CSD 2061: Module 1
Overview: What Is Counseling?

Introduction

The purpose of this module is to introduce students to basic theory and background of counseling, including a discussion of what counseling is and what counseling is not. A number of different approaches to counseling will be reviewed and assessed in terms of their relevance and usefulness for working with individuals with communication disorders (and their families).

Learning Objectives

Following completion of this module, students will be able to:

Define counseling and discuss the role of counseling in the clinical work of speech-language pathologists and audiologists

Describe different approaches to counseling and discuss the pros and cons of using these approaches for working with individuals with communication disorders (and their families)

Summarize the basic types of concerns individuals with communication disorders or their families might exhibit

Explain the role of counseling for collecting information in a standard diagnostic evaluation of individuals with communication disorders?

Module Dates and Assigned Readings

1/5   Course Overview

Orientation / Course Objectives and Procedures / Introduction to Counseling

1/12   Counseling Overview

Basic Theories of Counseling	*Egan, Chapters 1, 2*
The Helping Model	Shames, Chapters 1, 2, 3

1/19   The Domain of Counseling

The Emotions of Communication Disorders	*Egan, Chapter 3*
Counseling and the Diagnostic Process	Shames, Chapters 4, 5, 6

Assignments

In-class discussion: Different approaches to counseling (In class on 1/19/01)

Think about the different counseling approaches reviewed in this unit and determine which approaches seem most consistent with your own personality. How do you feel about the role of counseling in the treatment of people with communication disorders (and their families)? What aspects of counseling do you feel uncomfortable with at present? How might you increase your comfort level with the various counseling approaches described in the class? How would you combine elements of different approaches into your own personal style?

Quiz #1: Counseling Overview and Theories of Counseling (Due by 1/26/01)

This quiz will assess your knowledge of different approaches to counseling, including different modes of interacting with clients and different philosophies about the process of change. This quiz will also examine your awareness of different emotions that clients or their families might experience and how counseling fits into the standard diagnostic process.

CSD 2061: Module 2
Basic and Advanced Communication Skills
for Successful Interviewing and Counseling

Introduction

The purpose of this module is to introduce students to the communication skills they will need to help clients achieve their fullest success in treatment. So-called microskills include the ability to listen and attend to the client's language, the ability to use basic and advanced forms of empathetic responses, and the ability to probe and summaries. These skills will be introduced in lecture and group discussions, then students will spend time practicing in class to learn how to use these skills in conversational interactions.

Learning Objectives

Following completion of this module, student will be able to:

Exhibit the ability to listen carefully and attend to a client's (non)verbal cues, and demonstrate that their understanding using empathetic responses.

Identify the emotions behind client's statements and respond in an accurate and appropriate manner. Recover quickly if identification of client's emotion is inaccurate.

Exhibit the ability to probe and challenge clients to identify blind spots when helping clients tell their story.

Exhibit the ability to gently encourage resistant clients without being too directive in the therapeutic process.

Module Dates and Assigned Readings

1/26	**Basic Communication Skills**	
2/2	Listening, Empathy, Summarizing	*Egan, Chapters 4, 5, 6*
	Counseling Microskills	Shames, Chapters 7, 8
2/9	**Advanced Communication Skills**	
	Challenging and Resistant Clients	*Egan, Chapters 8, 10, 11*
		Shames, Chapter 9

Assignments

In-class discussion: Communication skills in everyday interactions (In class on 2/9/01)

Think about your day-to-day interactions with friends, colleagues, and family. What opportunities are there during the day for the counseling skills we have discussed in class? How can you apply these skills without your friends feeling like they're being "counseled"? Do you know any people who demonstrate good counseling microskills in their day-to-day activities? How do they do it? How can you foster your own development of these skills.

Quiz #2: Basic and Advanced Communication Skills (Due 2/16/01)

This quiz will assess your knowledge of the basic and advanced communication skills presented in class, including microskills for listening and attending, basic and advanced empathy, probing and summarizing, and challenging resistant clients.

CSD 2061: Module 3
A Model for Viewing the Helping Process

Introduction

The purpose of this module is to introduce students to a four-stage model for viewing the helping process. This model, which is drawn from the counseling psychology literature, formalizes the helping process that communication disorders professionals typically engage in and provides a framework for understanding the client's process of change. Students will practice identifying the various stage of the model and categorizing different stages of the therapeutic process in terms of the model to help organize their clinical interactions.

Learning Objectives

Following completion of this module, student will be able to:

Describe a four-stage model designed to provide a framework for understanding the counseling process.

Identify the stages of the helping model and discuss the clinical process in terms of the model.

Evaluate progress in treatment in terms of the helping model and recognize that counseling plays a role in nearly every stage of clinical interaction.

Module Dates and Assigned Readings

2/16   Stage I: Understanding the Current Scenario

Telling their Story, Identifying Blind Spots,   Egan, Chapters 7, 9, 12
and Finding Leverage

2/23   Stage II: Identifying the Preferred Scenario

Possibilities, The Change Agenda,   Egan, Chapters 13, 14, 15
and Verifying Commitment

3/2   Stage III: Developing Action Strategies

Possible Actions, Finding the Best Fit,   Egan, Chapters 16, 17, 18
and Developing a Plan

3/16   Moving from Planning to Action

Bringing It All Together For Change   Egan, Chapter 19

Assignment

In-class discussion: Applying the helping model to your own clients (In class on 3/16/01)

Think about the types of clinical cases you are working with in your clinical practicum, and identify the counseling issues that are relevant for each client or family. Next, identify the stages of the helping model you and your supervising clinician have gone through and which you have not yet done. Evaluate how closely you have followed the helping model and comment on how the model might help you further your clinical efforts with your clients.

Quiz #3: The Helping Model (Due 3/23/01)

This quiz will assess your knowledge and understanding of the four-stage helping model described in class. The sub-stages of each stage will also be assessed, along with the ways you can help clients achieve the goals of each stage.

CSD 2061: Module 4
Counseling and Specific Communication Disorders

Introduction

The purpose of this module is to tie the basic counseling information presented in the previous 3 modules directly into the field of communication disorders. Although examples from within the field have been used throughout the course, specific disorder areas have not been discussed in detail. In this unit, students will give presentations on how the counseling process and the helping model can be applied to specific disorders from within the field of communication disorders.

Learning Objectives

Following completion of this module, students will be able to:

Describe basic counseling issues that might arise for individuals with specific communication disorders (or their families)

Discuss ways to utilize the model to help clients and families achieve their goals in treatment

Understand what types of issues are appropriate for communication disorders professionals to address and that types of issues will require referral to other helping professionals

Module Dates and Presentation Topics

3/30, 4/6, 4/13:	**Counseling for Specific Disorders**	Shames, Chapters 10, 11, 12
4/20:	**Wrap-up / Summary**	Shames, Chapter 13

Lecture Notes

The lectures notes in this module will be in the form of handouts prepared for the presentations. These will be distributed each day in class and will also be placed on CourseInfo if possible following the presentation. Other notes may be developed as necessary to supplement students' knowledge about specific disorders, and these will be placed on CourseInfo as they are developed.

Review Questions

Review questions will not be posted on CourseInfo during this unit; however, for each disorder, students are encouraged to develop their own review sheets including the following questions:

What basic counseling issues may arise for individuals with this disorder (or their families)?

What roadblocks might arise in treatment for such clients that might involve counseling?

What issues might arise that would be outside the scope of the speech-language pathologist?

How would apply the helping model with people exhibiting this disorder (or their families)?

Assignments

In-class presentations

During this module, students will prepare and deliver their presentations in class and participate in in-class discussions about the role of counseling for working with individuals with specific types of communication disorders.

Final Examination

The class will end with a cumulative final examination during the final examination period assessing the material from the fourth module, as well as from each of the preceding three modules. Additional details about the exam will be presented toward the end of the term.