

## **CSD 773: Counseling in Speech-Language Pathology**

Fall 2020

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*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

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 in helping people learn to communicate. If you had wanted to be a counselor, maybe you would have majored in psychology 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 parents that you suspect their child has autism. Consider working with a physician as he plummets into depression and isolation because he has lost all language skills due to a stroke. Think about consoling the mother who falls apart in the therapy room because of the immense stress of taking care of two children with severe disabilities. 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. We will explore and practice discrete counseling skills through a variety of case studies involving clients ranging from pediatric to geriatric. We will learn how to respond to client emotions such as anger, frustration, grief, and depression in a professional and compassionate manner. Finally, we will learn how to care for ourselves 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

### **Text**

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

<b>COURSE OUTLINE</b>		
<b>Date</b>	<b>Content</b>	<b>Chapter</b>
September 2	Introduction	n/a
September 9	Overview of SLP counseling; scope of practice	Canvas
September 16	The Basics	Ch. 1, Canvas
September 23	Theories of counseling	Ch. 2
September 30	Therapeutic relationship and communication <b>Book Club 1: Rogue</b>	Ch. 3
October 7	Skills for interviewing and microskills	Ch. 4
October 14	Multicultural counseling <b>Book Club 2: Where is the Mango Princess?</b>	Ch. 5
October 21	Working with families <b>Interview due</b>	Ch. 6
October 28	Defense mechanisms <b>Book Club 3: The Pretty One</b>	Ch. 10
November 4	Challenging and difficult emotional states	Ch. 11
November 11	Communicating bad news <b>Book Club 4: When Breath Becomes Air</b>	Ch. 12
November 18	Working with resistance and anger	Ch. 13
November 25	Working with crisis situations <b>Book Club 5: A Different Life</b>	Ch. 14
December 2	Taking care of ourselves <b>Conflict Resolution Due</b>	Ch. 15
December 9	Application	Articles on Canvas

## **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 intake, presentation of evaluation results, IEP 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 education, behavioral management, and making referrals, as appropriate
- Implement discrete counseling skills in a variety of clinical scenarios
- Compare and contrast theories of counseling and family dynamics

**Counseling needs vary depending on 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 skill in assessing potential counseling needs for a variety of clients with various ages and diagnoses

Michael Scott (The Office): *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.*

**Course 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. **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.
4. **Reflections (optional):** You will have an opportunity to write two guided reflections from a bank of topics and options.

**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.

## **Grading**

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 1, 2, and 3 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 1 reflection competently	Complete 1 reflection competently	Complete 2 reflections competently
		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

## **First things first—Guiding Principles for the Pandemic Classroom:**

1. This isn't what we wanted.
  - We never wished for a pandemic, social distancing, or wearing masks.
  - We didn't hope for an online class, teaching remotely, learning from home, or mastering new technologies.
  - We need to acknowledge that we will miss being in a shared space together, developing relationships with one another. It's okay to be sad about that.
2. The humane option is the best option.
  - We are going to prioritize supporting each other as humans.
  - We are going to prioritize simple solutions that make sense for the most.
  - We are going to prioritize sharing resources and communicating clearly.
  - We are going to support different thoughts, perspectives, and experiences, while honoring differing identities (such as race, gender, class, sexuality, religion, ability, etc.). Everyone is welcome here.
3. Although things have to be adapted for online classes, rich, deep learning will still occur.
  - Some assignments will need to be modified
  - Expectations and outcomes have been adjusted, while still providing opportunities to read, discuss, and connect with each other as we apply course content.
4. We will foster intellectual nourishment, social connection, and personal accommodation.
  - Accessible asynchronous content for diverse access, time zones, and contexts
  - Synchronous discussion to learn together and combat isolation
  - Regular office hours and prompt communication through email.
5. We will remain flexible and adjust to the situation.
  - Nobody knows where this is going and what we'll need to adapt.
  - Everybody needs support and understanding in this unprecedented moment.

## **Class Policies**

1. You will be held to the UWSP Academic Standards, which prohibit cheating, collaborating with others on individual work, plagiarizing, etc. For more information, refer to <https://www.uwsp.edu/dos/Documents/UWSP14-Final2019.pdf>.
2. Students with accommodations through disability services will be accommodated via online platforms. I have worked hard to make all materials accessible to screen-readers and have added closed-captions. However, I'm only human and may have missed something. If I am not adequately meeting your accommodations, please let me know so I can adjust accordingly.
3. There will still be deadlines, but if you are unable to meet those deadlines, please let me know **before the due date** (if possible) and we will work out a plan together. I want to be mindful of different working conditions/environments,

- illness, caregiving, mental health, technology issues, and other potential variables during this stressful time.
4. Lecture materials and recordings for CSD 773 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.
  5. Attendance in our synchronous class is strongly recommended. The time will be spent clarifying difficult concepts and learning to apply the course material. Additionally, this is a great opportunity for us to connect with and get to know each other. However, all synchronous Zoom meetings will be recorded and uploaded following the class. If you miss class due to illness, I do not need a doctor's excuse.

### **Other Important Tidbits**

1. **Contacting the instructor:** I will have established weekly office hours in Zoom once the clinic schedule is set and that is the best time to see me. I will be using a Zoom scheduler, so that you can alert me if you are coming. If those hours don't work, then email me for an appointment. You don't have to have a specific class-related question to attend office hours. I also enjoy when students drop in virtually for a brief visit just to chat. Regarding email, I will try to respond within 24 hours. If I haven't responded in that timeframe, please send me a reminder email. I get a lot of email and sometimes yours may get "buried" in my inbox. ***To have and model a work/life balance, I don't respond to emails after 5:00 pm or on the weekends.***
2. Any student who faces challenges securing their food or housing 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.

EXPECTATIONS	
<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• Complete assigned readings before class.</li> <li>• Come to class promptly and prepared to actively participate in discussion and in-class assignments.</li> <li>• Answer questions asked by the instructor.</li> <li>• Ask the instructor for clarification when needed.</li> <li>• Display appropriate respect and courtesy to other students, guest lecturers, and instructor.</li> </ul>	<p>The instructor is expected to:</p> <ul style="list-style-type: none"> <li>• Be thoroughly prepared for class with handouts, questions, knowledge of assigned readings</li> <li>• Have a solid rationale for why she is teaching the material</li> <li>• Begin and end class on time</li> <li>• Announce any changes to the syllabus during the semester, including date changes, in advance</li> <li>• Answer any student questions. If I don't know the answer, I will find it out.</li> <li>• Meet with students outside of class to discuss concerns or questions about the course requirements or the student's performance</li> <li>• Treat all students with courtesy, have set office hours, provide constructive feedback, and return assignments efficiently.</li> </ul>

**Zoom Netiquette:**

- You are not required to turn on your camera. I realize that there are a variety of environmental and safety reasons that you may not want to use your camera. It may also interfere with your bandwidth. If you can use your camera, it is very helpful for me because it is much more energizing and rewarding to connect with faces rather than blank screens. However, if you don't feel comfortable using your camera, please upload a natural looking headshot of yourself (e.g., not all glammed up for a social event if you normally wears sweats and a baseball hat) so I can at least start connecting names and faces.
- If you do use your camera, make sure you are dressed appropriately.
- If you want to speak, raise your hand physically or use the "raise hand" feature. Start your question/comment by stating your name.
- Use your real name and have it appear on the screen.
- Mute your microphone if you aren't talking.
- Feel free to use the chat with messages relevant to the class. Keep messages fairly short and don't type in all caps.