



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

Department of Communication Sciences and Disorders

COUNSELING IN AUDIOLOGY

CS&D 834

FALL 2020

Instructor:	Amy Hartman, Au.D. 373 Goodnight Hall 608-262-6481 amy.hartman@wisc.edu
Class Time/Location:	Wednesdays, 8:30-10:10 am, Room B62, virtually via Zoom
Instructor Availability:	Office hours will be conducted remotely. Occasional exceptions may be made following physical distancing and health recommendations at the discretion of the instructor.
Credits:	2 credits. The credit hours are met by two hours (i.e., 100 minutes) of classroom or direct faculty/instructor instruction and a minimum of four hours of out of class student work each week over approximately 15 weeks.
Instructional Mode:	Blended
Course Designation:	Graduate/professional course in communication sciences and disorders
Canvas URL:	https://canvas.wisc.edu/courses/204967

DESCRIPTION

Study of the roles of counseling in the rehabilitative process. Topics include building a trusting relationship, counseling considerations for pediatric and adult populations, reflective practice, responding to the social-emotional impact of hearing loss, patient education, and cultural competence.

REQUISITES

Graduate/professional standing in communication sciences and disorders. Speech-language pathology majors should have previously taken an introductory course in hearing science or audiology in addition to having introductory graduate coursework in diagnosis and management. It is expected that majors in both areas have participated in clinical practicum beyond observation and beginning practice.

FORMAT

Class meetings will include instructor presentations, discussions, exams, skill development exercises, and in-class small-group work. These are intended to amplify and supplement assigned readings and activities. You are encouraged to ask questions and participate in class discussions and connect this course to other elements of your professional education.

A central theme for this class is "learning by doing." Consequently, active participation and completion of in-class activities and assignments (described elsewhere) are integral to success in this course.

LEARNING OUTCOMES

1. Demonstrate knowledge of a person/family-centered view of counseling for audiology

2. Demonstrate an understanding of emotional reactions to the diagnosis of hearing loss and ways to support personal/family growth and acceptance
3. Demonstrate knowledge of various techniques for counseling adults, children, and families as related to the diagnosis and management of hearing impairment including trauma-informed care and motivational interviewing
4. Recognize cultural and linguistic diversity issues as related to counseling in audiology
5. Discuss the psychosocial effects of hearing and balance disorders on children, adults, and their families
6. Identify several ways to increase patient education and health literacy with patients and their families.
7. Use reflective practices to enhance learning and counseling skills.
8. Gain competency in the CFCC standards listed in the next section.

KASA/CFCC REQUIREMENTS

The following table shows the CFCC standards that are covered in this course and indicates how they are assessed.

A passing grade is a B or better. If a student fails to complete any of the tasks listed below with a passing grade, they will work with the course instructor to either redo the task or complete an additional task to demonstrate competency with this task. If a student is not able to complete the task, then an improvement plan will be initiated to remediate the skill in question. See the Au.D student handbook section on improvement plans for further details. A passing grade for participation is a rating of 3 or higher.

STANDARD	HOW THE STANDARD IS ASSESSED
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	Students in this course will demonstrate competency by obtaining a passing grade on the cultural competency journal assignment.
A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions.	Students in this course will demonstrate competency by obtaining a passing grade on the final examination.
A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span.	Students in this course will demonstrate competency by obtaining a passing grade on the final examination.
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project.
A15. Client-centered, behavioral, cognitive, and integrative theories and methods of counseling and their relevance in audiologic rehabilitation	Students in this course will demonstrate competency by obtaining a passing grade on the final examination.
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.	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project and final examination.
A17. Importance, value, and role of interprofessional	Students in this course will demonstrate competency by

communication and practice in patient care	obtaining a passing grade for participation during the class on interprofessional communication and practice. Participation includes completing in-class activities.
A22. Legal and ethical practices, including standards for professional conduct, patient rights, confidentiality, credentialing, and legislative and regulatory mandates	Students in this course will demonstrate competency by obtaining a passing grade for participation during the class on professional issues and ethics. Participation includes completing in-class activities.
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	Students in this course will demonstrate competency by obtaining a passing grade on the final examination
D2. Providing individual, family, and group counseling as needed based on client/patient and clinical population needs.	Students in this course will demonstrate competency by obtaining a passing grade on the group counseling journal assignment.
D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders.	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project.
D4. Enhancing clients'/patients' acceptance of and adjustment to hearing aids, hearing assistive technologies, and osseointegrated and other implantable devices	Students in this course will demonstrate competency by obtaining a passing grade for participation during the class on initial consultation and considerations for the adult patient. Participation includes completing in-class activities.
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	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project.
D6. Facilitating patients' acquisition of effective communication and coping skills	Students in this course will demonstrate competency by obtaining a passing grade for participation during the classes on personal centered counseling and emotional responses to hearing loss. Participation includes completing in-class activities.
D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment problems	Students in this course will demonstrate competency by obtaining a passing grade for participation during the classes on personal centered counseling and emotional responses to hearing loss. Participation includes completing in-class activities.
D8. Enhancing adherence to treatment plans and optimizing treatment outcomes	Students in this course will demonstrate competency by obtaining a passing grade for participation during the class on initial consultation and considerations for the adult patient. Participation includes completing in-class activities.
D9. Monitoring and evaluating client/patient progress and modifying counseling goals and approaches, as needed	Students in this course will demonstrate competency by obtaining a passing grade for participation during the class on initial consultation and considerations for the adult patient. Participation includes completing in-class activities.
E1. Engaging clients/patients in the identification of their specific communication and adjustment	Students in this course will demonstrate competency by obtaining a passing grade for participation during the

difficulties by eliciting client/patient narratives and interpreting their and/or caregiver-reported measures	class on initial consultation and considerations for the adult patient. Participation includes completing in-class activities.
E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory-perceptual and motor skills, and other health/medical conditions, as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues	Students in this course will demonstrate competency by obtaining a passing grade for participation during the classes on counseling after the diagnosis – children and interprofessional communication and practice. Participation includes completing in-class activities.
E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project and the empathy journal assignment.
E4. Providing assessments of family members' perception of and reactions to communication difficulties	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project
E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project and final examination.
E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision making regarding treatment goals and options	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project and final examination.
E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties	Students in this course will demonstrate competency by obtaining a passing grade for participation during the class on initial consultation and considerations for the adult patient. Participation includes completing in-class activities.
E13. Conducting individual and/or group hearing aid orientations to ensure that clients/patients can use, manage, and maintain their instruments appropriately	Students in this course will demonstrate competency by obtaining a passing grade on the group counseling journal assignment.
F1. Counseling parents to facilitate their acceptance of and adjustment to a child's diagnosis of hearing impairment	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project
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	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project
F3. Educating parents regarding the potential effects of hearing impairment on speech-language, cognitive, and social-emotional development and functioning	Students in this course will demonstrate competency by obtaining a passing grade on the standardized patient project
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	Students in this course will demonstrate competency by obtaining a passing grade for participation during the class on counseling after the diagnosis – children. Participation includes completing in-class activities.

F7. Planning and implementing parent education/support programs concerning the management of hearing impairment and subsequent communication and adjustment difficulties	Students in this course will demonstrate competency by obtaining a passing grade on the group counseling journal assignment.
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	Students in this course will demonstrate competency by obtaining a passing grade for participation during the class on counseling after the diagnosis – children. Participation includes completing in-class activities.
F13. Providing interprofessional consultation and/or team management with speech-language pathologists, educators, and other related professionals	Students in this course will demonstrate competency by obtaining a passing grade for participation during the classes on counseling after the diagnosis – children and interprofessional communication and practice. Participation includes completing in-class activities.

READINGS

Required Text:

Clark, John Greer & English, Kristina M. (2019). *Counseling-Infused Audiologic Care*, Third Edition. ISBN: 978-1732110410

Additional Required Readings:

(These will be made available to students on Canvas unless otherwise noted. There may be additional readings assigned throughout the semester not included in this list.)

Alcock, Curtis. (2015). Webinar Recap: "Being Normal" Examines New Ways to Break Resistance to Hearing Aids. *Audiology Online White Paper*.

American Speech-Language-Hearing Association. (2008). Guidelines for audiologists providing informational and adjustment counseling to families of infants and young children with hearing loss birth to 5 years of age [Guidelines]. Available from www.asha.org/policy.

Buckman, R. (2005). Breaking Bad News: The SPIKES Strategy. *Community Oncology*, Volume 2, No. 2, 138-142.

Clark, J. (2008). Listening from the heart: improving connections with patients. *Audiology online*

Clark, J. (2010). Geometry of patient motivation: Circles, lines and boxes. *Audiology Today*, 22, 32-40.

Draper, E. & Goyne, T. (2017). Motivational Interviewing: An Introduction for Audiologists, *Audiology Today*, 29 (5), 26-33.

Elkayam, J. & English, K. (2003). Counseling adolescents with hearing loss with the use of self-assessment/significant other questionnaires. *JAAA*, 14(9), 485-499.

English, K. (2004). Informing parents of their child's hearing loss: "Breaking bad news" guidelines for audiologists. *Audiology Today*, 16(2), 10-12.

English, K. (2012). Counseling Strategies for Tweens and Teens with Hearing Impairment. *Journal of Educational Audiology*, Vol. 18, 4-9.

Gilligan, J. and Weinstein, B. (2014). Health Literacy and Patient-Centered Care in Audiology- Implications for Adult Aural Rehabilitation. *Journal of Communication Disorders, Deaf Studies & Hearing Aids*, 2(2).

Grenness, C., Hickson, L., Laplante-Levesque, A., Meyer, C. & Davidson, B. (2015). Communication Patterns in Audiologic Rehabilitation History Taking: Audiologists, Patients and Their Companions. *Ear & Hearing*, Vol. 36, No. 2, 191–204

Hawkins, D. (2005). Effectiveness of counseling-based adult group rehabilitation programs: A systematic review of the evidence. *JAAA*, 16(7), 485-493.

Long, V.O. (1996). (1996). *Communication skills in helping relationships: a framework for facilitating personal growth*. Pacific Grove, CA: Brooks/Cole Publishing, Chapters 13-16, 142-189.

Luterman, D. & Kurtzer-White, E. (1999). Identifying hearing loss: Parents' needs. *AJA*, 8(1), 13-18.

Luterman, D. M. (2008). *Counseling persons with communication disorders and their families* (5th ed.). Austin, TX: Pro-Ed.

Madell, J. (2015). *Counseling & Support for Children with Hearing Loss*. Audiology Online.

McFarlane, L. (2012). Motivational Interviewing: Practical Strategies for Speech Language Pathologists and Audiologists. *Canadian Journal of Speech-Language Pathology and Audiology*, Vol. 36, No. 1, Spring 2012.

McIntosh, Peggy. (1990). *White Privilege: Unpacking the Invisible Knapsack*, *Independent School*.

Margolis, R. (2004). Audiology information counseling: What do patients remember? , *Audiology Today*, 16(2), 14-15.

Ng, Stella. (2009). *An Introduction to Reflective Practice for Audiologists*. Audiology online.

Okun, B.F. (2002). *Effective helping: interviewing and counseling techniques*. Pacific Grove, CA: Brooks/Cole Publishing, Chapter 2, 29-56.

Rauterkus, E. & Palmer, C. (2014). The Hearing Aid Effect in 2013. *Journal of American Academy of Audiology*. Vol. 25, 893-903.

Sweetow, R. (2015). Aural Rehabilitation Builds Up Patients' Communication Skills. *The Hearing Journal*. Vol 68, 4. 8-12, 14.

AAA Code of Ethics (acquire on your own from the web)

ASHA Code of Ethics (acquire on your own from the web)

COURSE REQUIREMENTS AND STUDENT EVALUATION

The grade you earn in this course will be based upon class participation, completion of assignments, and performance on exams.

- **Class participation and in class assignments - 15%**
- **Journal assignments - 35%**
- **Standardized patient project/lab - 20%**
- **Clinical reflections assignment - 15%**
- **Final exam - 15%**

Class participation: Class participation is defined by class attendance and participation in class discussions and other activities that suggest reading and other course materials have been reviewed. Class participation will contribute 15% to final course grades. The instructor will record weekly each student's class participation on a scale of 1 to 5. A score lower than three is not considered passing for that class period. These scores will be used to determine what proportion of the 15% the student will receive in the final grade. Class participation will also include small written assignments that will be completed in or out of class. Many of these assignments will be turned in and will be graded on a pass/fail scale.

You may occasionally need to miss class for either excused or "unexcused" reasons; however, repeated absences are not appropriate in this class. Regardless of your reason for missing class, you are responsible for contacting the instructor as soon as reasonably possible and making up any missed work. You will be responsible for completing an extra assignment to make up participation points for any absence. If you miss more than two classes, the instructor may ask you to provide documentation for excused absences. More than two absences for unexcused, undocumented reasons could depending on the circumstances, result in an improvement plan for lack of professionalism. Excused absences are for reasons such as illness, death in the family, personal or family emergency, etc.

The instructor will provide updates to students on participation grades throughout the semester. Please contact the instructor if you have questions at any time about your participation grade.

Journal Assignments: There will be seven required journal assignments. Each assignment is worth five points (percent). See the journal assignment handout for details. To obtain the points for each assignment, your writing must reflect effort, insight into the topic, and personal reflection. The writing must be clear, grammatically correct, and organized. The assignments will be assessed on the basis of (1) timely submission, (2) attention to instructions about the form and content of each, (3) quality of submission (mechanics, organization, content, reasoning, citation of relevant sources, etc.). If the assignment is late, poorly written, or does not reflect insight and personal reflection, the grade will be lowered. Most assignments call for short (one to two pages) written documents. All are to be turned into **CANVAS by 8 am on the day that they are due.**

Standardized patient project/lab: The lab will take place on **November 4th**. See the standardized patient project handout for details. Students will complete a counseling session with a standardized patient. The session will be evaluated by the instructor using the Audiology Counseling Evaluation (ACE) Questionnaire (English & Vaeve-Velguth, 2007). Students will also complete a pre and post self-evaluation, as well as a

reflection paper, which will be due on **November 18th by 8 am** Students will have an individual meeting with the instructor to review the standardized patient recording. These meetings will be scheduled the week of

Clinical Reflections: Due in Canvas 8 am on 12/2/20. See the clinical reflections handout for details. The assignment will be assessed based on (1) timely submission, (2) attention to instructions about the form and content (3) quality of submission (mechanics, organization, content, reasoning, citation of relevant sources, etc.). If the assignment is late, poorly written, or does not reflect insight and personal reflection the grade will be lowered.

The purpose of these assignments is to help you analyze your counseling skills with different populations and to document your growth and development as a counselor.

Final Exam: The exam will be online on Monday, December 14th from 9-11 am.

Exam questions will include short answer and essay questions. You are expected to complete the exam on your own.

If you believe that you will need to make up the final exam due to an excused absence, please ask the instructor about the possibility of make-up as soon as you are aware of the situation. If it is for a scheduled absence, such as a professional conference, you must make the request within the first two weeks of the semester, or as soon as your travel plans are known (which is typically at least 4-6 weeks in advance). Exams may only be made up for excused reasons such as illness, family emergency, professional conference, etc., and documentation will be required for the excused reason.

GRADING SCALE:

UW – SP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-93	92.9-90	89.9-88	87.9-83	82.9-80	79.9-78	77.9-72	71.9-70	69.9-68	67.9-60	<60
UW – Madison Letter Grade	A	A-B		B	B-C		C		D		F

COURSE SCHEDULE (Subject to Change)

Date	Topic	Reading(s)	Assignment (if due)
9/2	Course overview Active learning and reflective practice Definition of counseling in audiology	Clark & English, Chapter 1 Ng (2009)	
9/9	Counseling theories Person centered practice	Clark & English, Chapter 3 Grenness, et al (2015)	Journal assignment #1: Empathy
9/16	Emotional responses to hearing loss	Clark & English, Chapter 2 Luterman, Chapter 4	Journal assignment #2: Anger and Feelings of loss

9/23	Nonverbal behavior	Long (1996) Okun (2002) Clark (2008)	Journal assignment #3: Nonverbal behavior
9/30	Patient-practitioner dynamics	Clark & English, Chapter 4	
10/7	Initial Consult – Children	ASHA (2008) English (2004) Luterman & Kurtzer –White (1999) Buckman (2005)	
10/14	Counseling after the diagnosis – children Family-centered care Considerations for children and teens	Clark & English, Chapter 6 & 7 English (2012) Madell (2015) Elkayam & English (2003)	Journal assignment #4: Earplug assignment
10/21	Initial consultation and considerations for the adult patient	Clark & English, Chapter 5, 8, 9 & 12 Alcock (2015) Rauterkus & Palmer (2014) Clark (2010)	
10/28	Guest lecturer- Stacy Cohen, M.S., LPC Motivational Interviewing	Draper & Goyne (2017) McFarlane (2012)	
11/4	Standardized Patient Lab		
11/11	Group Counseling Interprofessional communication and practice Trauma-Informed Care	Clark & English, Chapter 13 Sweetow (2015) Hawkins (2005)	Journal assignment #5: Group Counseling
11/18	Cultural Competence, Diversity, and Equity in Counseling	Clark & English, Chapter 14 McIntosh (1990)	Journal assignment #6: Cultural Competence Standardized patient reflection due
11/25	Patient education & Health literacy	Clark & English, Chapter 11 Margolis (2004) Gilligan & Weinstein (2014)	Journal assignment #7: Patient Education
12/2	Standardized patient review meetings	Clark & English, Chapter 14 McIntosh (1990)	Clinical reflections assignment due
12/9	Professional Issues & Ethics Wrap up and review	ASHA Code of Ethics AAA Code of Ethics	
12/14	FINAL EXAM 9–11 am		

GENERAL COURSE POLICIES

Graduate school is a great time to continue refining professional skills that will serve you throughout your career.

- Arrive to class on time
- Bring a willingness to learn and be fully present (avoid doing other things during class))
- Share your own experiences
- Treat others with respect when they are sharing
- Do not video or audio record without instructor permission
- Written work must be your best work. Proof read before submitting work to check for any errors (e.g., spelling, grammar, punctuation, etc.).
- Points will be deducted for inadequate work.
- Late assignments will not be accepted without adequate prior arrangements.
- Questions or concerns about course activities, policies, assignments (or anything else) should be referred to the instructor.

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for CS&D 834 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-MADISON [BADGER PLEDGE](#)

UW-MADISON [FACE COVERING GUIDELINES](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings during In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation. UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.