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.

Course Title: Counseling Techniques for Speech Pathologists and Audiologists
Units: 3
Course: CSAD 219
Class Number: #83640
Day of the week: Tuesday and Thursday
Class Time: 10:30 – 11:45 a.m.
Building/Room: Folsom Hall / Folsom 2206B

Instructor: Darla K. Hagge Ph.D. CCC-SLP
Office: Folsom Hall, Department of CSAD, 2nd Floor
Office Hours: Mon: 12:30 – 1:00 p.m.
              Tues & Thurs: 9:00 – 10:00 a.m.
              Days/times are subject to change;
              Appointments are strongly recommended; please schedule through the Department’s Front Desk

Contact Information: hagge@csus.edu, email address
                      714/749-2799 (c), phone or text (preferred, if time sensitive)
                      916/278-6695 (o), office phone

The information below is at the discretion of the individual course instructor and may be changed at any time with prior notice to students in the course.

Course Description: 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.

Prerequisite: Admittance to CSAD graduate program

TEXTBOOKS

Required textbooks:

Recommended Reading:
**EXPECTED LEARNING OUTCOMES**

**Students will:**

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.

These learning outcomes will be assessed by use of the strategies of examinations and assignments:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Measures</th>
<th>Grade Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6, 9</td>
<td>Examination #1</td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td>Examination #2</td>
<td></td>
</tr>
<tr>
<td>1, 2, 3, 5, 6, 7, 9, 10</td>
<td>Group Project</td>
<td></td>
</tr>
<tr>
<td>1-10</td>
<td>Examination #3</td>
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</tbody>
</table>
**COURSE REQUIREMENTS**

**Required Materials:**
- Laptop, netbook, iPad, or other device with internet capability during every class meeting (if device is not available, student(s) should arrange to share with a classmate, *in advance of class meeting*)
- Paper (3-hole punched for binder), pens, pencils
- Download, print, and bring relevant documents, as instructed from Bb

**Recommended Materials:**
- 3-ring binder, with dividers

**Electronic requirements:**
- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Bb/Web site
- Access to a computer and printer

**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 are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy. If you are caught cheating on an exam, you will receive a failing grade for the class.

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 Bb in Course Content. Outlines and other posted information will be removed no earlier than 2 weeks after original posting, but will not remain 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 from Bb 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.

**Graded Course Activities.** According to the Department of Speech-Language Pathology
and Audiology 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 randomly. Report absences to the instructor in
person or via voice mail or email prior to class meeting. TWO (2) unexcused absences on
roll days will result in your final grade dropping one letter grade. 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 given. NO MAKE-UP TESTS ARE EVER
GIVEN EXCEPT IN THE CASE OF A PERSONAL, DOCUMENTED MEDICAL
EMERGENCY WHERE YOU PRESENT A NOTE FROM THE DOCTOR. If you need to
reschedule an exam due to a medical emergency documented by a note, this can only be scheduled for the
week before dead week. **You are responsible for contacting the professor to take this makeup.** If you are unable to take a test on the day and time it is scheduled, you need to take the final administered during
finals week. This final will be mostly comprehensive. You are welcome to electively not take one of the
tests given during the semester; however, if you miss one, that will be recorded as a score of "0." If you are
unhappy with your grade on Test 1 or Test 2, you may take the final. If you do better on the final, I
will count that score instead. Your two highest test scores will be used to calculate your grade. Tests will
be a combination of essay, true-false, multiple choice, and/or matching.

Each test is worth 100 points. A minimum of 20-30 points on each test may cover material from the
readings that was not directly discussed in class. On each exam, you will be asked about any guest
speakers, presentations 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. Possible guest speakers for this semester include but are not limited to Professor Andonia Cakouros, Professor James Chuchas MS., CCC-SLP, Professor Scott Jackson MS., CCC-SLP, Dr. Nassrine Noureddine Ed.D., MSN, RN.

### TOPICS, READINGS, DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28 &amp; 30</td>
<td>Course intro; syllabus review Introduction to Interviewing and Counseling in Communicative Disorders Personal Styles Inventory and Group Activities The relevance of counseling in the field of communication disorders Types of interviews</td>
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<tr>
<td></td>
<td></td>
<td><em>Shipley &amp; Roseberry-McKibbin Ch. 1</em></td>
</tr>
<tr>
<td>Sept 4 &amp; 6</td>
<td>Foundations of Effective Counseling Characteristics of an effective interviewer Conditions that facilitate good communication</td>
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<td></td>
<td><em>Shipley &amp; Roseberry-McKibbin Ch. 2</em></td>
</tr>
<tr>
<td>Sept 11 &amp; 13</td>
<td>Physical, Cultural &amp; Emotional Factors that Affect Communication Physical environmental variables: impact on communication Client characteristics: attitudes, background, emotions, reactions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><em>Shipley &amp; Roseberry-McKibbin Ch. 3</em></td>
</tr>
<tr>
<td>Sept 18 &amp; 20</td>
<td>Skills and Techniques for Interviewing and Counseling Effective use of questions in interviews Verbal and nonverbal behaviors in interactions Successful, practical communication techniques</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><em>Shipley &amp; Roseberry-McKibbin Ch. 4</em></td>
</tr>
<tr>
<td>Sept 25 &amp; 27</td>
<td>Obtaining and Providing Information Pre-session orientation Opening an interview Body of an interview Closing an interview</td>
<td></td>
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<td></td>
<td></td>
<td><em>Shipley &amp; Roseberry-McKibbin Ch. 5, Ch. 6</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Dreachslin, Gilbert, &amp; Malone (2013)</em></td>
</tr>
<tr>
<td>Oct 2 &amp; 4</td>
<td>Counseling Theories and Approaches Counseling approaches and theories The counseling process Characteristics of good counselors</td>
<td></td>
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<td></td>
<td></td>
<td><em>Shipley &amp; Roseberry-McKibbin Ch. 7</em></td>
</tr>
</tbody>
</table>
Oct 9 & 11  |  Linguistically and Culturally Diverse Clients  
Variables that influence individuals from different cultures  
Values and assumptions  
*Shipley & Roseberry-McKibbin, Ch. 8  
Dreichslin, Gilbert & Malone, Ch. 4, 5, 6, 7*  
October 11 – Library assignment and/or guest presentation, TBD

Oct 16 & 18  |  Working with Difficult Situation  
Potentially difficult communication behaviors (e.g., denial, resistance)  
Effective counseling when these behaviors are involved  
*Shipley & Roseberry-McKibbin, Ch. 9*  
Examination One, Thursday, 10/18

Oct 23 & 25  |  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  
*Shipley & Roseberry-McKibbin, Ch. 10*  

Oct 30 & Nov 1  |  The Elderly  
Strategies for dealing with families effectively in contentious situations  
Issues of parents and families of children with disabilities  
*Shipley & Roseberry-McKibbin, Ch. 10*  

Nov 6 & 8  |  Ethical and Professional Matters  
*Shipley & Roseberry-McKibbin, Ch. 12*  
Forensic Issues in Speech-Language Pathology  
See power point presentation

Nov 13 & 15  |  Group presentations – 15 minutes per group  
Groups #1-5  
Nov 15 - Library assignment and/or guest presentation, TBD

Nov 20 & 22  |  Group presentations – 15 minutes per group  
Groups #6-10  
Thanksgiving, Nov 22nd, Holiday, No class meeting

Nov 27 & 29  |  Group presentations – 15 minutes per group  
Groups #11-15  
Case Study #1 & #2, Small group discussions, role-play
Dec 4 & 6  Examination 2, Tuesday

Case Study #3, Acute Care SWE role-play

Week of Dec 10  Final Examination (per university schedule)

GRADING CRITERIA

<table>
<thead>
<tr>
<th>METHODS OF EVALUATION:</th>
<th>ASSIGNMENT</th>
<th>POINT VALUE</th>
<th>DATE SCHEDULED</th>
</tr>
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<tbody>
<tr>
<td>EXAM #1</td>
<td>100</td>
<td>October 18, 2018</td>
<td></td>
</tr>
<tr>
<td>EXAM #2</td>
<td>100</td>
<td>December 4, 2018</td>
<td></td>
</tr>
<tr>
<td>Group Project &amp; Presentations</td>
<td>200</td>
<td>November 13, 20, &amp; 27, 2018</td>
<td></td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
<td>Week of December 10, 2018</td>
<td></td>
</tr>
</tbody>
</table>

Possible Points

Highest 2 exam scores + Group Project/Presentation  400

Grades will be calculated mathematically (maximum of 300 points). The exact following criteria will be used:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94.5-100</td>
<td>A</td>
</tr>
<tr>
<td>89.5-94.499</td>
<td>A-</td>
</tr>
<tr>
<td>86.5-89.499</td>
<td>B+</td>
</tr>
<tr>
<td>83.5-86.499</td>
<td>B</td>
</tr>
<tr>
<td>79.5-83.499</td>
<td>B-</td>
</tr>
<tr>
<td>76.5-79.499</td>
<td>C+</td>
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<tr>
<td>73.5-76.499</td>
<td>C</td>
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<tr>
<td>69.5-73.499</td>
<td>C-</td>
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<tr>
<td>66.5-69.499</td>
<td>D+</td>
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<tr>
<td>63.5-66.499</td>
<td>D</td>
</tr>
<tr>
<td>59.5-63.499</td>
<td>D-</td>
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</tbody>
</table>
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.”
Read more about Sac State’s Academic Honesty Policy & Procedures at the following webpage: https://www.csus.edu/indiv/n/norrisa/stat50/AcademicHonesty.pdf

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.

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. Prefer 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.

Accommodations:
Inform your instructor of any accommodations needed. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu

Basic Needs Support
If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available: https://www.csus.edu/basicneeds/
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:

CSAD 219 Counseling Techniques for Speech Pathologists and Audiologists

**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.