SLHS 510 Counseling & Communication Disorders

Instructor: Fadyeh Barakat, AuD, CCC-A, CRC
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Course Materials:

Readings:
Students will be responsible for readings posted on D2L. Assigned reading for a particular date should be completed before class meets. Lectures are based on assigned readings posted on D2L and the texts below.

Optional Text:


Class Objectives:
❖ Students will develop basic counseling skills.
❖ Students will develop basic interviewing skills.
❖ Students will demonstrate a basic knowledge of the theories discussed.

Course Requirements:
❖ Class Attendance—students must be present to participate in lectures, demonstrations, role-playing, and discussion.
   ❖ 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.
   ❖ 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.
   ❖ 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
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.

Grades will be composed of:

1. **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 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 only one of the following experiences (50 pts. each):
     - **(B1)** Discuss a counseling experience that you had that was less than ideal during your practicum this semester.
       - Summarize the experience and who was involved.
       - Where did it fall apart? What counseling techniques/style do you think you should have used?
       - How did the patient respond? Do you feel like it negatively impacted your relationship?
       - What can you do at the next meeting to mediate the situation?
     
     OR
     
     - **(B2)** Discuss a counseling experience that you felt went very well during your practicum this semester.
       - 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?
2. **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.

3. **Final Exam (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.
   - In the write up, put in parentheses what techniques/style was used next to the script.

**Classroom Behavior:** Please turn off all cell phones and pagers. If you MUST take a call, please step out of the room.

- Plagiarism within the Student Code of Academic Integrity: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity)
- Threatening behavior by students: [http://policy.web.arizona.edu/threatening-behavior-students](http://policy.web.arizona.edu/threatening-behavior-students)

**Academic Integrity:** Course participants are expected to adhere to the University Of Arizona Code Of Academic Integrity. Requirements of the code may be found at:

[http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity)

Students with disabilities that require accommodations must register with Disability Resources and be identified to the course instructor through the University’s online process in order to use reasonable accommodations. The information contained in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable advanced notice.
Lecture Schedule: This schedule is a guideline. Adjustments may be made as the semester progresses.

Schedule:

8/25: Introductions/Syllabus/Expectations & “What is Counseling?”

9/1: NO CLASS (Labor Day)

9/8: Counseling Theories, Building a Relationship, Strategies and Techniques

9/15: Strategies and Techniques Continued and Examples

9/22: No Class

9/29: Starting at the Beginning, Medical Case History Gathering (A) DUE

10/6: Conveying Diagnostic Information/Delivering Bad News

10/13: Emotional Responses to Hearing Loss /Psychosocial Aspects of Disability/What To Do When People Cry? (B1) DUE

10/20: MIDTERM

10/27: Counseling Children and Families & Pediatric Amplification

11/3: Educational Settings/Bullying (B2) DUE

11/10: Geriatric Populations --- End of Life Issues/Suicide

11/17: Realistic Expectations and Hearing Aid Acceptance in Adults; Guest Lecturer Dr. Santiago

11/24: No Class Happy Thanksgiving!

12/1: How to Work with Disgruntled Patients/Malingerers

12/8: Final Exam (In Class Role Plays & Discussion) & (C) DUE