

PSYCHOLOGICAL PRINCIPLES AND CHILDREN WHO ARE
DEAF AND HARD OF HEARING
Psy/Com D-DE 4790/6790
Syllabus

James C. Blair, Ph.D.

Course Description:

The general purpose of this course is to review the perspectives that researchers have had concerning individuals who are Deaf and Hard of Hearing. The course is designed to help participants establish a rationale for looking at human behavior and to understand that generally the view taken is influenced by the background, viewpoint, and training of the individual researcher. There will also be presentations and discussions of some of the strategies that might be useful in helping individuals with hearing loss make successful adjustments to life issues. There will also be a discussion of methods for evaluating children with hearing loss and some of the tests which are most appropriate for this population.

Objectives of the course:

By the conclusion of this course the student will be expected to:

1. Compare and contrast different views of the emotional development of individuals who are deaf and hard of hearing. Standard 2K1, 2K4, II.1
2. Describe the current views of emotional development. Standard 1K2, I3
3. Describe how personal biases will influence the way we perceive people, 4K1, 4K2, 4S17
4. Describe some methods for working toward objectivity. Standard 5K1, II.6, II.7, II.8
5. Develop some strategies for improving adjustment to life issues. 5S1, 5S2, 6K1, 6K3
6. Understand the educational assessment process and how to use this information in making sure appropriate services are provided to children who are hard of hearing. Standards 1K4, 3K1, 3K2, 3K4, 3K5, 3K7, 3S4, 3S6, 3S7, 3S8, II.4, III.1, III.2, III.3
7. Explain how emotional development and cognitive development interact for both children who are deaf and children who are hearing. Standard 2K4, S2, II.4, II.6

8. Explain why principles of cognitive-behavioral therapy are applicable to children who are deaf or hard of hearing. Standard 4S12, 4S13, 4S15,4S16
9. Describe narrative therapy and how principles used in this model can be used to work with families in which there are children who are deaf or hard of hearing. 6K4, 6K5, 6K6
10. Demonstrate how a teacher of the deaf might use solution-focused therapeutic principles in his or her classroom. Standards 6K4, 6K5, 6K6, K1, K2

Course Requirements:

1. Completion of a mid-term and final examination
2. Present a lecture on one of the topics to be assigned related to the psychology of deafness and lead a discussion about this topic. Explain how your view is similar or different from this topic. You will be evaluated by class members on your presentation using the attached evaluation form.
3. **Graduate Students:** Those taking this course for graduate credit are required to write a research paper of no fewer than 15 double spaced pages, following APA guidelines (5th Edition). The topic can be anything related to the psychology and individuals who are deaf or hard of hearing. This paper must be turned in on or before April 20, 2007. If you would like me to pre-read your paper and give you feedback, I must receive it before April 11, 2007. If you would like to see the criteria on which the paper will be graded ask for a copy of the grading form. You must use the latest version of the American Psychological Association Style Manual. This is available in the bookstore in the reference section.

Grading:

1. Mid-term examination (100 points)
2. Class presentation (100 points)
3. Final examination (100 points)
4. Class participation (50 points)
5. Research paper for graduate students (100 points)

References

- Andrews, J., Leigh, I., & Weiner, M. (2004). *Deaf people: Evolving perspectives from psychology, education, and sociology*. San Francisco: Allyn & Bacon.
- Furth, H. (1966). *Thinking without language: Psychological implication of Deafness*. New York: Free Press.
- Levine, E. (1960). *The psychology of deafness*. New York: Columbia University Press.
- Luterman, D. (1987). *Deafness in the family*. Boston: College Hill Press.
- Clark, J. G., & Martin, F. N. (Eds.). (1994). *Effective counseling in audiology: Perspectives and practice*. New Jersey: Prentice Hall.
- Leigh, I. W. (Ed.). (1999). *Psychotherapy with deaf clients from diverse groups*. Washington D.C.: Gallaudet University Press.
- Marschark, M. (1993). *Psychological development of deaf children*. New York: Oxford University Press.
- Marschark, M., & Clark, D. (Eds.). (1998). *Psychological perspectives on deafness*. New Jersey: Lawrence Erlbaum Associates.
- Moore, D. (1988). *Education of the Deaf: Psychology, principles and practices*. Boston: Houghton Mifflin.
- Myklebust, H. (1964). *The psychology of deafness* (2nd ed.). New York: Grune and Stratton.
- Paul, P. & Jackson, D. (1993). *Toward a psychology of deafness: Theoretical and empirical*

perspectives. Boston: College Hill Press.

Scheetz, N. (2003). *Psychosocial aspects of deafness*, San Francisco: Allyn & Bacon.

Schirmer, B. R. (2001). *Psychological, social, and educational dimensions of deafness*. Boston: Allyn & Bacon.

Schlesinger, H., & Meadow, D. (1974). *Sound and sign*. New York: Grune & Stratton.

Sussman, A. & Gilbert, L (Eds.). (1971). *Counseling with Deaf people*. New York: Deafness Research Training Center.

Vernon, M. & Andrews, J. (1990). *The psychology of deafness: Understanding deaf and hard of hearing people*. New York: Longman.

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Psychological Principles and Individuals who are Deaf and Hard of Hearing

James C. Blair, PhD
T, Th 4:00 - 5:15

<u>Date</u>	<u>Tentative Topic of Lecture</u>	
Jan 9	Effects of Hearing Loss/Myklebust.....	Blair
Jan 11	Myklebust/Furth's view of the Deaf	Blair
Jan 16	Erikson/Piaget (Cognitive Development)	Blair
Jan 18	Assessment Process.....	Blair
Jan 23	Case Studies.....	Blair
Jan 25	Marschark's view	Atwood, Angie
Jan 30	Levine's View	Beck, Andrew
Feb 1	Scheetz	Blair

Feb	6	Leigh - Diversity	Gilday, Charice
Feb	8	Grief	Smith, Logan
Feb	13	Mid Term Examination	Blair
Feb	15	Moore's View of the Deaf and Hard of Hearing	Lindgren, Bonnie
Feb	20	No Class (attend Monday Classes)	
Feb	22	Martin & Clark's View	Blair
Feb	27	Andrews, Leigh & Weiner	Dolence, Stephanie
Mar	1	Schirmer	Jackman, Carma
Mar	6	Paul & Jackson's view	LeBaron, Heidi
Mar	8	Vernon and Andrews	Blair
Mar	13	No Class (Spring Break)	
Mar	15	No Class (Spring Break)	
Mar	20	Possible Solutions	Blair
Mar	22	Basic Techniques of Counseling	Blair
Mar	27	Wizard of Oz - Principles of Counseling	Blair
Mar	29	Narrative Techniques	Blair
Apr	3	Narrative Techniques	Blair

Apr 5	Solution Focused Techniques	Blair
Apr 10	Solution Focused Techniques (Case Study)	Blair
Apr 12	No Class - Convention	
Apr 17	Cognitive Behavioral Techniques	Blair
Apr 19	Cognitive Behavioral Techniques	Blair
Apr 24	Scenarios	Blair
Apr 26	Final Examination 4:00 to 5:15 p.m.	