

Term Information

Effective Term Spring 2020

General Information

Course Bulletin Listing/Subject Area Speech and Hearing Science
Fiscal Unit/Academic Org Speech & Hearing - D0799
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 6771
Course Title Counseling in Communication Disorders
Transcript Abbreviation CounselingComDis
Course Description This course will introduce counseling skills and considerations for individuals and families of individuals with communication disorders across the lifespan.
Semester Credit Hours/Units Fixed: 2

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Satisfactory/Unsatisfactory
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites SphHrng 6761, 6762, 6763, 6764
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 51.0202
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will demonstrate knowledge of the psychological aspects of communication and swallowing disorders and differences. (ASHA Standard IV-C)
- Students will demonstrate knowledge about how to provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

Content Topic List

- Emotions of communication disorders, positive psychology, techniques of counseling, parents of children at risk for disability, children with communication disorders, head/neck cancer, feeding/swallowing, death/dying, teaching resilience

Sought Concurrence

No

Attachments

- Syllabus_ Counseling in Communication Disorders_template.doc: Syllabus
(Syllabus. Owner: Harnish, Stacy M)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish, Stacy M	06/04/2019 02:44 PM	Submitted for Approval
Approved	Fox, Robert Allen	07/31/2019 12:37 PM	Unit Approval
Approved	Haddad, Deborah Moore	07/31/2019 03:19 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	07/31/2019 03:19 PM	ASCCAO Approval

Counseling in Communication Disorders
SPHHRNG 6771
Course Syllabus
Spring Semester, 2020

Instructor: Stacy Harnish, Ph.D., CCC-SLP
Class Location: Pressey Hall Rm. 27
Time: Wednesdays TBD
Office Hours: By appointment
Class Website: Carmen

Office Address: 104a Pressey Hall
Credit Hours: 2
Email: harnish.18@osu.edu
Phone: (614) 688-1471

COURSE DESCRIPTION

This course will introduce counseling skills and considerations for individuals and families of individuals with communication disorders across the lifespan.

REQUIRED TEXTS:

Holland, A.L., Nelson, R.L. (2020). *Counseling in Communication Disorders: A Wellness Perspective* (3rd ed.). San Diego, CA: Plural Publishing, Inc.

Luterman, D.M. (2017). *Counseling Persons with Communication Disorders and their Families* (6th ed.). Austin, TX: PRO-ED.

ASHA STANDARDS ADDRESSED

Knowledge Outcomes:

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

Skills Outcomes:

- Standard V-B (3c). Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

COURSE REQUIREMENTS AND GRADING

Due to the nature of this course, I plan to implement a flipped classroom, whereby readings will be assigned as the foundation for in class activities. I will not be providing a traditional lecture from the textbook, as I would like to make time in class useful beyond lecturing material that you have already read. As such, it will be important that you complete the readings each week so you are prepared for discussions that will take place in class.

In order to foster rich conversations about a variety of challenging counseling topics, please

1. come to class prepared to ask questions and share your thoughts
2. keep all detailed discussions confidential so that the environment is a safe space
3. do not feel pressured to contribute to discussions that are triggering for you. (Please send me an email so I know not to count this against your participation grade. If you need to miss a class for this reason, please let me know.)
4. keep an open mind about other viewpoints
5. take charge of your own learning

Your grade for the course will be comprised of the following components:

Readings (20%). Write at least 1 comment about each reading and at least 1 question to pose as a discussion item for class. Post them to the discussion board at least 24 hours before class time. Please note that your comments and questions will be shared with any potential guest visitors prior to their visit.

Lead discussion (20%) Co-lead one classroom discussion about the assigned reading. You will be assigned a class discussion to co-lead on the first day of class. You may use questions posed by classmates. You may opt to use class time to direct activities recommended in the textbook. I will be happy to assist you in planning, and I will also participate in the discussions.

Participation (30%) Participate in class discussions. Complete and submit a 2-minute paper at the end of each class outlining something you learned or a change in your perspective. Upload the paper to Carmen.

Project (30%). Attend a support group meeting related to communication disorders (e.g. stroke, autism, dementia, spinal cord injury). Write a 1-2 page reflection and upload onto Carmen.

Grading Scale

100%-80% = satisfactory

79% or below = unsatisfactory

SCHEDULE OF TOPICS:

Date	Topic	Readings	Learning Objectives
Week 1 1/8	Syllabus and Overview Look up support groups in the area during class for project. Send email to organizer to inquire about student attending.	Holland Chapter 1 pgs 1-23	<ul style="list-style-type: none"> • Discuss the role of the speech-language pathologist in counseling individuals with communication disorders. • Identify counseling activities that are outside the scope of practice for SLPs. • Identify local support groups for individuals with communication disorders and their families.
Week 2 1/15	The Emotions of Communication Disorders <i>Students leading discussion:</i>	Luterman Chapter 4 pgs 51-72	<ul style="list-style-type: none"> • Describe emotions that clients with communication disorders and their families may experience. • Outline stages in the coping process (Matson and Brooks, 1977).
Week 3 1/22	Positive Psychology (Box 2.6- Discussion) <i>Students leading discussion:</i>	Holland Chapter 2 Pgs 25-61	<ul style="list-style-type: none"> • Explain the acronym PERMA (Seligman, 2011) as it relates to positive psychology. • Identify personal strengths using the Values in Action assessment (www.authentic happiness.sas.upenn.edu)

) in order for counselor-clinicians to know themselves.
Week 4 1/29	Good Counselors (Box 3.7, 3.8, 3.10- Discussion) <i>Students leading discussion:</i>	Holland Chapter 3 pgs 63-106	<ul style="list-style-type: none"> • Evaluate oneself in relation to personal characteristics that make competent counselors. • Outline the benefits of “quiet” and “loud” counseling skills.
Week 5 2/5	Techniques of Counseling (Holland Box 3.6 and Luterman 98-100- Discuss different responses using Luterman’s response types). <i>Students leading discussion:</i>	Luterman Chapter 6 pgs 87-111	<ul style="list-style-type: none"> • Demonstrate the six counselor response types and discuss why each may be useful for the counseling relationship. • Discuss the importance of language changing and silence in counseling.
Week 6 2/12	Communication Counseling with Parents of Children with or at Risk for Disability Guest: psychologist <i>Students leading discussion:</i>	Holland Chapter 4 107-163	<ul style="list-style-type: none"> • Discuss how psychologists and SLPs work collaboratively in schools and private practice. • Identify counseling needs related to autism and speech/language delay. • Examine resources for parents that may help guide the counseling process.
Week 7 2/19	Head and Neck Cancer/Laryngectomy Guest: medical SLP <i>Students leading discussion:</i>	TBA	<ul style="list-style-type: none"> • Discuss unique counseling needs for patients and families related to head and neck cancer.
Week 8 2/26	Counseling Issues with Children who have Communication Disorders Guest: autism diagnostics team <i>Students leading discussion:</i>	Holland Chapter 5 pgs 165-206	<ul style="list-style-type: none"> • Outline strategies to help children deal with their feelings. • Identify quiet and loud counseling skills for children with communication disorders.
Week 9 3/4	Adult Clients and their Families-Toward Improvement Guest: neuropsychologist <i>Students leading discussion:</i>	Holland Chapter 6 pgs 207-255	<ul style="list-style-type: none"> • Discuss examples of “counseling moments” with clients and family members. • Explain how counseling goals differ throughout the rehabilitation process.

3/11	Spring Break		
Week 10 3/18	Adult Clients and their Families- Toward Deterioration Guest: OT from Alzheimer's Association <i>Students leading discussion:</i>	Holland Chapter 7 pgs 257- 296	<ul style="list-style-type: none"> • Discuss unique counseling needs related to neurodegenerative diseases.
Week 11 3/25	Pediatric Feeding and Swallowing Guest: pediatric medical SLP <i>Students leading discussion:</i>	TBA	<ul style="list-style-type: none"> • Discuss unique counseling needs related to pediatric feeding and swallowing.
Week 12 4/1	Issues in Death and Dying Guest: palliative physician/ hospice volunteer <i>Students leading discussion:</i>	Holland Chapter 8 pgs 297- 316	<ul style="list-style-type: none"> • Discuss practical strategies and communication needs related to death and dying, including gratitude, apologies, simplification, and painful communication.
Week 13 4/8	Teaching Resilience and Optimism to Clients and Families (Box 9-1 Discussion) Guests: caregivers of individuals with communication disorders <i>Students leading discussion:</i>	Holland Chapter 9 pgs 317- 351	<ul style="list-style-type: none"> • Discuss how beliefs influence behavior in relation to adversity (Holland Box 9.4 exercise). • Implement an ABCD analysis to explain the relationship between adversities, beliefs, and consequences, and how we can learn to change our behavior in relation to them. (A= adversities, B= beliefs in relation to adversities, C= negative emotional consequences, D= disputing beliefs and providing counterarguments).
Week 14 4/15	Course Summary and Evaluation		<ul style="list-style-type: none"> • Discuss how topics covered in the course will be used to implement counseling in clinical practice.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Students with Disabilities: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them.

We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.