

Counseling for Communication Disorders

COMD 6348 ----- GR 4. 204

Syllabus: Spring, 2005

Instructor: Karen Prager

Office: GR 2.214

Office Hours: T 11:00-12:00 p.m.; F 11:15-12:15

Telephone: 972 883-2353

Email: kprager@utdallas.edu

Web page: <http://www.utdallas.edu/~kprager/index.html>

I do not check for telephone or email messages over the weekend unless I explicitly say otherwise.

Course objectives

- 1) Students will gain knowledge and practice in counseling strategy, process, skills, and ethics.
- 2) Students will be able to recognize and appropriately address psychological concomitants of communication disorders for individual patients and their families.

WEBCT Resources:

The syllabus, course goals, and objectives, and most handouts and study aids will be available through WEBCT. You can access WEBCT with this URL: <http://webct.utdallas.edu>. Use your NETID and password to get access; when you first log on, you will see a list of your courses. Click on the hyperlink for COMD 6348 and you are there. Check your WEBCT email as I may periodically send messages to the class or to individual students. You may email each other through WEBCT as well. Feel free to send me questions and feedback about the course material or the classes.

Required books:

- 1) Brammer, L.M., & MacDonald, G. (2003). The helping relationship: Process and skills (8th Ed.). Boston, MA: Allyn and Bacon.
- 2) Luterman, D.M. (2001). Counseling persons with communication disorders and their families (4th Ed.). Austin, TX: Pro-Ed.
- 3) Readings packet (on WEBCT)
- 4) Articles (handed out in class)

Grading:

60% Final paper

25% Group presentation

15% Journals and class participation & attendance

Attendance: Much of what you learn in the class will come through the activities we do in class. It is especially important, for this class, that you attend every session and stay for the whole session. Since some absences are unavoidable, let me know in advance, if possible, when you are unable to attend or stay for the whole class. Please try to limit such times to one or two for the semester.

Class Schedule: Dates designated for discussion of particular material may vary by a day or so in either direction.

January 14	Introduction to the Course
January 21	Read in Luterman, Chapter 1, "Counseling by the Speech Pathologist and Audiologist" Readings packet pp. 1-14 Topic: Introduction to role-playing and giving feedback
January 28	Read in Brammer & MacDonald, Chapter 2 Readings packet pp. 15-21. Topics: 1. Characteristics of effective counselors: Exercise in self-awareness 2. Introduction to basic counseling skills 3. Attending & opening
February 4	Read in Brammer & MacDonald, Chapter 3 Readings packet, pp. 22-26 Topic: 1. Helping process and helping skills – Road blocks 2. Basic counseling skills: Tracking content and summarization
February 11	Read in Brammer & MacDonald, Chapter 4 Topic: 1. Helping Process & Helping skills, cont'd 2. Basic counseling skills practice: Attending, opening, paraphrasing, and summarization.
February 18	Readings packet, pages 27-31 Topic: 1. Structuring and boundary setting in counseling 2. Practice: Structuring, negotiating, and making referrals
February 25	Read in Luterman, "The Emotions of Communication Disorders" Readings packet, pages 32-46 Topic: Counseling and Emotions Class Exercise: Appraising Client Affect Counseling skills: Reflecting client feelings and appropriate reassurance
March 4	Student Presentation #1: Parenting - Shari Lamons, Julie Verhoff, Kristie Corliss, Brenda Bailey Topic: 1. Reflecting and clarifying feelings 2. Following through
March 11	SPRING BREAK
March 18	No class

- March 25 OPTIONAL: PAPERS, PART 1 ARE DUE
 Student Presentation #2: Depression - Karen Yapp, Allison Lee, Kendall Kluthe; Elizabeth Mani
 Readings packet, pages 47-53
 Brammer & McDonald, Chapter 5
 Topic: Crisis intervention counseling
- April 1 Topic: Crisis Intervention Counseling, continued
 Focus: Making an appraisal and deciding what to do next
 Topic: Counseling people experiencing grief and loss
- April 8 Jennifer Hartman, guest lecturer, “Helper Burn-Out & Self-Care”
 Student Presentation #3: Individual and family psychological issues - Kristen Smith, Lisa Stestenbecker, Abby Elliston, Blair Tillary, Courtney Moore.
 Read in Luterma n, Chapter 8, “Working with Families”
 Read in article packet: Toner & Shadden, “Counseling Challenges: Working with Older Clients and Caregivers,” and “Birth of a sick or handicapped infant: Impact on the family.”
 Topic: Perspectives on families of patients with communication disorders
- April 15 Student Presentation #4: Old Age Issues - Karin Manchack; Lorelee Baxter, Hilda Dorsett, Shelli Gottlib, Tanya Corbin
 Read in Brammer & McDonald, Chapter 6
 Read in Packet,54-56
 Topic: Problem-solving and action planning
- April 22 JOURNALS AND FINAL PAPERS (PART II) DUE
 Student Presentation #5: Effects of Communication Disorders on Self-Esteem - Erin Jaworsky, Gina Montalbanu, Holly Whalen, Kellie Williams
 Read: Jeanne Riley, “Counseling: An Approach For Speech-Language Pathologists”
 Topic: Helping Suicidal Clients – counseling and referral

COUNSELING FOR COMMUNICATION DISORDERS PROFESSIONALS

Explanations of Assignments

1) Journals

Your journals are a confidential record of your experiences, impressions, and analyses of yourself, your fellow students, and your clients in your placements in counseling-type situations. Keep a weekly journal including your experiences in class and in your placement(s) of counseling-related experiences. Journal entries should be as detailed as possible because you will use them as data when writing your final paper. Include whom you (or a classmate) interacted with, when, where, under what circumstances, what was said & not said, and how you feel and think about it. Be as detailed as possible without revealing names of clients (to protect their confidentiality).

You may also write about your experiences in class, particularly during roleplays and/or group discussions. Write about fellow students as well, and how you reacted to their efforts in roleplays or class discussions. Your journals will be graded only YES/NO (you either turned it in & got credit or you didn't), so feel free to speculate wildly on counseling process, on your own reactions, on why you think a particular encounter worked well or did not. Your journals are not the place to worry about presenting yourself in a socially desirable light. They are for you to explore, in writing, what you are learning and experiencing as a counselor and as a person in counseling situations during the semester. Remember that what you learn about yourself is as important or more important than skills and techniques.

GRADE: Your journals are not graded for content. You are given credit for turning it in. Reasonably active class participation and consistent attendance merit an A for 15% of your grade (and I expect everyone to make an A here).

2) In-class presentations

You will have the opportunity to inform your classmates about a subject that is important for them to learn as counselors. You and your classmates will be broken down into small groups and asked to give a 40-45 minute group presentation.

Here are some topics that are very helpful for you to tell your fellow students about, and that have resulted in good presentations in the past. You are in no way limited to the topics on list, however! Let me know if you have ideas of topics you want to present that are not on the list.

Sample topic list:

- **Depression: a basic overview; when and how the communication disorders professional should encounter and handle it
- **Parenting: What kinds of skills, attitudes, and approaches are involved in competent parenting? How can these be used in helping parents to assist their children with their communication disorder?
- **The effects of communication disorders on self-esteem
- **Communication disorders and the marital relationship
- **Multi-cultural issues in counseling for communication disorders
- **Siblings: impact on and coping with a communication disorder in the family
- **Perspectives on communication disorders in old age
- **Anxiety and anxiety disorders
- **Individual & family psychological issues particular to any disorder commonly treated by communication or early childhood professionals (e.g., stuttering, swallowing disorders, deafness, stroke, traumatic brain injury, autism, etc.)

You will have some class time initially to break into your small groups and discuss your presentations. Most of the work of the group should be done outside of class, however.

A good presentation should have some or all of the following characteristics:

- 1) Its objectives are clearly stated.
- 2) It is well-organized. For example, your fellow students are told what they will hear, then they hear it, then they are told what they just heard.

3) Your fellow students (and your instructor) receive a handout or two (with an outline, perhaps), and a bibliography.

4) Each member of the group contributes part of the presentation. However, the presentation must be clearly a group effort: four unrelated presentations, or presentations that overlap with one another, show poor teamwork.

5) There will be a 10 minute question and answer period following each presentation. Group members must be sufficiently informed about the subject to answer (some or most) questions.

6) Presentations do not have to be solely in lecture format. They can combine different formats, including demonstrations, skits, or roleplays, guided discussions with the class, demonstrative artwork, videos, etc. Let me know if you will need special equipment for your presentation.

GRADE: Approximately 25% of final grade. The presentation will receive a single grade, given to each of the four or five people involved.

3) Final paper

Purpose

The purpose of the final paper is to integrate the material from your journal with the concepts in your readings, class discussions, role plays, group presentations, and handouts.

Length

The paper should be 9-12 pages long, and have two parts (longer is not necessarily better).

Structure

PART I:

A. In the first part, talk about your own growth as a professional and a counselor. For example, you may:

**discuss what you have learned about yourself and how your own behavior/skills have been changed or enhanced.

**discuss what you have learned about how you come across to others and about your strengths and vulnerabilities in a helping relationship.

**discuss when you are most effective, and when you are likely to be less effective

B. Show how one or more of the topics we discussed in class can help you and your reader make sense out of you and any changes you have experienced or new things you have learned. I suggest (but do not insist!) that you draw on one or more of the following topics:

**Brammer & MacDonald's model of change through the helping process

**Any of the counseling skills we practice and their impact on personal growth or relationships

**Our discussion of affect and why it is important to respond to it constructively

**Our discussion of structuring and boundary setting and their importance in relationships, personal & professional

**Brammer's and MacDonald's model of crisis intervention and problem-solving

**Stages of loss and grief

**Our discussion of families and their important role in shaping individual coping efforts

**and so forth, including any other issue or topic that comes up that strikes a note for you.

PART II:

A. In the second part, discuss one or two of your clients, fellow students, friends, or family members and describe their growth and change. Use the same format as above, discuss some way that you have learned to understand that person or observed their growth and change that is derived from one of the topics discussed in class (listed above).

B. Example questions to consider when writing this part:

What was going on with that person, and how did a counseling (or similar healing) process assist them?

What was effective or helpful or not?

If a fellow student, how was that person effective? How could she/he have been more effective? How did s/he grow personally or professionally over the course of the semester?

The paper may be turned in 2 parts during the semester or all at once on the due date (depending on when you want feedback).

Be sure and sum up the main points of your paper at the end (you'll do this twice if you turn it in in two parts).

GRADE: Approximately 60% of final grade.