

Syllabus

Instructor: SallyAnn Giess, PhD, CCC-SLP

Office: Virtual

Phone:

E-Mail: sallyann.giess@wku.edu

Office Hours: By appointment or R 3:30-4:30 Central Time (11:30 a.m. to 12:30 p.m. HT)

Class Meeting Information: Thursdays 5:00 p.m. to 6:30 p.m. **CENTRAL TIME; (1:00 p.m. to 2:30 p.m. HT)** (via Zoom) ***First class meeting will be on January 19th at 5:00pm CST (please translate if you are not in the Central time zone).***

Texts:

Required (but not on the first day of class)

DiLollo, A. and Neimeyer, R. *Counseling in speech-language pathology and audiology: Reconstructing personal narratives* (2nd Ed.). Plural Publishing.

Recommended

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, D.C.: American Psychological Association.

Catalogue Course Description:

This course is designed to teach clinicians how to help clients and their families in a positive, empathetic manner. Disorder-specific guidance with respect to client/family understanding of the communication impairment will be presented. Students will be given opportunities to apply their knowledge through interpretation of research and evaluation of case studies.

Course Objectives:

- demonstrate appropriate interviewing techniques during the assessment and treatment of persons with communication disorders
- incorporate individual and group counseling techniques during the treatment of persons with communication disorders
- summarize theories of counseling and apply them to speech-language pathology
- apply individual and group counseling principles to assessment and treatment of persons with communication disorders and their families in interdisciplinary treatment models in professional medical practice settings
- interact appropriately with persons from culturally and linguistically diverse communities

ASHA SLP Standards/CFCC

Standard V-B

The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
- b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family,

caregivers, and relevant others.

d. Adhere to the ASHA *Code of Ethics*, and behave professionally.

Implementation: The applicant must have acquired the skills listed in this standard and must have applied them across the nine major areas listed in Standard IV-C. These skills may be developed and demonstrated through direct clinical contact with individuals receiving services in clinical experiences, academic coursework, labs, simulations, and examinations, as well as through the completion of independent projects.

Modes of Instruction and Communication:

Instruction will be via lectures, cooperative learning groups, internet exploration, independent learning activities and assigned readings. Your WKU email address is the **ONLY** one to which class correspondence will be sent. You are responsible for checking your email and the course site Blackboard regularly.

Evaluation of Student Achievement:

Discussion Board Assignments (100 points)

Students are required to interact weekly through Discussion Board. All discussions will be graded but will carry different points. There will be 10 discussions worth two points each that are “low-stakes” discussions. There will be four discussions worth 20 points each that require more substantive answers and responses. Your instructor will read all discussions but may not comment on the low-stakes, less substantive discussions. Your instructor will comment on and grade the more substantive discussions.

Self-Efficacy Scale (20 points)

Students will complete a self-efficacy scale at two points during the semester- one at the beginning of the semester and one at the end of the semester. The purpose of the scale is to evaluate your level of confidence and knowledge in your clinical skills.

“Self-efficacy is Bandura’s (1977, 1997) social cognitive theory proposes a distinct idea of the person as an active agent in their own development—shaping and being shaped by their experiences. This capacity for agency relies on an ability for self-reflection, planning, vicarious learning, and self-regulation (Bandura, 1989, 2001). Self-efficacy—the beliefs we hold about our capacity to be effective in a particular field or domain—plays a crucial part in these processes, not only representing an important component of self-reflection but also acting as a basis for goal-setting and as a source of motivation (Schunk & DiBenedetto, 2020) (McBride, 2022).

McBride, E. (2022). The development of self-efficacy in speech-language pathology graduate training: A longitudinal study. *American Journal of Speech-Language Pathology*, 31, 770-789.

Exams/Learning Checks (100 points)

Students will complete two learning checks (50 points each) to assess on-going learning, retention, and application of knowledge. One exam will be at midterm and the other will be during finals week.

Final Project Journal Article Review (80 points)

Students will select from among the Big Nine disorder areas one of interest and find, read, and review one peer-reviewed journal article. Students must provide the citation, in APA style, for the article for approval before beginning the project. The article review must be written in APA style.

In your review, you will summarize the issue at hand and the current state of counseling as it is described in the chosen article. Your article may be a tutorial or research study. Consider addressing the following prompts as they relate to your article.

- What is the history of counseling in our field for this particular disorder area?
- What are the concerns of patients and family members as it relates to their adjustment to their diagnosis?
- How do families and patients feel about the counseling they have received?
- What is the comfort level of SLPs in relation to counseling for this disorder?
- What training do they identify as necessary to help them feel more confident?
- Do the authors suggest training of other professionals as it relates to providing counseling needs of those with this diagnosis? If so, what is lacking in the knowledge of allied health professionals?
- What cultural aspects do professionals need to consider in respect to counseling?
- What is the biggest “take-away” from this article for you?

Written work will be graded according to content, writing style, and writing mechanics. A rubric will be posted on Blackboard for grading.

On pages 1 and 2, summarize the article. Clearly indicate the issue, concerns, perspective, and/or need for the article identified by the authors

On page 3, provide your reflection and opinions about what was read.

On page 4, provide the references in APA style.

The document should be double spaced, 10-12 point font, 1" margin.

Grading:

APA style - 10 points

Article clearly and accurately summarized - 40 points

Reflection shows graduate level insight - 20 points

Spelling, grammar, punctuation - 10 points

Grading Scale:

Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. There are 300 total points possible. Grading is as follows:

A	93-100	B	85-92	C	77-84	D	68-76	F	below 67
---	--------	---	-------	---	-------	---	-------	---	----------

Weekly Reading and Activities. Please come to class prepared by reading the assigned chapters from your

textbook.

January 19, 2023

- Class introductions, review of syllabus and assignments

January 26, 2023

- Read Chapters 1 and 2

February 2, 2023

- Read Chapter 3

February 9, 2023

- Read Chapters 4 and 5

February 16, 2023

- Read Chapters 6, 7, and 9

February 23, 2023

- Read Chapter 9

February 30, 2023

- Read Chapters 10 and 11

March 6, 2023

- Read Chapters 12 and 13

March 13, 2023

- Midterm Exam

March 20, 2023 – April 25, 2023

- Building the Clinician's Toolbox (Chapters 14-26)

May 1, 2023

- Final Exam

Grading Scale:

Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. There are 300 total points possible. Grading is as follows:

A 93-100 B 85-92 C 77-84 D 68-76 F below 67

Attendance and Classroom Participation

Attendance and classroom participation are essential for the successful completion of this course. Feel free to ask questions or express concerns outside of the class structure. However remember that if you have questions, others may have similar concerns so please ask or post to the discussion board when applicable. Asking questions will help facilitate your learning and often stimulate discussion. Collaboration with each other is encouraged outside of class times. There will be point deductions for excessive tardiness. There is no opportunity for making up missed work without severe score deductions.

In the event that the University cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes are due at the next class meeting. Students are advised to consult the University's web page or local media regarding cancellation of class in the event of inclement weather. First and foremost, students should always use their best judgment in determining whether or not it is safe for them to travel.

ADA Compliance

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination and Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159. [Sexual assault resources](#) are available at this hyperlink.

Regular and Substantive Interaction

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly synchronous sessions with faculty and students,
- Faculty participation in discussion boards,

- Timely and detailed feedback on assignments provided within one week of submission.

Plagiarism:

Note: Students must be familiar with plagiarism. Review the following tutorial for specific information: <http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

From the Faculty Handbook

Definition: To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Disposition of Offenses - Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. Students who believe a faculty member has dealt unfairly with them in a situation involving alleged academic dishonesty may seek relief through the Student Complaint Procedure.

Plagiarism in ANY portion of this course including but not limited to abstracts, projects, reports, rough drafts, and final papers will be severely penalized.

Technology Management:

This course will include use of Blackboard software. Managing student technology is the sole responsibility of the student. ***The student is responsible for making sure that:*** (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved; this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. Please

familiarize yourself with the business hours of WKU's IT help desk as well as the website and alternative means of communication with the IT department.

The IT Help Desk can be reached at 270-745-7000.

Academic Supports:

The Learning Center: Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area, with side rooms designated for peer to peer tutoring, and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite is a quiet study center and is equipped with a small computer lab. These satellites are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. For more information, please call TLC at (270) 745-6254. www.wku.edu/tlc

The Writing Center: The Writing Center offers individual conferences about writing including: brainstorming, clarification, organization, grammatical support, and citation. The services are available to all Western Kentucky University students. Located at 123 Cherry Hall, one can call for an appointment at (270) 745-5719. <https://www.wku.edu/writingcenter/>

Student Accessibility Resource Center (SARC): The purpose of SARC is to coordinate services and accommodations for students with documented disabilities. Therefore, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center (SARC) located on the first floor of the Downing Student Union, 1074. The SARC telephone number is (270) 745-5004 and TDD is 745-3030; fax is 745-6289. Office hours are 8:00am-4:30pm. email is sarc@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Title IX:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Writing Help:

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help with **reading/studying to learn** and **writing for evidence and argument**. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email us at literacy.center@wku.edu to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

Anxiety and Depression Help:

The WKU Counseling Center is committed to promoting the academic mission of the university by providing a variety of psychological services to students. To schedule an appointment, **call the office at (270) 745-3159**. The Counseling Center is open Monday – Friday from 8:00am-4:30pm.

If this is an emergency, please contact the University Police Department at 911 or 5-2548 on campus, or 270-745-2548 from off-campus. The University Police have access to on-call counselors. You may also contact Life Skills, the local community mental health agency, to talk with a on call 24-hour clinician at 1-800-223-8913. In the event of a sexual assault emergency, please contact the University Police to access the Sexual Assault Services Coordinator or contact the 24-hour rape crisis line at 1-800-846-4673.

Grievance:

The University's Grievance Policy is specified at the following URL:

<http://www.wku.edu/StuAffairs/StuLife/handbook/2004pdf/16%20Student%20Grievance%20Procedure.pdf>

NEW: DEI Statement

WKU is recommending instructors include a DEI (diversity, equity, and inclusion) statement in their syllabi. Here is mine:

I take my statement of DEI from the [American Speech-Language-Hearing Association](#) (2023): "Cultural humility is a way of thinking; cultural competence is a way of becoming; and culturally responsive practice is a way of doing. We should strive for growth in all three. Let's focus on thinking differently, aspiring to become more, and doing better for all of the individuals we serve."

*"It's not what is poured into a student that counts,
but what is planted." --Linda Conway*

