

## Term Information

Effective Term Spring 2021  
*Previous Value* Spring 2020

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We propose to have the option of providing this course via distance learning.

### What is the rationale for the proposed change(s)?

Offering this class via distance learning would allow for greater flexibility for students who are already spending long days at clinical sites. Distance learning would also facilitate break out rooms better than finding physical space in which to hold smaller groups, when necessary.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## 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? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* 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	Prereq: 6761, 6762, 6763, and 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	<ul style="list-style-type: none"><li>• Students will demonstrate knowledge of the psychological aspects of communication and swallowing disorders and differences. (ASHA Standard IV-C)</li><li>• Students will demonstrate knowledge about how to provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• 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</li></ul>
Sought Concurrence	No

## Attachments

- 6771 DL Course Syllabus 2021.docx: DL Syllabus  
*(Syllabus. Owner: Harnish,Stacy M)*
- Syllabus\_6771 Counseling in Communication Disorders.doc: in person syllabus  
*(Syllabus. Owner: Harnish,Stacy M)*
- SHS 6771- tech review.docx: ASC Tech review  
*(Other Supporting Documentation. Owner: Harnish,Stacy M)*

## Comments

- Please check off the appropriate distance learning boxes on the form. Thanks. *(by Vankeerbergen,Bernadette Chantal on 07/22/2020 12:48 PM)*

**COURSE CHANGE REQUEST**  
6771 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
07/24/2020

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Harnish,Stacy M	07/20/2020 11:45 AM	Submitted for Approval
Approved	Fox,Robert Allen	07/20/2020 11:49 AM	Unit Approval
Approved	Haddad,Deborah Moore	07/20/2020 01:16 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/22/2020 12:49 PM	ASCCAO Approval
Submitted	Harnish,Stacy M	07/23/2020 10:01 PM	Submitted for Approval
Approved	Fox,Robert Allen	07/24/2020 06:48 AM	Unit Approval
Approved	Haddad,Deborah Moore	07/24/2020 08:25 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	07/24/2020 08:25 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

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COLLEGE OF ARTS AND SCIENCES

# **SYLLABUS: SHS 6771**

## **COUNSELING IN COMMUNICATION DISORDERS**

### **SPRING 2021**

## **Course overview**

### **Instructor**

Instructor: Stacy Harnish, PhD, CCC-SLP

Email address: harnish.18@osu.edu

Phone number: 614-688-1471

Office hours: by appointment using CarmenZoom

Office Location: 104a Pressey Hall

### **Course description**

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

### **Course learning outcomes**

By the end of this course, students should successfully be able to:

- Students will demonstrate knowledge of the psychological aspects of communication and swallowing disorders and differences.
- Students will demonstrate knowledge about how to provide counseling regarding communication and swallowing disorders to clients/patients, families, caregivers, and relevant others.

## Course materials

### Required- In print:

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

### Recommended- In print:

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

### Articles posted on Carmen:

Estrem et al. (2016). Concept of pediatric feeding problems from the parent perspective. *Pediatric feeding problems from the parent perspective*, 41 (4), 212-220.

Kerzner et al. (2015). A practical approach to classifying and managing feeding difficulties, *Pediatrics*, 135 (2), 344-353.

Deschler et al. (2014). The “new” head and neck cancer patient- young, nonsmoker, nondrinker, and HPV positive: Evaluation. *Otolaryngology- Head and Neck Surgery*, 151 (3), 375-380.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

# Grading and faculty response

## Grades

<i>Assignment or category</i>	<i>Points</i>
<b><i>Readings/Discussion board posts</i></b>	35
<b><i>Lead discussion</i></b>	30
<b><i>Participation/2-minute papers</i></b>	35
<b><i>Total</i></b>	100

See course schedule, below, for due dates

## Assignment information

**Readings/Discussion board posts.** Write at least 2-3 questions or comments about each reading as possible discussion items for class. Post them to the discussion board at least 24 hours prior to class time. This will give our discussion leaders and guest speakers a little time to look over the questions/comments before class.

**Lead discussion.** Lead one classroom discussion about the assigned reading. You will be assigned a class discussion to lead on the first day of class. You may use questions posed by classmates. If you would

like, you may supplement the readings with other materials (optional). You may opt to use class time to direct activities recommended in the textbook.

**Participation/2-minute papers.** 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.

## Late assignments

For every excused absence, you will turn in a 300-400 word reflection summarizing the readings for the missed class. This is due one week after the missed class. If this reflection is turned in, then there will be no penalty for the excused absence. Final course grades will be reduced 1% for each unexcused absence or excessive late arrivals.

## Grading scale

100%-80% = satisfactory

79% or below = unsatisfactory

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check messages in the discussion boards every **7 days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Live sessions: ONCE PER WEEK**  
None of the sessions will be recorded due to the nature of the course. For this reason, attendance is mandatory. Final course grades will be reduced 1% for each unexcused absence or excessive late arrivals.
- **Participating in discussion forums: ONE TIME PER WEEK**  
As participation, each week you can expect to post at least one time as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus  
<http://advising.osu.edu/welcome.shtml>.

### Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.



## Academic integrity policy

### Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

### Ohio State's academic integrity policy

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/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on 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](mailto:titleix@osu.edu)

## Accessibility accommodations for 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your 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](http://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](http://suicidepreventionlifeline.org)

## Course schedule (tentative)

Week	Dates	Topic	Readings	Learning Objectives
1	1/11-1/12	Syllabus and Overview	Holland Chapter 1 pgs 1-23	<ul style="list-style-type: none"> <li>Discuss the role of the speech-language pathologist in counseling individuals with communication disorders.</li> <li>Identify counseling activities that are outside the scope of practice for SLPs.</li> <li>Identify local support groups for individuals with communication disorders and their families.</li> </ul>
2	1/18-1/24	The Emotions of Communication Disorders	Luterman Chapter 4 pgs 51-72	<ul style="list-style-type: none"> <li>Describe emotions that clients with communication disorders and their families may experience.</li> <li>Outline stages in the coping process (Matson and Brooks, 1977).</li> </ul>
3	1/25-1/31	Positive Psychology	Holland Chapter 2 Pgs 25-61  Box 2.6- Discussion  Complete Values in Action Assessment	<ul style="list-style-type: none"> <li>Explain the acronym PERMA (Seligman, 2011) as it relates to positive psychology.</li> <li>Identify personal strengths using the Values in Action assessment (<a href="http://www.authentichappiness.sas.upenn.edu">www.authentichappiness.sas.upenn.edu</a>) in order for counselor-clinicians to know themselves.</li> </ul>
4	2/1-2/7	Good Counselors	Holland Chapter 3 pgs 63-106  Box 3.7, 3.8, 3.10- Discussion	<ul style="list-style-type: none"> <li>Evaluate oneself in relation to personal characteristics that make competent counselors.</li> <li>Outline the benefits of “quiet” and “loud” counseling skills.</li> </ul>
5	2/8-2/14	Techniques of Counseling	Luterman Chapter 6 pgs 87-111	<ul style="list-style-type: none"> <li>Demonstrate the six counselor response types and discuss why each may be useful for the counseling relationship.</li> </ul>

			<i>Holland Box 3.6 and Luterman 98-100- Discuss different responses using Luterman's response types.</i>	<ul style="list-style-type: none"> <li>• Discuss the importance of language changing and silence in counseling.</li> </ul>
6	2/15-2/21	<p>Communication Counseling with Parents of Children with or at Risk for Disability</p> <p>Counseling Issues with Children who have Communication Disorders</p> <p><i>Guest Panel- Terra Vajcner, PhD, Licensed Psychologist; Mindy Marfurt, CCC-SLP; Lori Rolph, CCC-SLP.</i></p>	<p>Holland Chapter 4 107-163</p> <p>Holland Chapter 5 pgs 165-206</p>	<ul style="list-style-type: none"> <li>• Discuss how psychologists and SLPs work collaboratively in schools and private practice.</li> <li>• Identify counseling needs related to autism and speech/language delay.</li> <li>• Examine resources for parents that may help guide the counseling process.</li> <li>• Outline strategies to help children deal with their feelings.</li> <li>• Identify quiet and loud counseling skills for children with communication disorders.</li> </ul>
7	2/22-2/28	<p>Pediatric Feeding and Swallowing</p> <p><i>Guest- Lauren Madhoun, PhD, CCC-SLP</i></p>	<p>Estrem et al.(2016)</p> <p>Kerzner et al. (2015)</p>	<ul style="list-style-type: none"> <li>• Discuss unique counseling needs related to pediatric feeding and swallowing.</li> </ul>
8	3/1-3/7	<p>Adult Clients and their Families- Toward Improvement</p> <p><i>Guest Panel- Tracy Shannon, PsyD, Rehabilitation</i></p>	<i>Holland Chapter 6 pgs 207-255</i>	<ul style="list-style-type: none"> <li>• Discuss examples of “counseling moments” with clients and family members.</li> <li>• Explain how counseling goals differ throughout the rehabilitation process.</li> </ul>

		<i>Psychologist; Wanda McEntyre, PhD Rehabilitation Psychologist</i>		
9	3/8- 3/14	Head and Neck Cancer/Laryngectomy  <i>Guest- Loni Arrese, PhD, CCC-SLP</i>	<i>Deschler et al. (2014)</i>	<ul style="list-style-type: none"> <li>• Discuss unique counseling needs for patients and families related to head and neck cancer.</li> </ul>
10	3/15- 3/21	<i>Spring Break</i>		
11	3/22- 3/28	Adult Clients and their Families- Toward Deterioration  <i>Guest- Marty Cameron, Occupational Therapist, Alzheimer's Association.</i>	Holland Chapter 7 pgs 257-296	<ul style="list-style-type: none"> <li>• Discuss unique counseling needs related to neurodegenerative diseases.</li> </ul>
12	3/29- 4/4	Caregiver perspective- Panel (OSU Aphasia Initiative)		<ul style="list-style-type: none"> <li>• <i>Discuss issues important to caregivers and family members of individuals with communication disorders.</i></li> </ul>
13	4/5- 4/11	Issues in Death and Dying  <i>Guest- Sarah Ehrman, MD, Adult and Pediatric Palliative Physician</i>	Holland Chapter 8 pgs 297-316	<ul style="list-style-type: none"> <li>• <i>Discuss practical strategies and communication needs related to death and dying, including gratitude, apologies, simplification, and painful communication.</i></li> </ul>
14	4/12- 4/18	Teaching Resilience and Optimism to Clients and Families	<i>Holland Chapter 9 pgs 317-351</i>  <i>Box 9-1 Discussion</i>	<ul style="list-style-type: none"> <li>• Discuss how beliefs influence behavior in relation to adversity (Holland Box 9.4 exercise).</li> <li>• Implement an ABCD analysis to explain the relationship between adversities, beliefs, and consequences, and how we can learn to change our behavior in</li> </ul>

				relation to them. (A= adversities, B= beliefs in relation to adversities, C= negative emotional consequences, D= disputing beliefs and providing counterarguments).
15	4/19-4/25	Course Summary and Evaluation		<ul style="list-style-type: none"><li>• Discuss how topics covered in the course will be used to implement counseling in clinical practice.</li></ul>

**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 5:30-7pm  
**Office Hours:** By appointment  
**Class Website:** Carmen

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

**REQUIRED TEXTS:**

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

Luterman, D.M. (2017). *Counseling Persons with Communication Disorders and their Families* (6<sup>th</sup> 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 (35%).** Write at least 2-3 questions or comments about each reading as possible discussion items for class. Post them to the discussion board at least 24 hours prior to class time. This will give our discussion leaders and guest speakers a little time to look over the questions/comments before class.

**Lead discussion (30%)** Lead one classroom discussion about the assigned reading. You will be assigned a class discussion to lead on the first day of class. You may use questions posed by classmates. If you would like, you may supplement the readings with other materials (optional). 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. My goal for this activity is to give you the freedom to take charge of your learning. I would like to see how these discussions play out when they are student-led.

**Participation (35%)** 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.

100%-80% = satisfactory

79% or below = unsatisfactory



## SCHEDULE OF TOPICS:

Date	Topic	Readings	Learning Objectives
<b>Week 1</b>  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"> <li>• Discuss the role of the speech-language pathologist in counseling individuals with communication disorders.</li> <li>• Identify counseling activities that are outside the scope of practice for SLPs.</li> <li>• Identify local support groups for individuals with communication disorders and their families.</li> </ul>
<b>Week 2</b>  1/15	The Emotions of Communication Disorders  <i>Students leading discussion:</i>	Luterman Chapter 4 pgs 51-72	<ul style="list-style-type: none"> <li>• Describe emotions that clients with communication disorders and their families may experience.</li> <li>• Outline stages in the coping process (Matson and Brooks, 1977).</li> </ul>
<b>Week 3</b>  1/22	Positive Psychology (Box 2.6- Discussion)  <i>Students leading discussion:</i>	Holland Chapter 2 Pgs 25-61  Complete Values in Action Assessment	<ul style="list-style-type: none"> <li>• Explain the acronym PERMA (Seligman, 2011) as it relates to positive psychology.</li> <li>• Identify personal strengths using the Values in Action assessment (<a href="http://www.authentic happiness.sas.upenn.edu">www.authentic happiness.sas.upenn.edu</a>) in order for counselor-clinicians to know themselves.</li> </ul>
<b>Week 4</b>  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"> <li>• Evaluate oneself in relation to personal characteristics that make competent counselors.</li> <li>• Outline the benefits of “quiet” and “loud” counseling skills.</li> </ul>
<b>Week 5</b>  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"> <li>• Demonstrate the six counselor response types and discuss why each may be useful for the counseling relationship.</li> <li>• Discuss the importance of language changing and silence in counseling.</li> </ul>
<b>Week 6</b>  2/12	Communication Counseling with Parents of Children with or at Risk for Disability  Counseling Issues with Children who have Communication Disorders	Holland Chapter 4 107-163  Holland Chapter 5 pgs 165-206	<ul style="list-style-type: none"> <li>• Discuss how psychologists and SLPs work collaboratively in schools and private practice.</li> <li>• Identify counseling needs related to autism and speech/language delay.</li> <li>• Examine resources for parents that</li> </ul>

	<b>Guest Panel- Terra Vajcner, PhD, Licensed Psychologist; Mindy Marfurt, CCC-SLP; Lori Rolph, CCC-SLP.</b>		<p>may help guide the counseling process.</p> <ul style="list-style-type: none"> <li>• Outline strategies to help children deal with their feelings.</li> <li>• Identify quiet and loud counseling skills for children with communication disorders.</li> </ul>
<b>Week 7</b> 2/19	<p>Pediatric Feeding and Swallowing</p> <p><b>Guest- Lauren Madhoun, PhD, CCC-SLP</b></p>	<p>Estrem et al.(2016). Concept of pediatric feeding problems from the parent perspective.</p> <p>Kerzner et al. (2015). A practical approach to classifying and managing feeding difficulties.</p>	<ul style="list-style-type: none"> <li>• Discuss unique counseling needs related to pediatric feeding and swallowing.</li> </ul>
<b>Week 8</b> 2/26	<p>Adult Clients and their Families- Toward Improvement</p> <p><b>Guest Panel- Tracy Shannon, PsyD, Rehabilitation Psychologist; Wanda McEntyre, PhD Rehabilitation Psychologist</b></p>	Holland Chapter 6 pgs 207-255	<ul style="list-style-type: none"> <li>• Discuss examples of “counseling moments” with clients and family members.</li> <li>• Explain how counseling goals differ throughout the rehabilitation process.</li> </ul>
<b>Week 9</b> 3/4	<p>Head and Neck Cancer/Laryngectomy</p> <p><b>Guest- Loni Arrese, PhD, CCC-SLP</b></p>		<ul style="list-style-type: none"> <li>• Discuss unique counseling needs for patients and families related to head and neck cancer.</li> </ul>
<b>Week 10</b> 3/13	Spring Break		
<b>Week 11</b> 3/18	<p>Adult Clients and their Families- Toward Deterioration</p> <p><b>Guest- Marty Cameron, Occupational Therapist, Alzheimer’s Association.</b></p>	Holland Chapter 7 pgs 257-296	<ul style="list-style-type: none"> <li>• Discuss unique counseling needs related to neurodegenerative diseases.</li> </ul>
<b>Week 12</b>	Caregiver perspective- Panel		<ul style="list-style-type: none"> <li>• Discuss issues important to caregivers</li> </ul>

3/25	(OSU Aphasia Initiative)		and family members of individuals with communication disorders.
<b>Week 13</b> 4/1	Issues in Death and Dying <b>Guest- Sarah Ehrman, MD, Adult and Pediatric Palliative Physician</b>	Holland Chapter 8 pgs 297-316	<ul style="list-style-type: none"> <li>• Discuss practical strategies and communication needs related to death and dying, including gratitude, apologies, simplification, and painful communication.</li> </ul>
<b>Week 14</b> 4/8	Teaching Resilience and Optimism to Clients and Families  (Box 9-1 Discussion)  <i>Student leading discussion:</i>	Holland Chapter 9 pgs 317-351	<ul style="list-style-type: none"> <li>• Discuss how beliefs influence behavior in relation to adversity (Holland Box 9.4 exercise).</li> <li>• 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).</li> </ul>
<b>Week 15</b> 4/15	Course Summary and Evaluation		<ul style="list-style-type: none"> <li>• Discuss how topics covered in the course will be used to implement counseling in clinical practice.</li> </ul>

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**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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> 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](http://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](http://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](mailto: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.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Speech and Hearing 6771**

**Instructor: Stacy Harnish**

**Summary: Counseling in Communication Disorders**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen Discussion Board</li> <li>• Carmen Wiki</li> <li>• Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			university accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 7/20/20

- Reviewed by: Ian Anderson

**Notes: This looks good!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.