Syllabus of Record

Purpose

The syllabus of record (SOR) serves five audiences:

1. Faculty can use the SOR as a blueprint for designing course syllabi. Faculty are free to add to the content in the SOR, but the required activities, objectives, and methods of evaluation in the SOR must be maintained.
2. Students can use the SOR to determine, before they register, the skills they can expect to engage in and what they can expect to have learned upon successful completion of a course.
3. The SOR provides a standard format that other schools can use to determine transfer credit.
4. Faculty governance (e.g., CCC, UCC) use the SOR when evaluating course-change and new course proposals.
5. Accreditation bodies may use the syllabus of record to view the content taught in every section of a course.

The syllabus of record (SOR) is a blueprint for building a course. It provides details on the minimum structure and content for the course so that units can ensure knowledge is structured throughout the curriculum. It is not necessarily meant to articulate every aspect of each week of a course. Therefore, when constructing an SOR, careful attention must be paid to what it contains. If a unit wishes to propose a course in which content is quite rigid and fixed, then the various sections of the SOR would reflect that. On the other hand if a unit wishes to propose a course with content to be selected from a range of specified possibilities and/or a course with little fixed content with the bulk of the content being determined by the specific instructor, then the SOR would indicate that.

The SOR **guidelines** can really help with creating a successful SOR.

Course Data

Course Code
HRG 648

Title
Mentoring and Counseling in Audiology

Credits
2

Prerequisites
Admission to the audiology program and successful completion of all previously required courses in the Au.D. curricular sequence.

Description
This course addresses the principles and practices of counseling patients with hearing impairment and their families as part of clinical practice. How to communicate and interact effectively with patients experiencing hearing loss will be discussed. Best practices of mentoring other professionals and preceptors is also discussed.

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Objectives
After successful completion of the course the students will be able to

1) **Evaluation/Describe:**
Describe anticipated outcomes of effective supervision/mentoring

2) **Comprehension/Describe:**
Describe the supervisory process and identify essential components

3) **Evaluation/Assess:**
Assess various theories of counseling and psychotherapy and their relation to working with audiology patients

4) **Synthesis/Develop:**
Develop a plan and identify key issues for communicating hearing and balance evaluation results, recommendations, and progress to appropriate individuals

5) **Evaluation/Describe:**
Describe the provision of counseling related to psychosocial aspects of hearing loss and other auditory dysfunction, including processes to enhance communication competence

6) **Synthesis/Develop:**
Develop a multicultural counseling approach for parents, children, adolescents, and geriatric populations

7) **Synthesis/Explain:**
Explain the role of counseling and mentoring in the field of audiology

Topics

Week 1	**Role of Counseling in Audiology**
Week 2	**Foundations of Counseling Skills**
Week 3	**Theoretic Foundations of Counseling**
Week 4	**Ethical Issues in Counseling**
Week 5	**Multicultural Considerations**
Week 6	**Counseling Techniques**
Week 7	**Counseling of Children and Adolescents**
Week 8	**Counseling of Parents and Families**
Week 9	**Counseling of Adults**
Week 10	**Counseling of the Geriatric Population**
Week 11	**Case Studies & Role Playing**
Week 12	**Components of the supervisory process and advance planning**
Week 13	**Assessing supervision/mentoring**
Week 14	Critiquing supervision across various practice settings

Methods of Evaluation

Case Studies	20-30%
Written Assignments	20-30%
Examinations	30-40%
Class Participation	20-30%

Sample Source(s) of Information

Clark, J.G. and English, K.M. (2003). *Counseling in Audiologic Practice: Helping Patients and Families Adjust to Hearing Loss.* Pearson.

Clark, J.G. and Martin, F.N. (1993). *Effective Counseling in Audiology: Perspectives and Practice.* Pearson.

Clark, J.G. and English, K.M. (2013). *Counseling-Infused Audiologic Care.* Allyn & Bacon.

McCrae, E.S. and Brasseur, J.A. (2003). *The Supervisory Process in Speech-Language Pathology and Audiology.* Pearson.

Current editions as of the date of the proposal are listed. The most current edition will be used for this course.