

PURDUE **UNIVERSITY**

SLHS 518
Tuesdays and Thursdays 2:00-4:00 P.M.
June 12 – July 31, 2007
Heavilon 102
Counseling in Speech-Language Pathology & Audiology

Course Syllabus

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COURSE OVERVIEW: This course is intended to introduce graduate clinicians in audiology and speech-language pathology to the application of counseling principles and methodologies to our work with individuals with communication disorders and their families. We will begin by exploring the roles of audiologists and speech-language pathologists as counselors. We will also discuss a variety of techniques and theoretical approaches to counseling from the fields of psychology, social work, and family therapy. Finally, we will examine the use of counseling in the diagnosis and treatment of a wide variety of communication disorders. Guest lecturers will supplement our understanding of these topics.

COURSE OBJECTIVES: This course is intended to give course participants:

- 1.) a basic understanding of their roles as counselors of persons with communication disorders and their families
- 2.) a critical view of a variety of approaches to counseling.
- 3.) A sense of how to integrate these differing approaches into their own theoretical and practical frameworks as audiologists or speech-language pathologists.

REQUIRED TEXT: Luterman, David, Counseling Persons with Communication Disorders and Their Families (4th Edition). Austin, TX:Pro-Ed, 2001.

ACKNOWLEDGEMENTS: Thanks to Dr. Ellen Kelly, who contributed many handouts and exercises used in this course. Also, Dr. David Luterman graciously provided videotapes demonstrating work with parents.

COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment/Quiz</u>
6/12/2007 Tuesday	*Expectations/Introductions/ Syllabus *Counseling in SLP/A		
6/14/2007 Thursday	*Counseling Parents: “Wresting with Rearing”	1,9	Written Assignment (#2, course requirements) Two Scenarios
6/19/2007 Tuesday	*Theories of Counseling *Role Play Groups 1 and 2	2	Quiz
6/21/2007 Thursday	*Culturally Competent Practice *Role Play Groups 3 and 4	Article	
6/26/2007 Tuesday	*The Erikson Life Cycle *Maslow’s Hierarchy of Needs *Role Play Groups 5 and 6	3	Quiz
6/28/2007 Thursday	*Basic Skills *Role Play Groups 7		
7/03/2007 Tuesday	*The Emotions of Communications Disorders	4	Quiz
7/05/2007 Thursday	*Techniques of Counseling *Role Play Groups 1 and 2		
7/10/2007 Tuesday	*Techniques of Counseling *Role Play Groups 3 and 4	6	Quiz
7/12/2007 Thursday	*The Emotions of Parents Family Systems *Role Play Groups 5 and 6		
7/17/2007 Tuesday	*Counseling and the Diagnostic Process *Role Play Group 7	5	Quiz
7/19/2007 Thursday	*Applying Counseling Techniques In Treatment		Written Assignment (#3 Course Requirements) Journal or Reading Response
7/24/2007 Tuesday	*The Group Process *Role Play Groups 1 and 2	7	Quiz
7/26/2007 Thursday	*Remaining Topics *Role Play Groups 3 and 4		
7/31/2007 Tuesday	*Remaining Topics *Role Play Groups 5, 6, 7 Course Evaluation	<u>8</u>	Quiz

COURSE REQUIREMENTS

TOTAL POINTS (100)

1. Seven (10 question) multiple choice chapter quizzes will be given at the beginning of class throughout the semester. Each answer will be worth ½ point, with a total of 5 points possible for each quiz. 35
2. Each student will write two scenarios describing a clinical situation which required counseling skills. Please provide a short, 4-5 sentence paragraph giving enough detail to allow groups to discuss. Please type each scenario on a separate piece of paper and hand it in at our second class meeting. 5
3. Each student will produce one 5 page double spaced paper which will be handed in two thirds of the way through the semester. Please select from the options: 20
 - a. Keep a daily journal, beginning with the first day of class. Write about how the principles we are discussing in class, and your readings, influence your interactions in your personal and professional life. Be specific about skills you have practiced, and concepts you have applied to your personal philosophy as a helping professional.
 - b. Read a book about an individual with a communication disorder, and provide a written response relating the experiences of this person and his/her family to the concepts we have considered this semester. How has learning in depth about this individual and this family influenced you as a counselor?
4. Role Play Presentations: Each student will join a role play group. Groups will prepare loosely scripted 7-8 minute role plays three times during the semester. The following roles may be represented: identified patient (client with disorder), significant others (parents, spouses, children), counselors, consulting professionals, and “advisors”. Techniques discussed in readings and during class should be utilized: active listening, reflecting feelings and content, using questions, silence, reframing, gentle confrontation and/or contracting. Following each presentation, groups will be prepared with open ended questions to stimulate a short 10 minute discussion concerning options available to us in our counseling roles, and other related themes. 15
5. Each student will submit a short (2-4 page double spaced) description and discussion of a clinical situation which required counseling skills. After reporting actual events, taking care to protect confidentiality, offer an assessment of effective counseling strategies used by the clinician, and develop specific ideas about alternate choices which the professional in the counseling role might have made. Relate your reactions to themes discussed in class and 5

in course readings.

6. Throughout the semester we will discuss the concepts inherent to the counseling role, and we will break into groups to practice skills. Your consistent attendance and active participation will be essential.