



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

<b>Semester/Year:</b> Fall 2022	<b>Course:</b> CSAD 219 Counseling Techniques for Speech Pathologists and Audiologists	<b>Section:</b> 01 #83563
<b>Meeting Days:</b> Tuesday/Thursday	<b>Meeting Times:</b> 10:30 – 11:45 a.m.	<b>Location:</b> Folsom #2204
<b>Instructor:</b> Dr. Darla K. Hagge, CCC-SLP	<b>Email:</b> hagge@csus.edu	<b>Phone:</b> 916/278-6695 – office 714/749-2799 – cell
<b>Office Location:</b> Folsom Hall Department Office Door # 2316  Hagge Office #2405 Department Office	<b>Office Hours/Appointments via Zoom and Phone:</b> Tuesdays, 12:00 – 2:00 p.m. Thursdays, 12:00 – 1:30 p.m. <b>By appointment, please contact Dr. Hagge directly by email</b>	
<p><i>“You never know how or when you’ll have an impact, or how important your example can be to someone else.”</i></p> <p>— Denzel Washington</p> <p>Date of last syllabus revision: 8/19/2022</p>		

### Catalogue Course Description:

**CSAD 219. Counseling Techniques for Speech Pathologists and Audiologists. 3 Units**

**Term Typically Offered:** Fall only

Development of strategies for counseling and interviewing clients with communication disorders and their families. Development of specific skills such as effective listening, dealing constructively with emotions, working with families, and leading support groups. Students will learn to deal effectively with the affective side of communication disorders to help clients benefit maximally from assessment and treatment.

### Place of Course in Program

Second year of graduate program for all CSAD graduate students.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	<b>Y</b>
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	<b>Y</b>
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	<b>Y</b>
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	<b>Y</b>
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	<b>Y</b>
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	<b>Y</b>

## Course Learning Outcomes:

### GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### CSAD 219 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Discuss specific strategies for effectively counseling and interviewing persons with a wide range of communication disorders such as (but not limited to) autism, child language and articulatory-phonological disorders, neurological impairment secondary to stroke and TBI in adults, and others.
2. Describe specific strategies for developing effective professional relationships with clients, caregivers, and other professionals.
3. Identify professional communication skills that facilitate effective relationships with clients, caregivers, and other professionals.
4. List and describe skills necessary for interacting effectively as members of teams (e.g., teams in public schools, medical facilities) that work with clients and their families who need counseling services.
5. Demonstrate awareness of, sensitivity to, and specific strategies for interviewing and counseling clients from multicultural backgrounds.
6. Demonstrate knowledge of gender differences in communication, how these differences impact interviewing and counseling in communicative disorders, and specific strategies for effective cross-gender communication.
7. Increase their knowledge about and specific strategies for counseling with specific populations, including but not limited to geriatric patients, patients with neurological disorders, children from backgrounds of abuse/violence, families of children with special needs, and others.
8. Discuss and analyze significant current research literature in interviewing and counseling, critically evaluating this literature and its application to specific counseling and interviewing situations with a variety of clients.
9. Be exposed to a variety of points of view and approaches to interviewing and counseling. This will occur through a combination of exposure to the textbooks, the instructor's personal clinical experiences, and exposure to a variety of guest speakers from different fields who work with various populations.
10. Recognize the need for participation in professional activities that promote lifelong learning of strategies for successful counseling and interviewing with a wide variety of individuals with communication disorders and their families.

Learning Outcomes	Assessment Measures	Grade Received
1-6, 9	Examination #1	
6 - 10	Examination #2	
1, 2, 3, 5, 6, 7, 9, 10	Group Project	
1-10	Final Examination	

**Textbooks and Materials:** See online schedule for required textbooks (n=2)

**Required Materials:**

- Laptop, netbook, iPad, or other device with internet capability during every class meeting
- Paper (3-hole punched for binder), pens, pencils, if desired
- Download, print, and bring relevant documents, as instructed from Canvas or save to your own device

**Recommended Materials:**

- 3-ring binder, with dividers, if desired

**Electronic requirements:**

- Internet connection (DSL, LAN, or cable connection desirable)
- Flashdrive or other way to save documents/resources electronically, rather than via hard copy
- Access to Canvas Web site
- Access to a computer and printer, if desired

**Online Resources:** See CANVAS

**Course Requirements/Components:**

**COURSE STRUCTURE:** This course will incorporate a variety of in-class learning experiences including direction instruction/lecture, interprofessional guest presentations, active learning activities, small/whole group discussions, case studies, role-play scenarios, and multimedia viewing. Due to the depth of the course content, students will be assigned weekly readings to be completed before the class meeting. All assignments and activities are carefully administered for the purpose of enhancing student learning.

**EXPECTATIONS: Cell phones and Pagers.** Cell phones are to be turned off throughout the class period. Electronic devices will be used to access posted Bb resources or documents. Checking email and other non-course online activities are not acceptable.

**Behavior.** Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective professional. Be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified. The syllabus, outlines of class topics, and other info will be posted on CANVAS in Course Content. Some readings, materials, and other posted information will be removed no earlier than 2 weeks after original posting, but may be available on-line indefinitely. Students are encouraged to read and/or copy the material when it is posted. In addition, it is recommended that students:

1. Retrieve the outline/readings from CANVAS when it is posted.
2. Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
3. Take notes in class and later rewrite and organize them using the outline as a guide or rewrite and reorganize them as personally needed for understanding.
4. Create and participate in study groups throughout the semester.

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**Graded Course Activities.** According to the Department of Communication Sciences and Disorders Graduate Admissions Policy, Procedures and Practices, students failing to maintain a GPA of 3.00 are automatically placed on academic probation. Because graduate students need a grade of “B” to pass graduate coursework other than clinics, they should seek advising for grades equal to or less than “B.” Students should, therefore, should track their progress towards meeting each learning outcome by listing their grades on the table listed above over the course of the semester. The instructor will use a variety of activities and strategies to ensure maximizing students’ opportunities to learn and to integrate information presented in this course. Assessment data from these activities will used to evaluate students’ mastery of each learning outcome and the assignment of an earned grade.

**Assignments.** All assignments must be completed and turned in during class, on time, and in the correct form. Late assignments, those in an incorrect form, or e-mailed assignments will receive no credit accepted without a serious and compelling reason and/or doctor’s note ***and*** instructor approval. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue ***and*** (b) instructor approval. Late or missing assignments will negatively affect the student’s grade.

**Attendance/Participation.** This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. Class attendance is required and roll will be taken in the first 10 minutes of each class session. This course involves verbal interaction/discussion among the students, the instructor, and possible guest presenters. You cannot really “get” what was covered in class via classmates’ notes. Students should report absences or late arrivals (due to emergency and/or medical issues only) to the instructor in person or via voice mail or email *prior to class meeting* (not via text messages). **TWO (2) unexcused absences may result in your final grade dropping one letter grade.** Successful completion of a graduate internship or working as a speech-language pathologist requires being present, arriving on time, and being prepared. Practicing those skills now will prepare you for the expectations of this career. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate. Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.

**Examinations.** Two examinations and one final will be administered. The culminating experience for this course is the group project and presentation. The format of each exam will be announced in class. ***You are responsible for contacting the professor to take any makeup exam.*** On each exam, you will be asked about any **guest speaker**, lectures, videos, or other additional content that we have been exposed to in class. As stated earlier, you are strongly encouraged to read each day's assignments BEFORE class and ask questions about any material you do not understand. Embedded a counseling approach to all of our clinical responsibilities and work-related interactions is imperative for success! To thath end, possible guest speakers for this semester may include but are not limited to Sarah Reed (Social Work), Jim Chuchas, Tasha Ketphanh, Renee Garner, Jennifer “Jenna” Ratcliff, Brittany Hagge-Langevin (Nursing), and Nassrine Nouredine (Nursing).

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## Grading Policy:

METHODS OF EVALUATION:		
ASSIGNMENT	POINT VALUE	DATE SCHEDULED
<b>ATTENDANCE &amp; PARTICIPATION</b> 30 class meetings x 5 points=150 <i>If any class meetings fall on a holiday, the 5 points will be automatically assigned to each student.</i>	150	In-class assignment to be submitted by uploading to Canvas by the end of each class meeting.
<b>EXAM #1</b>	100	<b>October 25, 2022</b> Format: CANVAS
<b>EXAM #2</b>	100	<b>November 18, 2021</b> Format: CANVAS
<b>Group Project &amp; Presentations</b>	200	See calendar for dates and Canvas for student assignments
<b>Final Examination</b>	150 <i>Part of the final examination score includes a submission of completed reflections for all of the group presentations.</i>	Week of December 12, 2022 Format: CANVAS <b>Day/time:</b> Per official university final examination schedule
<b>Total Possible Points</b>	700	

Please review attendance policy including tardiness and absences. Letter grades are assigned according to the following scores. Grades will be calculated mathematically (maximum of 700 points). The exact following criteria will be used:

94.5-100	A
89.5-94.499	A-
86.5-89.499	B+
83.5-86.499	B
79.5-83.499	B-
76.5-79.499	C+
73.5-76.499	C
69.5-73.499	C-
66.5-69.499	D+
63.5-66.499	D
59.5-63.499	D-

# TENTATIVE Course Schedule/Outline:

## TOPICS, READINGS, DATES

*The information below is at the discretion of the individual course instructor, and may be changed at any time with or without prior notice to students in the course.*

**Aug 30 & Sept 1**

### **Course Introduction**

#### **Syllabus review**

#### **Laying a Solid Foundation for Interviewing & Counseling in Communicative Disorders**

ASHA Scope of Practice

The relevance of counseling in the field of communication disorders

Self-Efficacy Measurement Tool for Counseling in Speech-Language Pathology  
(see self-assessment tool and article)

Article: On Teaching Counseling: Getting Beyond Informational Counseling

Models of Disability

In-Class Activity: Cohort Contract/Agreement

Imposter Syndrome

Receiving/Giving Feedback

#### **Education/Training in SLP Services**

ASHA's Scope of Practice

Diagnosis

Good Brain Health – See new PPP

Stroke/TBI Prevention

Aural Rehabilitation – Common strategies

Parent Training – Hannen approach

Communication Partner Training (CPT)

**Sept 6 & 8**

### **Foundations of Effective Counseling**

Characteristics of an effective interviewer

Conditions that facilitate good communication

#### **Increasing Self-Awareness & Understanding**

Personal Styles Inventory

Cultural Competence/Humility

Emotional Intelligence (EI)

Philosophy of Positive Intent vs Toxic

Positivity

Attitudes, Stereotypes & Bias

Interdisciplinary Bias

Extreme Self-Care

#### **\*\*Guest Presentation,**

#### **Tasha Ketphanh (9/6), Bias**

**Sept 13 & 15**

### **Physical, Cultural & Emotional Factors that Affect Communication**

Cultural Competence; cultural humility

Physical environmental variables: impact on communication

Client characteristics: attitudes, background, emotions, reactions



Sept 20 & 22

### **Skills and Techniques for Interviewing and Counseling**

Active Listening  
Effective use of questions in interviews  
Types of Interviews (watch your bias!)  
Verbal and nonverbal behaviors in interactions  
Successful, practical communication techniques

**\*\*Guest Presentation, Dr. Sarah  
Reed (9/22), Trauma Informed Care  
(TIC)**

Sept 27 & 29

### **Obtaining and Providing Information**

Pre-session orientation  
Opening an interview  
Body of an interview  
Closing an interview

Oct 4 & 6

### **Counseling Theories and Approaches**

Counseling approaches and theories  
The counseling process  
Characteristics of good counselors

Oct 11 & 13

### **Linguistically and Culturally Diverse Clients**

Variables that influence individuals from different cultures  
Values and assumptions  
Healthcare Inequity/Disequity  
COVID-19

Oct 18 & 20

### **Working with Difficult Situations**

Potentially difficult communication behaviors (e.g., denial, resistance)  
Stages of grief  
Effective counseling when these behaviors are involved

**\*\*Guest Presentation, Brittany  
Hagge-Langevin (10/18 or 10/20),  
Difficult Conversations**

Oct 25 & 27

### **Considerations in Working with Families of Children with Disabilities**

Strategies for dealing with families effectively in  
contentious situations  
Issues of parents and families of children with  
Disabilities

**\*\*Examination I (10/25)  
\*\*Guest Presentation, James  
Chuchas (10/27), Communication**

**Nov 1 & 3**

**Considerations in Working with Families of Children with Disabilities, continued**

**The Elderly**

Strategies for dealing with families effectively in contentious situations  
Issues of parents and families of children with disabilities and more

**Nov 8 & 10**

**Professional Perspectives**

**\*\*Guest Presentation, Jennifer “Jenna” Ratcliff, (11/8)**

**\*\*Guest Presentation, Renee Garner, (11/10)**

**Nov 15 & 17**

**Forensic Issues in Speech-Language Pathology**

**\*\*Presenting for Dr. Roseberry-McKibbin (11/15)**

**\*\*Online Examination II, 11/17**

**Nov 22 & 24**

11/24, Holiday

Thanksgiving

**Group presentations (n=36 students) – 15 minutes per dyad**

Groups #1-4, Nov 22

No class, holiday, 11/24

**Nov 29 & Dec 1**

**Group presentations – 15 minutes per dyad**

Groups #5-8, Nov 29

Groups #9-12, Dec 1

**Dec 6 & 8**

**Group presentations – 15 minutes per dyad**

Groups #13-16, Dec 6

Groups #17-18, Dec 8

**December 12-16**

**Finals Week**

**Final examination, per university schedule**

## Additional Information

### Inclusivity:

Students in this class are encouraged to speak up and participate online through Zoom classes or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please contact me early in the semester so that we can work together to help you become an active and engaged member of our class and community. (This text was adapted from CSU Chico and Winona State University's posts.)

### Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."

**Definitions:** At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

*I encourage you to read more about Sac State's Academic Honesty Policy & Procedures at:*  
<https://www.csus.edu/umannual/student/stu-100.htm>

### Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

### Equal Access:

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any

modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [sswd@csus.edu](mailto:sswd@csus.edu). For a complete listing of services and current business hours visit: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

## Basic Needs Support – CARES Office

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student.

Please visit: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

## Student Health and Counseling Services

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peerled health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost. Please visit: <https://www.csus.edu/student-life/health-counseling/>

## Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/> (see information, provided above)

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/meet-us/>

### SPECIAL COVID-19 Reminder from Your Instructor:

We are still living with COVID-19. We are a community and are thus dependent on, and affected by, the actions, precautions, and protections each of us takes to mitigate the continued spread of COVID-19. Although I live alone, many or most of you live with others including children, siblings, parents, grandparents, loved ones, and roommates. Please continue to take reasonable efforts to protect yourselves, your loved ones, our campus, and our broader community from the additional experiences of COVID-19. During this ongoing dynamic situation, I want to share some thoughts with you about our collective experiences:

- Some of our lives may be relatively unaffected by the pandemic while others have experienced profound tragedies – we cannot make assumptions about others’ experience with the virus.
- We ought to be more compassionate with each other and with ourselves – now, perhaps more than ever, is the time to give the *gift of grace, freely and lovingly*.
- Together, we will make this semester as safe, thoughtful, clinically relevant, and insightful as we can – this also applies to our intellectual, physical, mental, and emotional well-being.
- Finally, please remember, “my humanity is bound up in yours, for we can only be human *together*.” – Desmond Tutu

## Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

### CSAD 219 Counseling Techniques for Speech Pathologists and Audiologists

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

#### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

#### Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and

methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

#### Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

#### Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

#### Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

#### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.