

# CSD 773: Counseling in Speech-Language Pathology

Fall 2021 CPS 024

Wednesdays 11:00-11:50 am

## Instructor

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Office Hours: TBD, pending  
clinic schedule

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 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.**

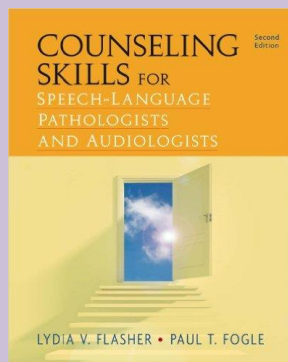
**Carl Rogers**

## COURSE OUTLINE

Dates	(may be adjusted through the semester as need arises- let's be honest... <i>when the need arises</i> )
9/8	Syllabus review; Scope of practice
9/15	Overview of SLP counseling—Chapter 1
9/22	Theories of counseling—Chapter 2; handouts
9/29	The therapeutic relationship and communication—Chapter 3
10/6	Skills for interviewing and therapy—Chapter 4; Canvas <b>Book Club 1: Okay for Now</b>
10/13	Multicultural issues—Chapter 5
10/20	Working with families—Chapter 6 <b>Family Member Interview Due; Book Club 2: Where is My Mango Princess?</b>
10/27	Defense mechanisms—Chapter 10
11/3	Challenging emotional states—Chapter 11 <b>Book Club 3: Haben</b>
11/10	Communicating Bad News—Chapter 12
11/17	Resistance and anger—Chapter 13 <b>Book Club 4: When Breath Becomes Air</b>
11/24	Crisis situations—Chapter 14
12/1	Taking care of ourselves—Chapter 15 <b>Conflict Resolution Due; Book Club 5: Look Me in the Eye</b>
12/8	Counseling application—D2L readings
12/16 2:45-4:45	<b>Final Exam Interview due</b>

### Text

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



## 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.

## 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. The interviews will be videotaped.
  - 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. This won't be videotaped, but you will role play and reflect on the experience.
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. **In-Class Activities:** We will practice several skills in class and you will have opportunities to reflect upon these learning experiences. You'll share your reflections in writing and/or discussion.
4. **Interview (Final Exam):** 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.

## (Un)Grading Policy

I'm trying to continually grow in my evidenced-based teaching skills, so we'll be using "ungrading" for this course. I read the book, *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)* by Susan Blum (2020) and attended a workshop on ungrading in May 2021. Current research suggests that grading is arbitrary, does not truly represent learning, and is fraught with bias. Students also do not learn as much if they are graded versus if they are given written/verbal feedback. Additionally, metacognition is an important practice for improving learning of course content. We will discuss "ungrading" on the first day of class and what it means for this course.

In a nutshell, you will have 4 ungraded assignments, plus classroom activities, that will be used to collaboratively determine your final grade in the course. You and I will together determine your learning progress and your grade in class through written feedback, metacognition activities, and personal learning reflections. It is my hope that this approach will decrease stress, increase academic "risk-taking," and result in deeper, meaningful, and personalized learning.

Think about your students as people who are learning things for purposes. If they are not learning for a grade, why else are they learning?



SUSAN BLUM  
ON TEACHING IN HIGHER ED

### "Best by" Dates

We're in the Dairy State and know that milk is "best" by a specific date marked on the container. Therefore, all assignments have a "best by" date. This is the established deadline for each exam or assignment and I anticipate most of you will submit assignments at this time. However, if you cannot meet the deadline, fill out the "due date extension request" form in advance and outline a new due date with justification. the due date. Like other best-by dates, the longer you go past the due date, the more the milk curdles, and I may not be able to guarantee the same amount of feedback as if you had met the original date.



### 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/stuaffairs/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/Escape, 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](http://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.

### Attendance and Student Support

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In some class meetings you will have at least one project, exercise, test, and/or discussion that will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I would encourage to connect with a classmate early in the semester who can be a resource for you if you are sick or otherwise miss class. **Note that properly worn (covering nose and mouth) face coverings are required to attend class.**

We are still in the midst of a pandemic and it is likely that many of you may be quarantined due to exposure or actually become ill. Similarly, life events (family illness, births, transportation problems, etc.) happen. Please let me know prior to class that you will not be in attendance and you make-up the work. I am happy to work with you on extensions and a make-up plan. If it is an emergency and you cannot notify me prior to class, let me know as soon as possible. If you miss class due to illness, I do not need a doctor's excuse.

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" [here](#).

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Any student who faces challenges securing their food, housing, safety, healthcare or other crisis and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so, so that I can direct you to relevant campus resources (e.g., food pantry, counseling center, etc.). I am also posting resources in a module on Canvas. I am happy to assist you with issues beyond the classroom if I can and will maintain confidentiality. I want you to succeed.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

**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**

