and/or additional assignments to ensure the acquisition of the requisite skills.

Course Communication:
You may contact your instructor via phone or email, or by setting up an appointment. If you have questions, please feel free to ask about how to complete assignments.

Policy on Attendance and Makeup Work:
Regular attendance, preparation and participation is essential for achievement in this course. Attendance and regular work in all components of this course is required and expected. Any class re-scheduling will be at the discretion of the instructor.

- Students are expected to take examinations and quizzes when they are scheduled, and to submit assignments on the date these assignments are due during the class period.
- Late submission of assignments should be rare. Late assignments will be accepted only on or before the next regularly scheduled class period. Assignments submitted late will be penalized by 25%.
- Make-up examinations will be given only under the most merited circumstances and may be oral or written or both oral and written.
• Requests for an Incomplete (I) grade, are discouraged, and will not be approved except in the most merited circumstances.

**Academic Honesty Statement:**
When cheating is discovered, the faculty member may give the student an “F” on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

**Plagiarism Statement:**
Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text, and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes and include author(s), year of publication, or other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, etc. Academic dishonesty will result in the grade of a “0” on the assignment, and/or in the course, and/or the student may be reported to the Vice President for Academic Affairs for further action.

**ADA Statement:**
Students with disabilities requiring assistance, and who qualify under Section 504 and/or the American with Disabilities Act (ADA), should contact the Coordinator for the Office of Disability Accommodations for information on appropriate policies and protocols.

**Address:**
The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

**Voice Telephone:** (601) 266-5024 or (228) 214-3232
**Fax:** (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email ODA at ODA@usm.edu

**Resources for Student Success:**
As a student at The University of Southern Mississippi, you have access to individualized assistance with writing and speaking assignments for any course through the University’s Writing Center and Speaking Center on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process. Whether
you want help brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills, the centers can help you become a more effective writer and speaker. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available).

The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online, or join us on Facebook (USM Writing Center or Southern Miss Speaking Center).

- Speaking Center - 601.266.4965, Cook Library 117, [www.usm.edu/speaking-center](http://www.usm.edu/speaking-center)
- Writing Center - 601.266.4821, Cook Library 112, [www.usm.edu/writing-center](http://www.usm.edu/writing-center)
- Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, [www.usm.edu/gulfcoast/learning-commons](http://www.usm.edu/gulfcoast/learning-commons)

**Tentative Flow of Content to be Covered:**

1. Stages of grief
2. Emotions associated with the diagnosis of hearing loss
3. Theories of Counseling
4. Techniques of Counseling
5. Possible resources available for families
6. Cultural and linguistic values in interacting with families
7. Tools available to professionals working with families of children who are deaf or hard of hearing
8. Education as a tool used by early interventionist to help families in the diagnosis of hearing loss and in the coping process.
9. Group Counseling