

**SPLH 862: Clinical Processes at KUMC
Spring 2011**

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 as it relates to counseling.

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. I ordered my copy from Amazon.com. Last spring, several students checked out copies from their local libraries. I suggest that you start reading the book ahead of time, as reading assignments are rather large. However, I believe that you will find it to be a quick read. Other assigned readings are on reserve in 3031 Miller.

DISCUSSION LEADERS: Discussion leaders will be assigned to lead a 30-40 minute discussion about the assigned reading, beginning with the proposed discussion questions. Be prepared to have additional questions to maintain the discussion.

MOCK INTERVIEWS: Students will participate in three in-class mock interview activities (see dates in syllabus). These activities are designed to improve your counseling skills. Grading for these in-class activities is pass/fail. If a student is not able to attend class on mock-interview dates, the student must make arrangements to complete this activity outside of class.

STANDARDIZED PATIENT COUNSELING ACTIVITY: At the completion of the semester, students will participate in a standardized patient counseling activity. Each student will participate in a novel counseling session with "patient" or "family member", using a standard case study. Student performance will be evaluated by the standardized patient, as well as the instructor. Additional details will be provided throughout the semester.

GRAND ROUNDS: You are required to attend one grand rounds presentation at the Medical Center by 5/6/11. This is a pass/fail assignment. Please see Blackboard Assignments for the specifics on this requirement.

GRADES: A = 1 GRAND ROUNDS + attendance/active participation in class + participation in 3/3 mock interviews + exemplary preparation to lead reading discussion + exemplary performance during the standardized patient counseling activity; B = 1 GRAND ROUNDS + attendance in class + participation in 3/3 mock interviews + adequate preparation to lead reading discussion; + adequate performance during the standardized patient counseling activity; C = 1 GRAND ROUNDS + attendance in class + participation in 2 or fewer mock interviews + adequate preparation to lead reading discussion + marginal performance during the standardized patient counseling activity.

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.

1/26 Orientation to Clinic at KUMC Hearing & Speech Department

Attendance is **mandatory** for all students who are new to clinic this spring. Please be aware that the clinic manual is available for your review and use on Black Board.

2/2 Introduction to Counseling in Communicative Disorders

Reading 1: Luterman, D.M. (2001). Counseling by the speech-language pathologist and audiologist. In D.M. Luterman, *Counseling persons with communication disorders and their families-Fourth Edition* (pp. 1-7). Austin, TX: Pro-Ed.

Reading 2: Luterman, D.M. (2001). Contemporary theories of counseling. In D.M. Luterman, *Counseling persons with communication disorders and their families-Fourth Edition* (pp. 9-30). Austin, TX: Pro-Ed.

2/9 Mock Interview #1

Please be on time to class so that case study directions can be given quickly and room assignments made. Interview process should take ~30 minutes, followed by group discussion back in the classroom at 12:35.

2/16 Establishing the Therapeutic Relationship

Reading #1: Cohen, K. (2009). Evaluating Ezra. In Y. Bertelli, J. Silverman, & S. Talbot (Eds.), *My baby rides the short bus* (pp. 32-40). Oakland, CA: PMPress.

Reading #2: Ingram, S. (2009). What I said, and what I didn't say. In Y. Bertelli, J. Silverman, & S. Talbot (Eds.), *My baby rides the short bus* (pp. 137-143). Oakland, CA: PMPress.

2/25 Strategies for Asking Questions

Reading #1: Shipley, K.G. (1992). Skills and techniques for interviewing and counseling. In K.G. Shipley, *Interviewing and counseling in communicative disorders*, (pp. 50-77). Boston: Allyn and Bacon.

3/2 Dealing with Emotions

Reading #1: Holland, A.L. (2007). Good counselors: Knowledge, skills, characteristics and attitudes. In A.L. Holland, *Counseling in communicative disorders: A wellness perspective*, (pp. 51-85).

3/9 Mock Interview #2

Please be on time to class so that case study directions can be given quickly and room assignments made. Interview process should take ~30 minutes, followed by group discussion back in the classroom at 12:35.

3/16 Acknowledging the Problem

Reading #1: Schuyler's Monster, pp. prologue – 118.

Group Discussion Leaders: Allen, Wilson, Beier, Thompson, & Bryngelson.

Discussion Questions (this is just a starting point, you will need to develop other questions as a group)

- Do you agree/disagree with how Dr. Simon introduced the topic of Schuyler's communication delays to her parents?
- How does the author's description of the Holland essay reflect his perspective on Schuyler's disability? Do you agree/disagree with his comments?
- Schuyler's undiagnosed disability clearly had an impact on the author's family. As a member of the early intervention team working with this family, would you have encouraged them to seek counseling? How would you address the topic with these parents?

3/30 Negotiating the System

Reading #1: Schuyler's Monster, pp. 121-188.

Group Discussion Leaders: Easum, Tebo, Geist, & Seeland

Discussion Questions (this is just a starting point, you will need to develop other questions as a group)

- Schuyler's parents were unprepared to see Dr. Ment in Dr. Simon's office when they went to get results of the MRI. Should Dr. Simon have prepared the family prior to the appointment? If so, how? Do you agree with the direct way in which Dr. Ment delivered the diagnosis? If not, what would you have done differently?
- Do you agree with the family's decision to pursue a second opinion?
- What are your thoughts about this author's discussion of his daughter's disability on line and to solicit funds to seek another opinion? Would knowing this information influence your interactions with this family as a service provider?

4/6 Client-Clinician Conflict

Reading #1: Schuyler's Monster, pp. 191-270.

Group Discussion Leaders: Kosirog, MacKay, Mason, Murray, & Rainen

Discussion Questions (this is just a starting point, you will need to develop other questions as a group)

- Schuyler's parents clearly disagreed with the "expert" opinions about her communication skills. How do you reconcile different points of view?
- How could the "experts" have handled this situation so that it did not become confrontational?
- How do service providers negotiate the limitations of their setting with client/family wishes?
- As a service provider, would you feel comfortable working with this family? Why or why not?

4/13 Mock Interview #3

Please be on time to class so that case study directions can be given quickly and room assignments made. Interview process should take ~30 minutes, followed by group discussion back in the classroom at 12:35.

4/20 NO CLASS

4/27 Counseling Nonverbal Clients

Reading #1: Taylor, J.B. (2009). *My stroke of insight*, (pp. 76-127, and Appendix A). New York: Penguin Group.

5/4 Standardized Patient Activity

5/11 Clinic Wrap-Up