

**SPLH 862: Clinical Processes at KUMC
Spring 2010**

INSTRUCTOR: Debby Daniels, Ph.D. 588-5937, ddaniels@kumc.edu
CLASS MEETINGS: Wednesdays: 12:00 - 12:50, Rm 3001 HCM
OFFICE HOURS: By appointment (Office - 3022 HCM)

COURSE OBJECTIVES: This course is designed to be a bridge between your academic coursework and your clinical practicum experiences. Course objectives include the following:

1. The student will demonstrate knowledge and use of counseling techniques appropriate to client assessment/intervention.
2. The student will demonstrate an understanding of basic principles of the ASHA Code of Ethics.

IPCD DIAGNOSTIC KNOWLEDGE & SKILLS FOR MA SLP

This course provides basic information crucial to the Program requirements in the Foundations category. None of the standards can be met fully by completion of this course alone. Students must take at least one additional course in the Foundations category to meet program requirements for Foundations. Additional and more specific details on assessment and diagnosis must be learned by taking specific content courses and through clinical experiences. Specific knowledge and skills (using the KASA summary form for certification in Speech-Language Pathology) are denoted next to each lecture topic.

CLASS PARTICIPATION: This course is designed to be your opportunity to integrate academic knowledge into the clinical setting. It is important that you attend regularly and actively participate in class discussions. If you cannot be at class, please contact the instructor ahead of time by phone or email. You are responsible for obtaining any handouts or other materials presented in class. Unauthorized absences will count against your final grade.

READINGS: The assigned text for this class is: Rummel-Hudson, R. (2008). *Schuyler's Monster*. New York: St. Martin's Press. ISBN: 0-312-53880-4

DISCUSSION LEADERS: Discussion leaders will be assigned to lead a 30 minute discussion about the assigned reading, beginning with the proposed discussion questions. Be prepared to have additional questions to maintain the discussion.

REFLECTION PAPERS: You will respond to a series of questions posed by the instructor. Responses should be typed (12 Font) and single-spaced. Length of papers is a minimum of 1 page, and a maximum of two pages. Due dates are listed in the syllabus. Questions will be available on Black Board.

GRAND ROUNDS: You are required to attend one grand rounds presentation at the Medical Center by 5/7/10. This is a pass/fail assignment. Please see Blackboard Assignments for the specifics on this requirement.

GRADES: A = 1 GRAND ROUNDS + attendance/participation in 9/9 classes + turning in 4/4 reflection papers + adequate preparation to lead reading discussion; A- = 1 GRAND Rounds + attendance/participation in 8/9 classes + turning in 4/4 reflection papers + adequate preparation to lead reading discussion; B+ = 1 Grand Rounds + attendance/participation in 7/9 classes + turning in 4/4 reflection papers + adequate preparation to lead reading discussion; B = 1 GRAND ROUNDS + attendance/participation in at least 7/9 classes + turning in 3/4 reflection papers + adequate preparation to lead reading discussion; C+ = 1 GRAND ROUNDS + attendance/participation in at least 6/9 classes + turning in 3/4 reflection papers + adequate preparation to lead reading discussion; C = 1 Grand Rounds + attendance/participation in at least 6/9 classes + turning in 2/4 reflection papers + adequate preparation to lead reading discussion; D = attendance/participation in fewer than 9 classes.

Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at Student Counseling & Educational Support Services by calling 913-588-6580 or visiting G116 Student Center. +Any student in this course who needs an accommodation because of a disability in order to complete the course requirements should contact the instructor or the Equal Opportunity / Disability Specialist (913-588-7813, TDD 913-588-7963) as soon as possible.

- 1/15 **The Counseling Process 8:30 a.m. – 3:30 p.m.**
Class will be held in 1027 Orr-Major
- 1/20 **Orientation to Clinic Procedures**
- 1/27 **Counseling – Supervision Roundtable Discussion (ASHA IV-G.3a) Jackson**
Clinical Supervisors will be discussing counseling issues they have experienced during their careers. This discussion will lay the groundwork for readings and class discussions over this semester.
- 2/3 **Counseling – Bringing up concerns to clients/families.**
Reading: *Schuyler's Monster*, prologue-pp.61
Class Discussion Leaders: Bayouth & Bellacera
Discussion Questions: How does Dr. Simon introduce the topic of Schuyler's communication delays to her parents? Do you agree/disagree with how she introduced the topic?
Assignment: Completion of reflection paper #1 (questions posted on Black Board). Paper due at noon on 2/17.
- 2/17 **Counseling – The Holland Thing**
Reading: *Schuyler's Monster*, pp.62-87.
Class Discussion Leaders: Birn & Custead
Discussion Questions: How does the author's description of the Holland essay reflect his perspective on Schuyler's disability? Do you agree/disagree with his comments about this essay? Did the early intervention team do a good job of communicating with this family? What would you do differently?
Assignment: Completion of reflection paper #2 (questions posted on Black Board). Paper due at noon on 3/3.
- 3/3 **Counseling – Influence of Disability on the Family.**
Reading: *Schuyler's Monster*, pp. 88-118.
Class Discussion Leaders: Garrison & Gleason
Discussion Questions: Schuyler's undiagnosed disability clearly had an impact on the author's marriage. Early intervention personnel were working with this family while they sought a diagnosis for Schuyler's developmental delays. Should they have encouraged these parents to seek counseling? Why or why not? Was it atypical for this family of a child with a disability to experience marital problems?
- 3/10 **Counseling – A Monster Revealed. Giving Difficult Information.**
Reading: *Schuyler's Monster*, pp. 119-150.
Class Discussion Leaders: Schmelzle & Siemann
Discussion Questions: These parents were unprepared to see Dr. Ment in Dr. Simon's office when they went to get the results of the MRI. Should Dr. Simon have prepared the family prior to the appointment? If so, how? Do you agree with how directly Dr. Ment delivered the news (e.g., "You need to start preparing yourselves for the possibility that Schuyler's speech may never progress further than it has right now.")? What might you have done differently and why?

Assignment: Completion of reflection paper #3 (questions posted on Black Board).
Paper due at noon on 3/31.

- 3/31** **Counseling – Helping Clients/Families Adjust to New Expectations**
Reading: *Schuyler's Monster*, pp. 151-185.
Class Discussion Leaders: Uchima & Vienot
Discussion Questions: Do you agree with family's decision to pursue a second opinion about Schuyler's disability? Why/why not? What are your thoughts about this father's willingness to discuss his daughter's disability on line and to solicit funds for travel to see another physician? As Schuyler gets older, will she agree or disagree with her father's decision to share their story with strangers?
- 4/21** **Counseling – Reconciling Client/Parent Report with Examiner Observations/Recommendations (e.g., difficult clients)**
Reading: *Schuyler's Monster*, pp. 186-220.
Class Discussion Leaders: Watson & Zarifa
Discussion Questions: These parents clearly disagreed with "expert" opinions about Schuyler's communication skills. How do you reconcile different viewpoints? How could the "experts" have handled this situation in such a way that it did not become confrontational? How do you help parents/caregivers advocate for their family members? How do service providers negotiate the limitations of their setting with client/family wishes?
Assignment: Completion of reflection paper #3 (questions posted on Black Board).
Paper due at noon on 4/28.
- 4/28** **Hope vs. Realistic Expectations**
Reading: *Shuyler's Monster*, pp. 221-270.
Class Discussion Leader: Daniels
- 5/5** **TBA**