California State University, Sacramento
Department of Communication Sciences and Disorders
GRADUATE (AuD) SYLLABUS

Semester/Year: Spring /2021	Course: CSAD 620 Clinical Methods: Communicating with Patients	Section: 01
Meeting Days: Thursday	Meeting Times: 6:00pm -6:50pm	Location: Course Zoom account Course Canvas account
Instructor: Julia Ahlquist Tanner, AuD	Email: j.ahlquist-tanner@csus.edu	Phone:
Office Location:	Office Hours/Appointments: Thursdays 7:00pm to 7:30 by appointment	

Catalogue Course Description

Prerequisite(s): Admission to doctorate program in audiology   1 unit
Term Typically Offered: Spring only
CSAD 620
Clinical Methods: Communicating with Patients

Place of Course in Program

Critical thinking/analysis: *Demonstrate the ability to be creative, analytical, and critical thinkers.*	Y
Information literacy: *Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.*	Y
Professionalism: *Demonstrate an understanding of professional integrity.*	Y
Intercultural/Global Perspectives: *Demonstrate relevant knowledge and application of intercultural and/or global perspectives.*	Y
Research: *Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program*	Y

620: Disciplinary knowledge, critical thinking/analysis, information literacy, professionalism, research, intercultural/Global perspectives.

Course Learning Outcomes:

GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 620. SPECIFIC STUDENT LEARNING OUTCOMES:

1. GRADUATE LEARNER OUTCOMES

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Upon completion of this course, students will be able to:

1. List factors to consider in the audiologist-patient relationship
2. Describe the role of the audiologist in the decision-making process
3. Discuss strategies for facilitating decision-making
4. Identify resources for patient advocacy
5. Evaluate clinical scenarios for appropriate use of interpreters
6. Use clinical, ethical, and legal guidelines for the provision of culturally- and linguistically- appropriate services
7. Establish appropriate assessment and rehabilitative approaches and procedures for non-English speaking populations 8.
8. Give examples of strategies for assessing speech recognition for non-English speaking patient
9. Develop rehabilitation and treatment plans for non-English speaking patients

Textbooks and Materials:

CSAD 620 Clinical Methods: Communicating with Patients   Textbook: Clark JG, English KM. Counseling-Infused Audiologic Care. 3rd Ed. Inkus Press: Cincinnnati, OH 2019

ISBN-13: 978-1732110410

ISBN-10: 1732110417

Online Resources:

Canvas

Course Requirements/Components:

Course Format

Lecture: Zoom lectures asynchronous and synchronous

Course Materials are found on Canvas. CSAD 620 All reading assignments, are accessible via Canvas in the Modules for the Class. The calendar for the class contains all the links to the Zoom meetings as well as dates for quizzes and reading assignments.

Class Preparation:

All required readings are for the date listed in the course schedule, not the following class

period. Students are responsible for all assigned readings, and videos whether discussed in class or not.

Students are required to have prepared answers for weekly discussion by answering study questions based upon the reading and videos.

Quizzes:

Students are required to have prepared answers for weekly discussion by answering learning objectives found in each chapter. Students will be called on by random draw of card to answer one of the learning objectives. If the student is unable or unwilling to answer the question correctly or completely, then another student may volunteer to answer the question and will receive credit.

Class Participation: Students will be required to attend classes for synchronous lectures and discussions. Students are required to be active participants participating in discussions in both a live video setting and in online discussions. Students are required to be present, attentive and active in discussions. Video and audio participation are encouraged.

Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings.

Class Attendance:

Classroom attendance is necessary for this course. No more than three unexcused absences are allowed. Students are expected to be on time as class begins at 6:00 pm. Contact your instructor j.ahlquist-tanner@csus.edu prior to class if you are unable to attend class.

Class Assignments

Course grades will be based on in class oral quizzes, and one research paper.

Course Requirement Grading

Quizzes (10 points x 14) = 140 points

Each Chapter will have an in class quiz on the readings. The quiz will cover the learning objectives. The class will be divided into two teams. One team member will be chosen randomly by the instructor to answer the question. If you answer the question correctly then you will earn 10 points for yourself and your team members. If you are unable to answer the question or do not answer the question completely or correctly you may ask for help from another team member. If the team member answers it correctly your team members will all earn 8/10 points. If another team member is not able to answer the question then your team will forfeit the points for your team.

Research Paper:

Written: 200 Points. (refer to research paper rubric spring in canvas under assignments)

Total Points Available: 340.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Quiz #1 10 points	
2	Quiz #2 10 points	
3	Quiz #3 10 points	
4	Quiz #4 10 points	
5	Quiz #5 10 points	
6	Quiz #6 10points	
7	Quiz #7 10 points	
8	Quiz #8 10 points	
9	Quiz #9 10 points	
10	Quiz #10 10 points	
11	Quiz #11 10 points	
12	Quiz #12 10 points	
13	Quiz #13. 10 points	
14	Quiz #14. 10 points	
15. Research Paper	200 points	

16. Total Possible Points for Class.	340	

Grading Policy:

Letter grades are assigned according to the following scores:

Points	%	Letter
316-340	93-100	A
306-315	90-92.99	A-
296-305	87-89	B+
282-295	83-86.99	B
272-281	80-82	B-
262-271	77-79	C+
248-261	73-76	C
238-247	70-72	C-
223-237	67-69	D+
214-222	63-66	D
204-213	60-62	D-
203	<60	F

NOTE: Grade of B or higher or is required to count toward the minimum number of units needed to advance to candidacy

Course Policies/Procedures:

Academic conduct

Students enrolled in the Au.D. program must adhere to the Department and University policies on academic misconduct. Please see the department's policy on academic misconduct ("Policy on Student Academic and Clinical Conduct"). The following are expectations for professional behavior in the classroom:

- Ethics: Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D of the Au.D. Student Handbook).
- Respect: Students should demonstrate respect to their peers, instructors, and staff.
- Feedback: Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.
- Health: Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.
- Attire: Students should dress appropriately for class. Classes may be held in clinic space, so students are expected to observe the clinic dress code.
- Accountability: Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.
- Language: Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.
- Scholarship: Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.

- Effort: Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

Email
Students in the Au.D. program are required to maintain an active CSUS email address, which is linked to the student ID number. Official emails will be sent through CSUS email. Students are expected to regularly check their CSUS emails.

TENTATIVE Course Schedule/Outline:

COURSE SCHEDULE OF LECTURE TOPICS AND READINGS/ ASSIGNMENTS

Date,Topic and Readings

1/28 Introduction to class; overview of course

2/4 Chapter Two: Emotional Responses to Hearing Loss

2/11 Chapter Four: Building Patient Centric Relationships

2/18 Meyer, C., Barr, C., Khan, A., & Hickson, L. (2017). Audiologist-patient communication profiles in hearing rehabilitation appointments. *Patient Education and Counseling*, *100*(8), 1490-1498.
https://pubmed.ncbi.nlm.nih.gov/28372897/

2/25 **Decision Making:** Boisvert, I., Clemesha, J., Lundmark, E., Crome, E., Barr, C., & McMahon, C.M. (2017). Decision-making in audiology: Balancing evidence-based practice and patient-centered care. *Trends in Hearing.* doi:10.1177/23312165177063 97 https://pubmed.ncbi.nlm.nih.gov/28752808/

3/4 **Gathering Evidence:** Moodie, S.T., Kothari, A., Bagatto, M.P., Seewald, R., Miller, L.T., & Scollie, S.D. (2011). Knowledge translation in audiology: Promoting the clinical application of best evidence. *Trends in Hearing*, *15*(1-2), 5-22. https://journals.sagepub.com/doi/full/10.1177/1084713811420740

3/11 Chapter Six: Counseling Considerations for the Pediatric Population

3/18. Guest Speaker- Pediatrics, Teenage, Cochlear Implants: Counseling from birth to young adults. Reading:

https://web-a-ebscohost-com.proxy.lib.csus.edu/ehost/pdfviewer/pdfviewer?vid=7&sid=b3feb9fb-f8d7-4fbc-9ec3-d83e84c4d9f4%40sdc-v-sessmgr02

3/25. NO CLASS – Spring Recess

4/1. Chapter Eight: Counseling Considerations for Adult Populations

4/8. Chapter Ten: Counseling Considerations for the Older Population

4/15 Guest Speaker: Geriatric Social Worker

4/22 Generations and Families: DeVoe, J.E., Wallace, L.S., & Fryer, G.E. (2009). Patient age influences perceptions about health care communication. *Family Medicine*, *41*(2), 126- 133.

Heath, S. (n.d.). Understanding generational differences in patient engagement. Retrieved from https://patientengagementhit.c om/news/understanding- generational-differences-in- patient-engagement

https://patientengagementhit.com/news/understanding-generational-differences-in-patient-engagement

4/29 Cultural and Linguistic Diversity: Singleton, K., & Krause, E.M. (2009). Understanding cultural and linguistic barriers to health literacy. *The Online Journal of Issues in Nursing*, *14*(3). doi:10.3912/OJIN.Vol14No03 Man04. From Library: https://link-springer-com.proxy.lib.csus.edu/article/10.1007/s10823-017-9335-3

https://www.audiology.org/audiology-today-julyaugust-2020/being-mindful-cultural-and-linguistic-diversity-everyday-practice?utm_source=BenchmarkEmail&utm_campaign=2020_0629_AT_ToC_July%2fAugust&utm_medium=email

5/6   Chapter Fourteen: Multicultural Issues in Patient Care and Taylor, J. (2003). Confronting "culture" in medicine's "culture of no culture." *Journal of the Association of American Medical Colleges*, *78*(6), 555- 559.

https://pubmed.ncbi.nlm.nih.gov/12805033

5/13 Calandruccio, L. (2010). Sentence recognition for non- native speakers. *The ASHA Leader*, *15*, 5-6.

Retrieved from : https://artscimedia.case.edu/wp-content/uploads/sites/158/2015/07/14221654/Calandruccio_Smiljanic.pdf

https://pubs.asha.org/doi/10.1044/cds7.1.8 https://pubmed.ncbi.nlm.nih.gov/12805033/

    Guest Speaker: Multicultural Issues in Patient Care

Please note that dates, topics, and assignments are subject to change. In the event of a change,

you will be given ample notification of the change.

Online Learning

For additional information, please review the CSAD Handbooks website
https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:
Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the Canvas Student Tour.

- *Begin planning now for private, uninterrupted time in your schedule* to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see Guidelines for Online Discussions.

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:
- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:
- Be competent with file management (for example, creating a folder on your desktop, moving files from one

location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.
- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during open hours to speak with the IRT Service Desk Team, or call (916)278-7337. IRT website.
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: Don't Fall for a Phishing Scam
- Use anti-virus, anti-spyware, and anti-malware software. Sac State's Software and Tools available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the Mobile section of the Canvas Guides website for more information.

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: http://www.csus.edu/umanual/student/stu-0100.htm
Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Conduct.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community.   SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the CARES website.

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: https://www.csus.edu/center/

- Testing Center: https://www.csus.edu/student-affairs/centers-programs/testing-center/

- Library: https://library.csus.edu/ for consultation : Rachel Stark, MS, AHIP, stark@csus.edu

- Services to Students with Disabilities: https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/

- Student Health and Counseling Services at The WELL: https://www.csus.edu/student-life/health-counseling/

- Student Academic Success and Education Equity Programs: https://www.csus.edu/student-affairs/retention-academic-success/

- Crisis Assistance and Resource Education Support (CARES): https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/

- CHHS Student Success Center: https://www.csus.edu/college/health-human-services/student-success/

- Reading & Writing Center: https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html

- Peer & Academic Resource Center: https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/

- SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

CSAD 620 Clinical Methods: Communicating with Patients

Scientific and Research Foundations

The basics of communication sciences (e.g., acoustics, psychoacoustics and neurological processes of speech, language, and hearing)

Standard II-A: Foundations of Practice

- A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span

- A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and other interested parties

- A11. Manual and visual communication systems and the use of interpreters/transliterators/translators

- A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication

- A15. Client-centered, behavioral, cognitive, and integrative theories and methods of counseling and their relevance in audiologic rehabilitation

- 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

- A17. Importance, value, and role of interprofessional communication and practice in patient care

- A21. Advocacy for individual patient needs and for legislation beneficial to the profession and the individuals served

Standard II-B: Prevention and Screening

- B1. Educating the public and those at risk on prevention, potential causes, effects, and

treatment of congenital and acquired auditory and vestibular disorders

- B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span

- B9. Referring persons who fail the hearing screening for appropriate audiologic/medical evaluation

Standard II-C: Audiologic Evaluation

- C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors

- C2. Obtaining a case history and client/patient narrative

- C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function

- C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used

Standard II-D: Counseling

- 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

D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders

D4. Enhancing clients'/patients' acceptance of and adjustment to hearing aids, hearing assistive technologies, and osseointegrated and other implantable devices

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

D6. Facilitating patients' acquisition of effective communication and coping skills

D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment problems

D8. Enhancing adherence to treatment plans and optimizing treatment outcomes

D9. Monitoring and evaluating client/patient progress and modifying counseling goals and approaches, as needed

Standard II-E: Audiologic Rehabilitation Across the Life Span

•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

E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship

•E4. Providing assessments of family members' perception of and reactions to communication difficulties

•E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning

•E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision making regarding treatment goals and options

•E13. Conducting individual and/or group hearing aid orientations to ensure that clients/patients can use, manage, and maintain their instruments appropriately

•E15. Counseling cochlear implant candidates and their families regarding the benefits and limitations of cochlear implants to (a) identify and resolve concerns and potential misconceptions and (b) facilitate decision making regarding treatment options

·E16. Providing programming and fitting adjustments; providing postfitting counseling for cochlear implant clients/patients

•E17. Identifying the need for—and fitting—electroacoustically appropriate hearing assistive technology systems (HATS) based on clients'/patients' communication, educational, vocational, and social needs when conventional amplification is not indicated or provides limited benefit

•E18. Providing HATS for those requiring access in public and private settings or for those requiring necessary accommodation in the work setting, in accordance with federal and state regulations

•E20. Providing or referring for consulting services in the installation and operation of multi-user systems in a variety of environments (e.g., theaters, churches, schools)

•E21. Providing auditory, visual, and auditory–visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication

•E24. Counseling clients/patients to facilitate identification and adoption of effective coping strategies to reduce tinnitus-induced stress, concentration difficulties, and sleep disturbances

Standard II-F: Pediatric Audiologic (Re)habilitation

•F1. Counseling parents to facilitate their acceptance of and adjustment to a child's diagnosis of hearing impairment

•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 impairment

•F3. Educating parents regarding the potential effects of hearing impairment on speech-language, cognitive, and social–emotional development and functioning

•F4. Educating parents regarding optional and optimal modes of communication; educational laws and rights, including 504s, individualized education programs (IEPs), individual family service plans (IFSPs), individual health plans; and so forth

•F6. Instructing parents and/or child(ren) regarding the daily use, care, and maintenance of amplification devices and HATS

•F7. Planning and implementing parent education/support programs concerning the management of hearing impairment and subsequent communication and adjustment difficulties

•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