SLHS 510 Counseling & Communication Disorders
SLHS Room 409 Mondays 4-545pm

Instructor and Contact Information
Instructor: Fadyeh Barakat AuD
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Office Hours: By appointment
Please use D2L site to guide learning

Course Format and Teaching Methods
This course is a combination of lecture and role plays/discussions designed to facilitate learning counseling theory and technique as it applies to your individual clinic settings and experiences.

Course Objectives and Expected Learning Outcomes
- After completing this course, students are expected to be familiar with basic counseling theories that are relevant to their clinical practice.
- After completing this course, students are expected to have developed basic counseling skills and techniques that can be applied to their specific clinic settings/experiences.
- After completing this course, students will be able to demonstrate basic interviewing skills.

Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at http://catalog.arizona.edu/2015-16/policies/classatten.htm

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Makeup Policy for Students Who Register Late
Students who register after the first class meeting may make up missed assignments/quizzes after consulting with the instructor and discussing deadlines for assignments.

Course Communications
Online communication from instructor will most often occur via official UA e-mail address & D2L.
Required Texts or Readings
There is no official text book for this course; however, students will be responsible for readings/articles posted on D2L. Assigned reading for a particular date should be completed before class meets so that it can be discussed in the context of lecture or role plays. Lectures as well as midterm/final exam questions are based on assigned readings.

Optional Texts include:


Assignments and Examinations: Schedule/Due Dates

• Class Attendance—students must be present to participate in lectures, demonstrations, role-playing, and discussion.
  o Class attendance is mandatory. If you cannot attend class, you are expected to contact the course instructor, and provide a reason for your absence prior to the missed class.
  o Absences from class must be accounted for by appropriate documentation such as a physician’s notice of illness. Students will be allowed one unexcused absence from a class lecture. Unexcused absences are not allowed on examination days.
  o Subsequent unexcused absences will result in a drop of one letter grade per absence.
• Participation in class discussions and role playing in class
• Mid-term and Final Exam
• Grades will be composed of:

• Assignments: Small assignments may be assigned based on discussion that occurs in class or areas that the instructor would like to stress/emphasize.
  • (A) Each student will write scenarios describing a clinical situation they encountered (either personally or an encounter you observed your clinical supervisor handle) which required the use of counseling skills. Please provide a paragraph giving enough detail to allow for role plays and group discussions. Please type each scenario on a separate piece of paper and hand it on select dates (25 pts).
  • (B1 & B2) You will write a short paper discussing the following experiences (50 pts. each):
    • (B1) Discuss a counseling experience that you had that was less than ideal during your practicum this semester.
      o Summarize the experience and who was involved.
      o Where did it fall apart? What counseling techniques/style do you think you should have used?
      o How did the patient respond? Do you feel like it negatively impacted your relationship?
      o What can you do at the next meeting to mediate the situation?
    • (B2) Discuss a counseling experience that you felt went very well during your practicum this semester.
      o Summarize the experience (who was involved, what was the issue of concern and how did you address it)?
What techniques or style did you use that you thought were effective? If so, did you have to think about how to proceed or did this technique come naturally to you?

How did the patient respond and do you feel like it changed or impacted your relationship?

1. Midterm (100 pts): In-class exam consisting of multiple choice, fill-in-the-blanks and short answer covering materials lectured on up to that point.
   - **Final Exam Part 1 (200 pts): Role Play Presentations** Each student will work with a partner. Groups will prepare scripted 15-20 minute role play and discussion based on chosen scenario. Provide an example of poor counseling for this situation and then provide an example of proper counseling techniques to employ in this situation. The techniques discussed in readings and during class should be utilized (i.e. active listening, reflecting feelings and content, using questions, silence, reframing, etc).
     ✅ Presentation should include:
     - Poor counseling example
     - Counseling example using the techniques learned in class
     - Class discussion regarding
       - What changes you made
       - What theory(ies) you use
       - What strategies/techniques you used
       - Why did you use/choose those techniques
   - (C) You must provide a written script of the role play to the instructor at the time of your presentation. (100 pts)
   - In the write up, put in parentheses what techniques/style was used next to the script.

2. Comprehensive Final Exam Part 2 (100 pts): In-class exam consisting of multiple choice and short answer questions.

Final Examination or Project

Final exam is two parts: the first is an in-class role play to be held on 12/5 during regular class hours. The second part is a comprehensive exam to be held on Wednesday 12/14/16 at 6pm to 8pm.

The date and time of the final exam or project, along with links to the Final Exam Regulations, [http://www.registrar.arizona.edu/schedule101/exams/examrules.htm](http://www.registrar.arizona.edu/schedule101/exams/examrules.htm), and Final Exam Schedule, [http://www.registrar.arizona.edu/schedules/finals.htm](http://www.registrar.arizona.edu/schedules/finals.htm)

Grading Scale and Policies

- The final course grade will be determined from scores obtained on class participation and exams, as well as any adjustments for the student’s failure to meet the attendance requirement. The percentage breakdown for the final grade is as follows:
  - Exams = 300 pts.;
  - Class Participation/Assignments = 125 pts.
- Final Grade are applied as follows:
  - 90-100% = A,
  - 80-89% = B,
  - 70-79% = C,
  - 60-69 =D,
  - And below 60% = E.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at [http://catalog.arizona.edu/2015-16/policies/grade.htm#I](http://catalog.arizona.edu/2015-16/policies/grade.htm#I) and [http://catalog.arizona.edu/2015-16/policies/grade.htm#W](http://catalog.arizona.edu/2015-16/policies/grade.htm#W), respectively.
Scheduled Topics/Activities

8/22: Introductions/Syllabus/Expectations & "What is counseling?"
8/29: Counseling Theories
9/5: NO CLASS (Labor Day)
9/12: More on Counseling Theory
9/19: Counseling Strategies and Techniques & Videos (A) DUE
9/26: Counseling Strategies and Techniques Continued
10/3: Starting at the Beginning: Medical Case History Gathering & Personality Styles
10/10: Conveying Diagnostic Information & Delivering Bad News (B1) DUE
10/17: Delivering Bad News & Emotional Responses to Hearing Loss: Psychosocial Aspects of Disability & Midterm Review
10/24: MIDTERM
10/31: What to Do When People Cry? & Working with Disgruntled Patients
11/7: Malingerers & Role Plays/Videos
11/14: Geriatric populations/Suicide (B2) DUE
11/21: No Class Happy Thanksgiving! Feel free to meet with your groups and work on final presentation.
11/28: Multicultural Counseling & Counseling in Educational Settings/Bullying
12/5: Final Exam (In Class Role Plays & Discussion) & (C) DUE
12/14: Final Written Exam 6-8pm

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Accessibility and Accommodations

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit http://drc.arizona.edu.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.
Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism, available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Academic policies and procedures are available at http://catalog.arizona.edu/2015-16/policies/aaindex.html

Student Assistance and Advocacy information is available at http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Confidentiality of Student Records)

http://www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.