

CSD 2061 – Daily Review Questions – Spring 2001

Lecture 1 (1/5/01): Course Overview

- A. What are some of your needs for entering the field of Communication Disorders? How might these needs affect your interactions with clients?
- B. What characteristics of an “ideal helper” do you currently exhibit? What characteristics will you need to continue working on?
- C. What is counseling? What are some things that counseling is *not*?

Lecture 2 (1/12/01): Counseling Overview

- A. Describe the three modes of communication discussed in class (Informing, Persuading, and Valuing & Listening) and explain the role each plays in the clinical interaction.
- B. Summarize the basic tenets and procedures for each of the major approaches to counseling discussed in class. For each, explain the role of the clinician and be sure to highlight the ways in which the counseling approach is relevant to the practice of speech-language pathology. Finally, discuss whether or how each of these approaches to counseling resonates with your own values and beliefs about your role as a clinician and counselor.
 1. Person-centered
 2. Gestalt
 3. Existentialist
 4. Behaviorist
 5. Rational Emotive / Cognitive Restructuring

Lecture 3 (1/19/01): The Domain of Counseling

- A. Discuss the types of emotions people with communication disorders might experience, and provide an example of when we might encounter an individual exhibiting each emotion.
- B. Describe the process of “coping” as discussed in class. Explain how this process is relevant to the treatment of people with communication disorders.
- C. Explain the purpose of the helping model outlined in class. How does the helping model relate to the different counseling approaches described in Question A?
- D. Practice drawing the diagram summarizing the helping model, including the 4 primary phases, and the 3 stages within each of the first 3 phases.

Lecture 4 (1/26/01): “Basic Communication Skills I”

- A. Summarize the SOLER attending skills and explain their role in clinician-client interaction.
- B. Explain how the client might express his/her feelings using both verbal and nonverbal communication.
- C. Define “basic empathy” and explain how it is used in counseling.
- D. Describe the formula for expressing basic empathy based on the clients feelings, experiences, and behaviors.

Lecture 5 (2/2/01): “Basic Communication Skills II”

- A. What should you do if you make a mistake in listening or if your basic empathy statement is off the mark?
- B. When is the right time to use a basic empathy statement?
- C. What is the purpose of a probe? What are the possible forms of the probe?
- D. What are the purposes of a summary statement?

Lecture 6 (2/9/01): “Advanced Communication Skills”

- A. What is the purpose of challenging your client, and when is the right time to use a challenge?
- B. What does it mean for a client to be reluctant or resistant in treatment. Define the terms and summarize briefly some options for addressing reluctant or resistant clients.
- C. What is the definition of “immediacy” and why is it used?
- D. How does “advanced” empathy differ from “basic” empathy
- E. What is the “dark side” risk of using self-disclosure?

Lecture 7 (2/16/01): Understanding the current scenario (Stage 1 of the helping model)

- A. Summarize the basic goals of the three steps of Stage I
- B. What specific strategies can we use to help clients tell their story?
- C. What is the relationship between Stage I and the diagnostic process?
- D. Why is leverage an important component of this stage?

Lecture 8 (2/23/01): Identifying the Preferred Scenario (Stage 2 of the helping model)

- A. Summarize the basic goals of the three steps of Stage 2
- B. Why is stage 2 so important?
- C. List some of the questions we can ask clients to help them brainstorm
- D. What is the difference between outcome-based goals and activity-based goals and why is it important?
- E. List some of the questions we can ask clients to help them evaluate their goals.

Lecture 9 (3/2/01): Developing Action Strategies (Stage 3 of the helping model)

- A. What is the difference between Stage 2 and Stage 3 of the model and why does it matter?
- B. What are some techniques we can use to help clients identify possible action strategies?
- C. Summarize the criterion we can use to evaluate “best fit” action strategies.
- D. Summarize the process of using the “balance-sheet” method for identifying best fit strategies.
- E. What is the importance of identifying resources for pursuing action strategies?

Lecture 10 (3/23/01): Moving from Planning to Action

- A. What is the importance of Egan’s discussion of Strategies, Tactics, and Logistics?
- B. What is the importance of the focus on Action throughout the helping model.
- C. Name several different types of roadblocks to action and list some ways to help clients overcome them.
- D. Summarize the procedures of the balance sheet method and explain why you might use it.

Lectures 11, 12, 13 (3/30/01, 4/6/01, 4/13/01):

Counseling for Specific Communication Disorders (Student Presentations)

- A. What basic counseling issues may arise for individuals with this disorder (or their families)?
- B. What roadblocks might arise in treatment for such clients that might involve counseling?
- C. What issues might arise that would be outside the scope of the speech-language pathologist?
- D. How would apply the helping model with people exhibiting this disorder (or their families)?