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.


Recommended readings:
*On Death and Dying* by Elisabeth Kubler-Ross
*The 36-Hour Day* (4th Edition) by Nancy Mace and Peter Rabins

Relationship to ASHA Standards: ASHA upholds eight Standards related to academic and clinical training as well as continuing education and acquiring and maintaining your CCCs. These standards were recently revised and become effective on September 1, 2014. These standards can be found in your departmental handbook and students are encouraged to become familiar with them. This course contributes to completion of the Standards outlined below. You will track your progress toward meeting these standards on your KASA form and this will be reviewed with you at the end of each term during your Progression Conference.

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:

A. Students will describe and discuss issues related to scope of practice, purposes, boundaries, ethics, and legal aspects of counseling for speech-language pathology. (Standard IV-B; IV-G)

B. Students will recognize the importance of interpersonal skills and qualities necessary for effective counseling by identifying desired traits and personal strengths/weaknesses through self-evaluation and self-study activities. (Standard V-A)

C. Students will compare and contrast contemporary theories and methods of counseling with applications to specific communication disorders. (Standard IV-B3)
D. Students will identify factors/phenomena that may impact counseling (including culture, age, gender, time, religion, emotional reactions, and defense mechanisms by clients and families) and discuss ways to provide the most appropriate services possible. (Standard IV-B3)

**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 219 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 Teresa J. McLeod, M.Ed., Disabilities Director, at (501) 279-4019 or tmcleod@harding.edu.

**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. 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:

- Attendance and participation are expected at each class meeting.
- Students are expected to read assigned material prior to class and be prepared to participate in class discussions. Students who miss class are responsible for content.
- All cell phones must be turned off or on “silent” mode during class time. Sending or receiving text messages during class time is inappropriate and unprofessional. If a situation demands your attention, just let me know.
- 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.
- Deadlines should be adhered to. Read assignments carefully – they are posted on Canvas so you can access instructions and due dates easily. I do not accept late work - plan ahead.
- Submitting work taken directly from another source will be considered plagiarism and no credit will be given on the assignment. Cheating in all its forms is inconsistent with the Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.
- Students failing to adhere to the university dress code may be asked to leave class.
- Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.
- This course adheres to university guidelines regarding workload requirements per credit hour.

Course Requirements – All requirements must be completed to earn credit in the course

1. Strengths Finder inventory and Neimi video reflection (reflection to be completed in a discussion forum in Canvas). Topics include utilization of your strengths/weaknesses as a communication counselor and reflections on video. Guidelines are posted on Canvas- 50 points

2. Contextual Genogram – see guidelines on Canvas – worth 100 points (50 points for presentation; 50 points for discussion) – present in class

3. Counseling Scenarios – 80 points – see due dates on Canvas

4. Final Exam – based on readings and class discussions; to be given in Testing Lab – 200 points

Final grades will be determined as follows:

- A - 90 – 100%
- B- 80 – 89%
- C - 70 – 79%
- D - 60 - 69%
- F - below 60%
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>
</tr>
</thead>
<tbody>
<tr>
<td>September 18</td>
<td>The Basics</td>
<td>Holland, Ch 1-3</td>
<td>Be prepared to discuss your Strengths Finder profile</td>
</tr>
<tr>
<td>September 25</td>
<td>Poverty</td>
<td>Payne book (yes, the whole thing)</td>
<td>Be prepared to discuss results and readings from Payne</td>
</tr>
<tr>
<td>October 23</td>
<td>Counseling when your client is a kiddo</td>
<td>Holland, Ch 4 and 5</td>
<td>See Canvas for additional article; Be prepared to discuss readings</td>
</tr>
<tr>
<td>October 30</td>
<td>We are more alike than we are different</td>
<td></td>
<td>Present Genograms in class; Accompanying reflection paper due in Canvas; meet at Downtown church Teen Hall and plan for a long class. Bring snacks and lunch.</td>
</tr>
<tr>
<td>November 6</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-</td>
</tr>
<tr>
<td>December 4</td>
<td>Counseling with grown-ups; trajectory toward decline</td>
<td>Holland, Ch 7 and 9</td>
<td>Continuation of above</td>
</tr>
</tbody>
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**Finals Week**
Dec 14-18 | Format and location to be determined |

Important dates for this semester:
Supervisors Dinner – September 1 6pm
Fall Break Day - October 2
Midterm Week – October 12 – 16
ArkSHA – October 14-16
Homecoming Weekend – October 22 – 25
IPE Evening Event - November 9
ASHA in Denver - November 11-14
Thanksgiving Break – November 23-27
Dead Week – December 7-11
Finals Week – December 14-18
Graduation – December 19