

CSD 773: Counseling in Speech-Language Pathology

Fall 2019 CPS 024

Mondays 1:00-1:50

Instructor

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Office Hours: TBD, pending
clinic schedule

Past the seeker, as he prayed, came the crippled and the beggar and the beaten. And seeing them...he cried, "*Great God, how is it that a loving Creator can see such things and yet do nothing about them?*" God said, "*I did do something. I made you.*"

Author Unknown

Course Description

Counseling and the practice of speech-language pathology; what on earth do they have to do with each other? You signed up for a career helping people learn how to communicate more effectively. If you had wanted to be a counselor, maybe you would have majored in psychology or social work instead. However, in our roles as speech-language pathologists we are confronted with opportunities to counsel others every single day.

Imagine having to tell naïve, unsuspecting parents that you believe their child has autism.

Consider working with a physician as he plummets into depression and isolation because he has lost his ability to express himself due to a stroke.

Think about consoling the mother who falls apart in the therapy room because of the immense burden and stress of taking care of two children with severe disabilities.

...and the middle school-aged youth who is relentlessly teased because he stutters.

...the college student who feels like a failure because of her language-learning disability.

Whether you signed up for the job or not, you will become a counselor.

In this course we will discover how counseling fits into the scope of practice for speech-language pathologists. You will develop skills in interviewing and obtaining a thorough case history. You will explore and practice discrete counseling skills through a variety of case studies and role-playing involving clients ranging from pediatric to geriatric. You will learn how to respond to client emotions such as anger, frustration, grief, and depression in a professional and compassionate manner. Finally, you will learn how to care for yourself and avoid professional burnout.

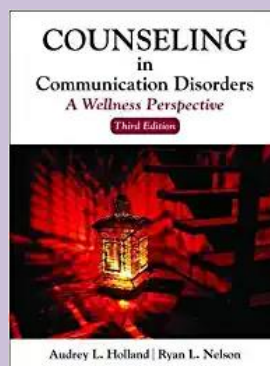
This kind of sensitive, active listening is exceedingly rare in our lives. We think we listen, but very rarely do we listen with real understanding, true empathy. Yet listening, of this very special kind, is one of the most potent forces for change that I know.

Carl Rogers

COURSE OUTLINE	(may be adjusted through the semester as need arises- let's be honest... <i>when</i> the need arises)
Week 1 9/9	Syllabus review; Scope of practice
Week 2 9/16	Ch. 1—Counseling in Clinical Practice: Overview
Week 3 9/23	Ch. 2—Positive Psychology: In Brief; Interview Skills
Week 4 9/30	Other Counseling Theories (Canvas Readings) Book Club 1: I Remember Running
Week 5 10/7	Ch. 3—Good Counselors: Knowledge, Skills, Characteristics, and Attitudes
Week 6 10/14	Counseling Microskills (Canvas Readings) Book Club 2: Where is My Mango Princess?
Week 7 10/21	Ch. 4—Counseling with Parents; Ch. 5 Counseling Issues with Children Family Member Interview Due
Week 8 10/28	Family Systems (Canvas reading) Book Club 3: Schuyler's Monster
Week 9 11/4	Ch. 6—Counseling Adults (toward improvement)
Week 10 11/11	Ch. 7—Counseling Adults (toward deterioration); Ch. 8—Issues in Death and Dying Book Club 4: When Breath Becomes Air
Week 11 11/18	Conflict Resolution
11/25	Defense Mechanisms; Extreme Emotions and Crisis (Canvas Readings) Book Club 5: Boy Alone
12/2	Applications (Canvas Readings) Conflict Resolution Due (12/7)
12/9	Taking Care of Ourselves Book Club 6: The Spirit Catches You
Final Exam	The Diving Bell and the Butterfly movie and discussion Monday, 12/16, 10:15-12:15

Text

Counseling in Communication Disorders: A Wellness Perspective (3rd ed.) by Audrey L. Holland & Ryan L. Nelson



When we are no longer able to change a situation, we are challenged to change ourselves.

~Viktor Frankl in *Man's Search for Meaning*

Course Objectives

Speech-language pathologists use counseling skills in daily practice.

- Explain the scope of practice of SLPs in counseling.
- Appreciate the opportunities for counseling during case history interview, presentation of evaluation results, IEP meetings, discharge meetings, daily therapy sessions, and home program development.

Knowledge and application of counseling theories and techniques are a crucial part of the practice of speech-language pathology.

- Describe various counseling techniques and incorporate these clinically through case history interviews, parent/spouse/caregiver education, behavioral management, and making referrals, as appropriate.
- Implement a variety of discrete counseling skills in a variety of clinical scenarios.
- Compare and contrast theories of counseling and family dynamics.

Counseling needs vary depending upon the age, diagnosis, personality, and family structure of each individual client.

- Define concepts and terminology associated with counseling in speech-language pathology across the lifespan.
- Develop skills in assessing potential counseling needs for a variety of clients with various ages and diagnoses.

EXPECTATIONS

Students are expected to:

- Complete assigned readings before class.
- Come to class promptly and prepared to actively participate in discussion and in-class assignments.
- Answer questions asked by the instructor.
- Ask the instructor for clarification when needed.
- Display appropriate respect and courtesy to other students, guest lecturers, and instructor. (This includes sleeping in class, texting, packing up early, etc.)

The instructor is expected to:

- Be thoroughly prepared for class with handouts, questions, knowledge of assigned readings
- Have a solid rationale for why she is teaching the material
- Begin and end class on time
- Announce any changes to the syllabus during the semester, including date changes, in advance
- Answer any student questions. If I don't know the answer, I will find it out.
- Meet with students outside of class to discuss concerns or questions about the course requirements or the student's performance
- Treat all students with courtesy, have set office hours, provide constructive feedback, and return assignments efficiently.

ASSIGNMENTS

1. **Skills Application:** This will be an opportunity for you to put your newly acquired counseling and interviewing skills to work.
 - a. **Family Member Interview:** You will participate in 2 separate interviews as both the interviewer and the interviewee. These will be videotaped and graded according to a rubric.
 - b. **Conflict Resolution:** Again, you will partner with someone else and each partner will practice initiating (and responding) in a conflict resolution scenario, by directly and thoughtfully confronting a conflict directly.
2. **Book Group:** You will read and participate in a book group to discuss the fictional or non-fictional book about a family impacted by disability. You will develop and ask questions that pertain to the book and counseling, as well as participate in discussion with questions posed by others in the group. You will also write a reflection summarizing the discussion. We will arrange times to meet and discuss the book outside of class.
3. **Reflections (optional):** You will have an opportunity to write two guided reflections from a bank of topics and options.
4. **Interview (optional):** As a class, we will develop a set of interview questions for a semi-structured interview. You will interview someone with a disability or a family member of someone with a disability, write up the interview, and discuss what you learned from the experience.



Policy for Late Assignments

All assignments are due at the beginning of class. Unexcused late assignments turned by 5 p.m. on the due date will receive a penalty of minus 5 percentage points. Unexcused assignments turned in the following day (and only due to extenuating circumstances) will receive a penalty of minus 10 percentage points. Assignments will not be accepted after the second day and the student will receive a grade of zero.

I realize that life goes on while you are in school. You get sick, car accidents occur, etc. Excused late assignments will be allowed (without penalty) for illness, emergency, funerals, etc. **In order for a late assignment to be excused, you must discuss this with me BEFORE it is due.**

Between email and my office phone, which are listed at the top of this syllabus, as well as my cell phone (715-572-2548) there is no reason that you should not be able to contact me. You may be asked to provide documentation of excused reasons.

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks of the semester regarding specific dates that you will need to change course requirements.

Disability Statement

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, please contact me within the first week of class. Refer to <http://www.uwsp.edu/special/disability/studentinfo.htm> for further assistance.

Academic Misconduct

Please refer to <http://www.uwsp.edu/admin/stua/ffairs/rights/rightsChap14.pdf> for university policy regarding academic honesty and integrity.

EMERGENCIES

In the event of a medical emergency, call 911 or use red emergency phone located in clinic hallways. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to CPS COMD Clinic hallways. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet in front of HEC building. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escapes, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

See UWSP Emergency Management Plan at www.uwsp.edu/rmgt for more details

ASHA Competencies Met:

ASHA V-B: Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others. Collaborate with other professionals in case management. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

This course will use a specifications grading system (Nilson, 2014), which is likely different from how you have been graded in the past. This grading scheme is directly related to your demonstrated competencies across the various learning outcomes for the course, which also correspond to ASHA's standards, knowledge, and skills. This type of grading also gives you a choice in determining your desired grade and the necessary work and competency to achieve it. All assignments will be graded as pass/fail, or more specifically as "Met competencies" or "Did not meet competencies." You will have two "tokens" or opportunities to meet competency if you did not meet it initially. Thorough directions will be given for each assignment with clear criteria for meeting competency.

B-	B	B+	A-	A
Complete assignments 1, 2, 3	Complete assignments 1a, 1b, and 2 competently	Complete all the requirements for "B" competently	Complete all the requirements for "B" competently	Complete all the requirements for "B" competently
Competence not met, even after use of 2 tokens	All competencies are met, but 2 tokens may be used to achieve mastery	Complete either 1 of the 2 reflections competently (3), OR...	Complete 1 of the 2 reflections competently (3)	Complete 2 reflections competently (3)
		Complete client/family interview competently (4)	Complete client/family interview competently (4)	Complete client/family interview competently (4)
		All competencies are met, but 2 tokens may be used to achieve mastery	All competencies are met, but 1 token may be used to achieve mastery	All competencies are met on the first attempt

Society teaches us that having feelings and crying is bad and wrong. Well, that's baloney, because grief isn't wrong. There's such a thing as good grief. Just ask Charlie Brown.

Michael Scott

