CSD 6170 Counseling/Interviewing in Communication Sciences and Disorders  
Fall 2019 (1 credit hour)  
See course schedule for days/times  

April Watson, M.A., CCC-SLP  
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Office hours are posted on my door or available by appointment  
Phone: 279-5326  
avatso11@harding.edu

Course Description:  
The course is designed to demonstrate the principles of counseling/interviewing for individuals with communication disorders and their families throughout the client’s lifespan.

Required Materials:  


Recommended readings:  
*On Death and Dying* by Elisabeth Kubler-Ross  
*The 36-Hour Day* (6th Edition) by Nancy Mace and Peter Rabins

Relationship to ASHA Standards:  
ASHA upholds six standards related to academic and clinical training as well as continuing education and acquiring and maintaining the Certificate of Clinical Competence. They can be found via hyperlink in your departmental handbook and students are encouraged to become familiar with them. This course contributes to completion of the standards outlined below. Progress towards meeting the standards is tracked on the KASA form.

Course Objectives:  
Upon successful completion of the course the student will demonstrate knowledge of the following objectives and the skills to integrate them into the framework of clinical practice in the field of speech-language pathology:

**Standard V-B 3a.** Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others. The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

**Standard V-B 3b.** Collaborate with other professionals in case management. The student will demonstrate the ability to collaborate with other professionals in case management.

**Standard V-B 3c.** Provide counseling regarding communication and swallowing disorders to
clients/patients, family, caregivers, and relevant others. The student will demonstrate the ability to provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

**Standard V-B 3d.** Adhere to the ASHA Code of Ethics and behave professionally.
The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.

**Mission of the Speech-Language Pathology Program:**
The educational mission of the Speech-Language Pathology Program at Harding University is to prepare highly competent speech-language pathologists in a rigorous academic curriculum with an emphasis on Christian living. The program is designed to reflect the university goal of integrating faith, learning and living in order for students to function within professional and global communities.

**Students with Disabilities:**
It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.)

The Disabilities Office is located in Room 226 in the Student Center, telephone (501) 279-4019. Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University’s Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Bridget Smith, Disabilities Director, at (501) 279-4019 or bdsmith@harding.edu.

**A note about writing assistance:**
Help with writing assignments is always available free of charge at the Writing Center, located in the back of Brackett Library. The Writing Center is staffed by trained undergraduate and graduate consultants for 50+ hours per week. These consultants work collaboratively with their clients at every stage of the writing process to address issues of content, organization, clarity, style, and documentation. To schedule an appointment, go to harding.mywconline.com and create a free account.

**Assessment Statement:**
Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and
achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Course Policies:

- The material presented in class is the intellectual property of the instructor. In an effort to protect this work, the instructor must approve all video or audio recordings of lectures and/or materials presented in this course.
- Attendance and participation are expected at each class meeting. Students who miss class are responsible for the content presented and/or assigned.
- Students are expected to read assigned material prior to class and be prepared to participate in class discussions.
- All cell phones must be on silent mode during class time.
- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. All work should be submitted in Times New Roman 12-point font; double-spaced. Refer to materials from your professional writing course as well as your APA Manual (6th Edition) for clarification and examples of good writing. Utilize the campus Writing Lab as needed.
- Students are expected to adhere to deadlines. Read assignments carefully – they are posted on Canvas so you can access instructions and due dates easily. I do not accept late work, so please plan ahead.
- Submitting work taken directly from another source will be considered plagiarism and no credit will be given on the assignment. Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.
- All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code as described in the Student Handbook. If you do not meet these expectations, you will be asked to leave the class.
- Students who share assignments with students taking this course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.
- This course utilizes discussion forums. Please participate fully in the discussion forum to earn full credit for the assignment. One post does not constitute “participation” and posting 10 things in one day does not represent participation in an ongoing discussion. If you have questions about the expectation for an assignment of this nature, please inquire prior to the due date.
**Course Requirements** – All requirements must be completed with a passing grade to earn credit in the course

1. Discussion boards - 25% of course grade  
   Strengths Finder inventory reflection  
   Neimi video reflection  
   Genogram discussion  
   River City Ministry experience reflection

2. Contextual Genogram - 25% of course grade (50 points for presentation, 50 points for paper) -present in class, turn in reflection paper, and discuss in forum. See guidelines on Canvas.

3. Counseling Scenarios - 25% of course grade (see due dates on Canvas) There is one scenario due per month, for a total of four.

4. Final Exam - 25% of course grade

5. You are also required to attend a poverty simulation, on Monday, November 4, from 4-8pm, in the Founders Room (located upstairs in the Heritage building)

Final grades will be determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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This course adheres to university guidelines regarding workload requirements per credit hour. If you find yourself struggling with the material, please make an appointment to meet with me.

**Tentative Course Schedule** - subject to change at instructor’s discretion

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Activity</th>
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| August 28        | The Basics                                      | Holland, Ch 1-3 | Review syllabus  
| 12:30 - 2:00     |                                                |             | Discuss genogram  
|                  |                                                |             | Be prepared to discuss your strengths Finder profile as it relates to Counseling & Interviewing  
|                  |                                                |             | Discussion of chapters 1-3  
|                  |                                                |             | CFCC Standard V-B 3a, b, c, d  
|                  |                                                |             | CAA Standard 3.1.1b, 3.1.6b  
| September 4      | We are more alike than we are different         |             | Present Genograms in class  
<p>| 9:00 – 3:00      |                                                |             | Accompanying reflection paper due in Canvas <strong>before class</strong>; plan for a |</p>
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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Reading/Notes</th>
<th>Notes</th>
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<tbody>
<tr>
<td>September 25</td>
<td>12:30-2:00</td>
<td>Counseling when your client is a kiddo</td>
<td>Holland, Ch 4 and 5 Advice to Professionals</td>
<td>Be prepared to discuss readings See Canvas for Advice to Professionals article CFCC Standard V-B 3a, b, c, d CAA Standard 3.1.1b, 3.1.6b</td>
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<tr>
<td>October 9</td>
<td>12:30-2:00</td>
<td>Grief and Loss</td>
<td>Guest speakers</td>
<td>See Canvas- Welcome to Holland article CFCC Standard V-B 3a, c CAA Standard 3.1.6b</td>
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<td>October 23</td>
<td>12:30-2:00</td>
<td>Counseling with grown-ups; trajectory towards improvement</td>
<td>Holland, Ch 6 and 8</td>
<td>Neimi video reflection due; discussion forum and video in Canvas CFCC Standard V-B 3a, b, c, d CAA Standard 3.1.1b, 3.1.6b</td>
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<tr>
<td>November 6</td>
<td>12:30-2:00</td>
<td>Counseling with grown-ups; trajectory toward decline</td>
<td>Holland, Ch 7 and 9</td>
<td>CFCC Standard V-B 3a, b, c, d CAA Standard 3.1.1b, 3.1.6b</td>
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<tr>
<td>November 13</td>
<td>12:30-2:00</td>
<td>Poverty</td>
<td>Payne book (yes, the whole thing)</td>
<td>Be prepared to discuss results and readings from Payne CFCC Standard V-B 3a, b, c, d CAA Standard 3.1.1b, 3.1.6b</td>
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<td>December 4</td>
<td>9:00-2:00</td>
<td>Field trip to River City Ministry</td>
<td></td>
<td>Leave at 9:00 to caravan to North Little Rock, return to Searcy by 2:00 CFCC Standard V-B 3a, b, c, d CAA Standard 3.1.1b, 3.1.6b</td>
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<td>Finals Week</td>
<td>Dec 9-13</td>
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**Important Dates for the semester:**
Supervisors Dinner – August 27 – 6-9 pm (attendance required)
Midterm Week – October 7-11
ArkSHA – October 2-4 (attendance required)
Poverty Simulation- November 4 - 4-8pm (attendance required)
ASHA in Orlando - November 20-24
Thanksgiving Break – November 25-29
Dead Week – December 2-6
Finals Week – December 9-13