



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 219 Counseling Techniques for Speech Pathologists and Audiologists	Section: 01 #83532
Meeting Days: Tuesday/Thursday	Meeting Times: 10:30-11:45 AM	Location: Folsom Hall, 2 <sup>nd</sup> floor Maryjane Rees Clinic LSH Center NeuroService Alliance Lab #2206B
Instructor: Dr. Darla K. Hagge, CCC-SLP	Email: hagge@csus.edu	Phone: 916-278-6695 – office 714/749-2799 – cell [preferred, if time sensitive]
Office Location: Folsom Hall Department Office Door # 2316  Hagge Office #2405 Department Office	Office Hours/Appointments: Tuesdays, 2:30 – 4:00 p.m. Wednesdays, 1:30 – 3:30 p.m. By appointment, please contact department front desk	

### 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	Examination #3	

## Textbooks and Materials:

### 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

## Online Resources:

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. 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.

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**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 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. Class and interprofessional education event attendance and participation are **required**, and roll will be taken in the form of each student signature on the official roll sheet during **ONLY the first ten minutes** of each class session. Students who arrive late to class will need to confer with the instructor before the end of that class meeting. 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). **FOUR (4) unexcused late arrivals to class will result in your final grade dropping one letter grade. TWO (2) unexcused absences will 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 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 Nouredine Ed.D., MSN, RN.

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## Grading Policy:

<b>METHODS OF EVALUATION:</b>		
<b>ASSIGNMENT</b>	<b>POINT VALUE</b>	<b>DATE SCHEDULED</b>
<b>EXAM #1</b>	100	October 17, 2019
<b>EXAM #2</b>	100	December 3, 2019
<b>Group Project &amp; Presentations</b>	200	See calendar, below
<b>Final Examination</b>	100	Week of December 9, 2019 Day/time: Per official university final examination schedule
<b>Possible Points</b>		
<b>Highest 2 exam scores + Group Project/Presentation</b>	<b>400</b>	

Please review attendance policy including tardiness and absences. Letter grades are assigned according to the following scores. Grades will be calculated mathematically (maximum of 400 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

Aug 27 & 29

**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  
*Shibley & Roseberry-McKibbin Ch. 1*

Sept 3 & 5

**Foundations of Effective Counseling**  
Characteristics of an effective interviewer  
Conditions that facilitate good communication  
*Shibley & Roseberry-McKibbin Ch. 2*

Sept 10 & 12

**Physical, Cultural & Emotional Factors that Affect Communication**  
Physical environmental variables: impact on communication  
Client characteristics: attitudes, background, emotions, reactions  
*Shibley & Roseberry-McKibbin Ch. 3*

Sept 17 & 19

**Skills and Techniques for Interviewing and Counseling**  
Effective use of questions in interviews  
Verbal and nonverbal behaviors in interactions  
Successful, practical communication techniques  
*Shibley & Roseberry-McKibbin Ch. 4*

Sept 24 & 26

**Obtaining and Providing Information**  
Pre-session orientation  
Opening an interview  
Body of an interview  
Closing an interview  
*Shibley & Roseberry-McKibbin Ch. 5, Ch. 6*  
*Dreachslin, Gilbert, & Malone (2013)*

Oct 1 & 3

**Counseling Theories and Approaches**  
Counseling approaches and theories  
The counseling process  
Characteristics of good counselors  
*Shibley & Roseberry-McKibbin Ch. 7*



**Oct 8 & 10**

**Linguistically and Culturally Diverse Clients**

Variables that influence individuals from different cultures

Values and assumptions

*Shipley & Roseberry-McKibbin, Ch. 8*

*Dreachslin, Gilbert & Malone, Ch. 4, 5, 6, 7*

**Oct 15 & 17**

**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, 10/17**

**Oct 22 & 24**

**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 29 & 31**

**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 5 & 7**

**Ethical and Professional Matters**

*Shipley & Roseberry-McKibbin Ch. 12*

**Forensic Issues in Speech-Language Pathology**

**Nov 12 & 14**

**Group presentations – 15 minutes per group**

**Groups #1-10**

**Nov 19 & 21**

**Group presentations – 15 minutes per group**

**Groups #11-15**

**Nov. 21 – Library assignment**

**Nov 26 & 28**

**Group presentations – 15 minutes per group**

**Groups #11-15, as needed to complete**

**Case Study #1 & #2, Small group discussions, role-play**

**Thanksgiving, November 28**

**Dec 3 & 5**

**Examination 2, Tuesday  
Case Study #3, Acute Care SWE role-play Week**

**Week of Dec 10**

**Final Examination (per university schedule)**

## Additional Information

### 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 website: <http://www.csus.edu/umannual/student/stu-0100.htm>

**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. 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:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. 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. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. 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](mailto: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/>

## Other Resources

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

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

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

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/casemanager/>

# 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.