

Andrews University

Summer Session 2018

SPPA510 Counseling for Speech-Language Pathology

Course Description

A course addressing the speech-language pathologist's role in counseling patients, students, family members and caregivers. Competencies in effective clinical diagnostics, treatment, information sharing and social/multicultural adjustments, as well as issues specific to swallowing, communication and cognitive disorders are specifically addressed.

Course Credit

2.0

Course Pre/Co-requisites

Bachelor's Degree in Communication Disorders or its equivalent

Location

Bell Hall – 118

Schedule

Monday – Wednesday from 9:30 AM – 11:20 AM in class 5/7 – 5/17; Hybrid instruction online from 5/18 – 6/4 with scheduled Zoom Meetings. See Course Schedule for dates and times.

Instructor

D'Jaris Coles-White, Ph.D., CCC-SLP
Professor of Speech-Language Pathology
Bell Hall 114G
Office phone: 269-471-3479
Cell phone: 678-901-7788

Required Materials

Counseling Skills for Speech-Language Pathologists and Audiologists, 2nd Edition
Lydia V. Flasher, Paul T. Fogle
ISBN-10:1435499360 ISBN-13:9781435499362
Delmar- Cengage Publishing (2012)

Student Learning Outcomes

Upon completion of this course, the student will have met the following requirements for certification in speech-language pathology:

Standard IV-C: The applicant must have demonstrated knowledge of communication disorders and differences including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard IV – D: For each of the areas specified in Standard VI-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-G: The applicant must have demonstrated knowledge of professional contemporary issues.

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B: The applicant must have completed a program of study that included experiences in breadth and depth to achieve skills outcomes in evaluation, intervention, and interaction and personal qualities.

ASHA Standard	Outcome	Implementation	Evaluation Criteria
IV-C IV-D V-B3a	<ul style="list-style-type: none"> A basic understanding of the role of speech language pathologists as counselors for individuals with communication disorders and their families. A critical view of a variety of approaches to counseling. Explain how emotions that accompany communication disorders might influence a client's/family's involvement in treatment. Explain the importance of listening in the clinical relationship Recognize cultural variables that may influence the clinical relationship with a family. 	Exam Film/Video Reaction/Critique Personal Reflections (readings, lectures)	80% accuracy
IV-E	<ul style="list-style-type: none"> Demonstrate an understanding and integration of ASHA code of ethics 	Exam, (readings, lecture)	80% accuracy
V-B2g, V-B3c	<ul style="list-style-type: none"> Demonstrate and integrate knowledge of referral of clients for appropriate services and provide counseling regarding communication and swallowing disorders 	Exam Personal Reflection (Reading, Lecture)	

IV-G	<ul style="list-style-type: none"> Demonstrate and integrate knowledge of professional contemporary issues. 	Exam Film/Video Reaction/Critique Final Project	80% accuracy
V-A	Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.	Exam Film/Video Reaction/Critique Personal Reflection Final Project	80% accuracy

Course Objectives

1. A basic understanding of the role of speech language pathologists as counselors for individuals with communication disorders and their families.
2. A critical view of a variety of approaches to counseling.
3. Explain how emotions that accompany communication disorders might influence a client's/family's involvement in treatment.
4. Explain the importance of listening in the clinical relationship
5. Recognize cultural variables that may influence the clinical relationship with a family.

Teaching Strategies

- Lectures
- Peer teaching
- Class discussions
- In class role playing activities
- Reflective Journaling
- Film and Video Reviews

Teaching Philosophy

Class meetings will involve discussion and participation by all members of the class (not just me). This type of active participation is both a better way to learn and a lot more interesting (and fun) than simply listening to lectures. To facilitate learning, it is important for you to prepare as much as possible for class meetings by conscientiously **completing the reading assignments before the start of class**. Preparation for and participation during classes are intended to be learning activities. That means that your comments in class are not expected to always be correct. Making mistakes is part of the learning process. Some of this material is difficult and a certain degree of confusion, uncertainty, or misinterpretations is to be expected (in addition, *in some cases there won't be 'right' or 'wrong' answers*, just points of view). So, don't be afraid to be wrong. Note that during class meetings we probably will not have time to discuss all of the reading material. Therefore, I will focus our class time on some material from the text, but also present more in-depth descriptions of the concepts discussed in the text. Note that, **you are responsible for all information in the assigned readings (even if not discussed during class meetings) and in class (even if not mentioned in the readings)**. Exams will include questions from the reading and lecture. Therefore, if you feel confused or uncertain about any information (whether discussed in class or not) it is your

responsibility to let me know so that I can clarify that material for you. This can be done in class or by coming to see me during office hours.

I strongly encourage you to talk with me individually throughout the semester if you have any questions concerning course material or about how you are doing in the class. **If you are having problems in the course, do not wait too long to talk with me, come early in the semester while there is still time to improve.** Of course, you are also welcome to come speak with me even if you are not having difficulties but are just interested in the material and would like further information. If you cannot make my posted office hours, I will be glad to make an appointment for another time. To make an appointment, just see me in class or email.

Course Topics

- The Basics in Counseling for SLPs
- Theories of Counseling: Application to Speech-Language Pathology and Audiology
- The Therapeutic Relationship and Therapeutic Communication
- Interviewing and Therapy Microskills
- Counseling in a multicultural Society: Implications for the field of communication disorders
- Working with families
- Counseling Skill for Working with Speech, Language, Fluency, Voice, and Cleft Up and Palate Disorders
- Counseling Skills for Adult Neurological Disorders and Dysphagia
- Counseling for Language Disordered Individuals impacted by Hearing Loss
- Defense Mechanisms Relevant to Speech-Language Pathologists and Audiologists
- Working with Challenging and Difficult Emotional States
- Counseling of Individual with Ethnic and Diverse backgrounds
- Communicating Bad News and Working with Challenging Situations
- Working with Resistance and Anger
- Understanding the role of the speech-language pathologist-ethical boundaries and professionalism with involved cases
- Working with Crisis Situations
- Taking Care of Ourselves

Course Schedule

All times in the schedule are for the U.S. Eastern Time Zone.

<p style="text-align: center;">PART I: FOUNDATIONS OF COUNSELING SKILLS WEEK 1: IN CLASS</p>

5/7		Chapter 1 – THE BASICS Chapter 2 – THEORIES OF COUNSELING		
5/8		Chapter 3 – THERAPEUTIC RELATIONSHIPS AND COMMUNICATION Chapter 4 – INTERVIEWING AND THERAPY MICROSKILLS		
5/9		Chapter 5 – COUNSELING IN MULTICULTURAL SOCIETY Chapter 6 – WORKING WITH FAMILIES		
MIDTERM EXAM AVAILABLE 5/10 – 5/14				
PART II: COUNSELING SKILLS FOR WORKING WITH SPECIFIC DISORDERS WEEK 2: IN CLASS				
5/14		Chapter 7 – WORKING WITH SPEECH AND LANGUAGE DISORDERS	Group 1 Presentation Due 5/15	
5/15		Chapter 8 – WORKING WITH ADULT NEUROLOGICAL DISORDERS	Group 2 Presentation Due 5/16	
5/16		Chapter 9 – WORKING WITH ADULTS AND CHILDREN WITH HEARING IMPAIRMENTS	Group 3 Presentation Due 5/17	
PART III: THE THERAPEUTIC PROCESS WITH CHALLENGING SITUATIONS AND BEHAVIORS WEEKS 3 – 4: ONLINE				
5/21		Chapter 10 – DEFENSE MECHANISMS RELEVANT TO SLP AND AUD Chapter 11 – Working with CHALLENGING AND DIFFICULT EMOTIONAL STATES	Zoom Meeting – 9:30 AM – 11:20 AM Film Reaction/Critique Assignment Due 5/23	
5/22			Discussion Forum 1 (Chapters 10-11)	
5/23		Chapter 12 – COMMUNICATING BAD NEWS AND WORKING WITH CHALLENGING SITUATIONS Chapter 13 – WORKING WITH RESISTANCE AND ANGER	Zoom Meeting – 9:30 AM – 11:20 AM	
5/28			Discussion Forum 2	
5/29		Chapters 14 – WORKING WITH CRISIS SITUATIONS Chapter 15 – TAKING CARE OF OURSELVES	Zoom Meeting – 9:30 AM – 11:20 AM	
5/30			Discussion Forum 3 Reflection Journal Entries Assignment Due 5/30	
6/4				
FINAL EXAM DUE Wednesday, June 4th 11:00 PM				

Course Assignments

Exams: Midterm Exam given, worth 100 points

Discussion Forum Participation: The three (3) discussion forums (with both an initial post and then a reply) are worth a total of 60 points.

Film/Video Reaction/Critique: Each student will watch and review a film/video (not seen previously—if possible) about an individual or caretaker living with a communication disorder. A summary of the major issues that the individual experienced should be addressed. Include how effective counseling might have assisted this individual in the remediation of the communication/swallowing disorder. Apply theories addressed in this course. A list of possible films/videos is listed below (not an exhaustive list). However, students may choose another film/video with instructor approval. The film or video reaction/critique is worth a total of 100 points.

Reflection Journal – Each student will keep a journal documenting their personal reflection over the course of the semester pertaining to their experiences offering counseling during their clinical practicum experience. Each student should have at least 10 entries. Note progress made, continued barriers, and theoretical concepts utilized. The reflective journal is worth 100 points.

Group Textbook Presentation on Specific Disorders – Group Presentation is worth 100 points.

Final Project – Four problem-solving cases with a set of questions will be provided to assess your knowledge on counseling theories and techniques relevant to the field of communication sciences and disorders. You have the choice of video recording yourself, writing a paper, or some other way to answer the questions. Whatever format you choose to disseminate solutions to these problems, you must provide thorough explanations of your thought processes as you solve the three cases. This final project is worth 100 points.

Course Policies and Procedures

- **Changes:** For the purpose of an enhanced learning experience for the students some assignments, quizzes, tests and projects may be changed or altered at the discretion of the instructor. Likewise, the class schedule is tentative and subject to change.
- **Correspondence and Email Policy:** I will be available to answer any questions you may have about the course. However, in order to keep my email inbox from being “bloated” with countless emails please use the “virtual student union” on the course website. I will be checking for posts and will respond within a 24-hour period Monday – Friday and within a 48-hour period on weekends and holidays. You may email or text me (678-901-7788) to schedule appointments or to inform me of an emergency. Accordingly, please do not use email or text to tell me that you’re running late to class because I will more than likely not receive them in time. If you know you will be out of class please inform me in writing. Lastly, do not email any assignments. The course website will be set-up to handle assignments (e.g., Assignment drop-box).
- **All assignments are due at the beginning of class.** After that time a daily deduction of 5% will be applied to the final of the assignment. After 3 days (72 hours) the assignment will no longer be accepted.
- **Written Work:** All assignments must be submitted following APA guidelines. APA style

requires a specified title page, 11 or 12 point font, double spaced, one inch margins all around, and appropriate headers, and page number. Each written document must follow APA 6th edition style and Andrews University.

- **Technology Requirements:** Each student is required to have access to and a working knowledge of technology such as PC or MAC. Each student is also required to have working knowledge and understanding of Andrews University online learning management system – Moodle.
- **Grades:** Grades are earned based on performance on assessments (e.g., exams and assignments). No extra credit will be given. The instructor reserves the right to curve exams based on item analysis of individual questions. Grades will not be rounded. See Grading Policy below.

Final Exam Schedule

Per University Schedule

Attendance Policy

Regular attendance at all classes, laboratories and other academic appointments is required of each student.

Class Absences. Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Academic Dishonesty Policy

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu.

Professionalism

To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- **Cell Phones, Personal Laptops, and Recording devices:** Cell phones should be turned off before entering the classroom. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are

recordings—visual or verbal—to be posted on a public website.

Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.

- Late Assignments are unacceptable unless prearranged with instructor.
- Tardiness
- Eating in class: Please do not bring food or beverages to class. Water is permitted.

Presentation is important. Your attention to detail, demeanor, and attire factor into how you are perceived as a professional. Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Evaluation of Student Performance

- | | |
|--------------------------------|------------|
| • Exam | 100 points |
| • Personal Journal Reflection | 100 points |
| • Group Textbook Presentation | 100 points |
| • Film/Video Reaction/Critique | 100 points |
| • Final Project | 100 points |
| • Discussion Forums | 60 points |

Total Points possible	560 points
-----------------------	------------

Grading Criteria

- | | |
|--------------------------------|-----|
| • Exam | 18% |
| • Personal Journal Reflections | 18% |
| • Group Textbook Presentation | 18% |
| • Film/Video Reaction/Critique | |
| • Final Project | 18% |
| • Discussion Forums | 10% |

Grading Scale

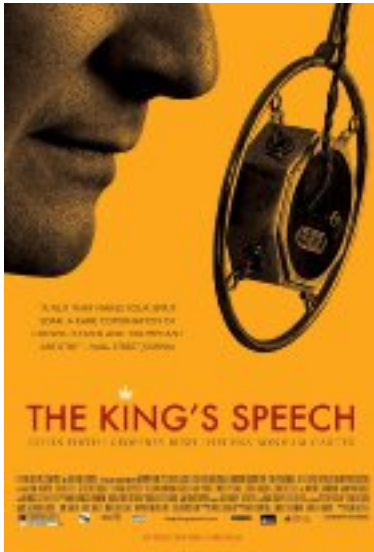
A	100 – 94%
A-	<94 and ≥ 90%
B+	<90 and ≥ 87%

B	<87 and <u>≥</u> 84 %
B-	<84 and <u>≥</u> 80%
C+	<80 and <u>≥</u> 77%
C	<77 and <u>≥</u> 74%
C-	<74 and <u>≥</u> 70%
D	<70 and <u>≥</u> 65%
F	<65%

Note: "<" "less than and ">" "greater than or equal too

Film/Video Choices

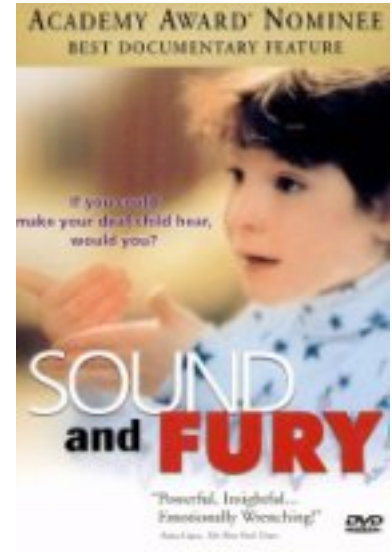
The Kings Speech

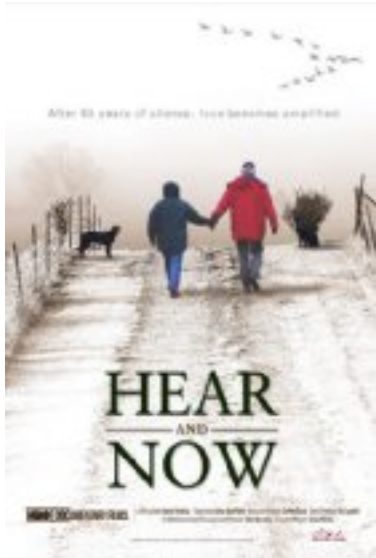


The Diving Bell and the Butterfly



Sound and Fury





Hear and Now



The Wild Child



Regarding Henry

For a more complete list see:

Films

Portrayals of People with Disabilities

<http://iris.peabody.vanderbilt.edu/films/>