

CSD 773: Counseling in Speech-Language Pathology

Fall 2018 CPS 024

Sec. 1 Mondays 1:00-1:50

Sec. 2 Mondays 11:00-11:50

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.

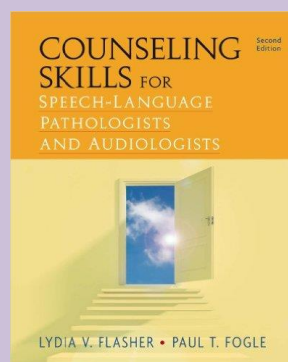
This kind of sensitive, active listening is exceedingly rare in our lives. We think we listen, but very rarely do we listen with real understanding, true empathy. Yet listening, of this very special kind, is one of the most potent forces for change that I know.

Carl Rogers

COURSE OUTLINE	(may be adjusted through the semester as need arises- let's be honest... <i>when the need arises</i>)
9/10	Syllabus review; Scope of practice
9/17	Overview of SLP counseling—Chapter 1
9/24	Theories of counseling—Chapter 2; handouts
10/1	The therapeutic relationship and communication—Chapter 3 Book Club 1: Okay for Now
10/8	Skills for interviewing and therapy—Chapter 4; D2L Readings
10/15	Multicultural issues—Chapter 5 Book Club 2: Where is My Mango Princess?
10/22	Working with families—Chapter 6 Family Member Interview Due
10/29	Defense mechanisms—Chapter 10 Book Club 3: Left Neglected
11/5	Challenging emotional states—Chapter 11
11/12	Communicating Bad News—Chapter 12 Book Club 4: Good Kings Bad Kings
11/19	Resistance and anger—Chapter 13 Conflict Resolution
11/26	Crisis situations—Chapter 14 Book Club 5: Schuyler's Monster
12/3	Taking care of ourselves—Chapter 15 Conflict Resolution Due
12/10	Counseling application—D2L readings Book Club 6: When Breath Becomes Air
Final Exam	The Diving Bell and the Butterfly movie and discussion Sec. 1 Tuesday, 12/19, 12:30-2:30 Sec. 2 Tuesday, 12/18, 10:15-12:15

Text

Counseling Skills for Speech-Language Pathologists and Audiologists, 2nd ed.—Lydia V. Flasher and Paul T. Fogle



Grading Scale

A: 95-100% A-: 92-94% B+ 88-91% B 84-87% B- 80-83% C+ 77-79%
C: 74-76% C-: 70-73% D+ 67-69% D 64-66% D- 60-63% <60% = F

If a percentage has a decimal ≥ 0.5 , then I will round up IF you have attended class, participated in discussion, and put forth your best effort in class. I reserve the right not to round up if I feel that you have not actively prepared for and contributed to the class.

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.(50 points)
 - 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. (50 points)
2. **Reflections:** You will be required to submit a weekly confidential reflection about what you are learning. Each week there will be a writing prompt to get you started. You may additionally write about real-life counseling experiences you have had or are currently having. If so, indicate who you (or a classmate) interacted with, when, where, under what circumstances, what was said (or should have been said), how you felt, and what you thought about it. Be as detailed as you can without revealing names or specific identifying information to maintain confidentiality. You may also write about your experiences in class, particularly pertaining to role-playing and group discussion. Your entries will be graded pass/fail, so feel free to question the counseling process, your own reactions, why you think a particular encounter worked well, or what you would do differently. If you complete all weekly reflections **thoughtfully**, along with good class participation, you will receive 10 points per week (all or none). Due weekly—dropbox will close on Friday at midnight. (130 points)
3. **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. (50 points)

Total: 280 points

Policy for Late Assignments	Disability Statement	Academic Misconduct
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p>	<p>Please refer to http://www.uwsp.edu/admin/stua/ffairs/rights/rightsChap14.pdf for university policy regarding academic honesty and integrity.</p>
<p>EMERGENCIES</p> <p>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.</p> <p>In the event of a tornado warning, proceed to CPS COMD Clinic hallways. Avoid wide-span rooms and buildings.</p> <p>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.</p> <p>Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.</p> <p>See UWSP Emergency Management Plan at www.uwsp.edu/rmgt for more details</p>		

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.

Requesting A Revision, Extra Credit, or Make-up Work Meet Competency on a Graded Assignment

If you earned a grade below 84% on any exam or assignment, and if you would like to improve your understanding of the concepts and perhaps improve your grade, you may propose a make-up assignment. Here are the procedures/guidelines:

- You must initiate this process, and you must propose/design the make-up assignment.
- If you complete the make-up assignment satisfactorily, you will meet competency for that assignment.
- As soon as you decide you would like to propose a make-up assignment, I recommend that you inform me, either in person or over email or telephone.
- You must design your own make-up assignment, but it is subject to approval and/or modification by me. You must send me (via email) the tentative make-up assignment that you designed (referred to as your make-up assignment proposal), and you must send me this proposal within one week of the day I return or upload your graded assignment. If I do not receive your proposal within one week, then you may not complete a make-up assignment.
- When you submit your proposal for a make-up assignment, you must include a brief explanation of how/why your proposed assignment will allow you to learn the material better.
- I will review your proposal and notify you (typically within 2-3 business days of when I receive your proposal) if I will accept it, and/or if I will make any modifications, and/or if I will require you to make any modifications.
- I will inform you via email once your make-up assignment proposal is accepted and finalized.
- Once your make-up assignment proposal is accepted and finalized, you will have one week to complete the make-up assignment.
- The goal for a make-up assignment is to ensure that you learn the material thoroughly and meet the ASHA competency; therefore, your proposed make-up assignment should demonstrate that you understand the mistakes you made originally, and that you now thoroughly understand the material.

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

