



McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
WINTER 2020

SCSD – 666 - 001
Counseling in Communication Disorders
Number of Credits: 3 Credits
Course Time: Monday; 9.00am – 11.00am
Location: SCSD, Room 869

Instructor: Christina Lattermann, Ph.D.
Office Hours: By appointment
Email: christina.lattermann@mcgill.ca

SEMINAR OVERVIEW:

This seminar is designed to provide the student with an introduction to counseling people with Communication disorders and their families within the context of Speech-Language Pathology. Emphasis of the course is on basic as well as more advanced counseling skills that clinicians will need to develop in order to improve their counseling with clients. Topics include counseling of families with children with disabilities, counseling of clients expected to improve or to deteriorate and their families. In addition, the implementation of counseling when working with family members of people with communication disorders will be addressed. The seminar will also deal with management of special events, which may arise during the treatment process as well counseling issues in death and dying.

LEARNING OBJECTIVES:

ROLE 1: CENTRAL ROLE/ EXPERT

Foundational Principals	
Apply basic and specialized knowledge of human communication, disorders and interventions along with critical problem-solving skills to counsel clients and family members in regards to assessment results, recommendations and implications	
Identify, describe and compare current counseling theories	Lectures, Discussion
Apply profession-specific knowledge to identify and manage communication disorders and client’s needs	Lectures, Role-Play, discussion
Develop and share recommendations with clients and family members based on assessment results	Case Studies, Role Play

ROLE 2: COMMUNICATOR

Oral communication	
Communicate in a professional manner	
Respond to the clients' and their family members' needs at the appropriate level using adequate modalities. Provide the information in a precise, concise and creative manner.	Case Study, Role Play
Participate respectfully in challenging conversations. Recognize and respond to client's verbal and non-verbal communication.	Role-Play, Case Study
Use diagrams, graphics, video clips etc. to support client's and/ family's understanding	Powerpoint Presentation, Role Play
Listen actively when communicating with the client and/or family and team members	Case Study, Discussion, Role Play

ROLE 3: COLLABORATOR

Collaborate with the client, family members and caregivers	
Counsel clients, family members and caregivers to implement treatment methods, provide recommendations and add SLP expertise, while considering different emotional stages – depending on the disorder context - and individual roles.	
Counsel the client and family members effectively, professionally and empathically during different stages of disorder.	Case Study, Role Play, Lectures
Recognize your own role as well as recognize and respect the roles and perspectives of the client, family members and caregivers during different stages of the disorder.	Role-Play, Case Study
Manage client's and family's expectations and emotional responses and the resulting conflicts and limitations in a professional.	Powerpoint Presentation, Role Play, Lectures

ROLE 4: ADVOCATE

Client advocacy and client empowerment	
Identify and select adequate services and resources for clients and their families	
Identify credible resources and appropriate services for individual clients and their specific needs in different circumstances	Lectures Case Study, Powerpoint

	Presentation
Advocate for individual clients in regards to identified challenges based on cultural background and resulting belief systems.	Lectures Powerpoint Presentation

ROLE 5: SCHOLAR

Continuous learning and evidence informed counseling	
Appraise current theories of counseling and counseling techniques as well as identify personal strength and areas for development to adequately counsel clients and their families	
Select current counseling models to respond to clients' and their families' questions and concerns in a comprehensible and professional manner.	Lectures, Role Play, Case Study,
Identify and implement a variety of counseling techniques throughout different scenarios	Lectures, Role Play, Discussions
Identify benefits and disadvantages of different counseling techniques and their implementation in a variety of scenarios to refine own ability to select an appropriate, client-centered approach based on the individual clients' and their families' needs.	Lectures, Role-Play Discussions, Case Study
Identify own professional and personal strengths as well as areas for development relating to counseling skills.	Role-Play, Discussions, Partner Activities

ROLE 7: PROFESSIONAL

Professional Integrity	
Identify and comply with code of ethics and adhere to professional standards	
Maintain professional demeanour in all clinical settings	Lectures, Role Play, Case Study,
Demonstrate professionalism in managing conflict and challenging communication scenarios	Lectures, Role Play, Discussions
Maintain personal and professional boundaries in relationships with clients and family members	Lectures, Role-Play Discussions, Case Study

Note: ROLE 6: MANAGER is not specifically targeted in this class.

INSTRUCTIONAL METHOD:

This course consists of weekly lectures including power-point presentations, video-presentations, group projects, partner activities, case studies, discussions, role-play as well as readings and assignments.

REQUIRED COURSE MATERIALS:

- 🕒 Readings will be posted weekly on MyCourses
- 🕒 Supplemental textbook choices to be discussed in class

IMPORTANT

Lecture topics will be subject to change depending on the progression of the course or emerging interests and issues.

COURSE CONTENT

Date	Topics	Readings
06.01.2020	Introduction to counseling	
13.01.2020	The emotions of communication disorders	
20.01.2020	Counselors' strength	
27.01.2020	Counseling techniques	
03.02.2020	Counseling techniques	
10.02.2020	Listening skills	
17.02.2020	Solution Focused Brief Therapy	
24.02.2020	Counseling parents with children with or at risk for disability	
02.03.2020	Reading week – No class	
09.03.2020	Counseling adult clients expected to improve and their families	
16.03.2020	Counseling clients from different cultural backgrounds	
23.03.2020	Counseling clients expected to deteriorate and their families	
30.03.2020	Counseling techniques	
06.04.2020	Counseling issues in death and dying	

EVALUATION:

The marks below are given out of 100.

1. **Assignment 1:** Character strength (10%)

Due: 20.02.2020

Log on to www.authentic happiness.org, click on questionnaires and take the Survey of Character Strength (VIA). You will have to answer 240 questions, so please make sure you have enough time and don't rush through the survey. The completed survey will yield your five top strengths. Bring a print out of your results to class for discussion on January 20th.

2. **Assignment 2:** Change of habit – making a switch (40%)

Due: 11.02.2020

Over the course of the next 4 weeks identify a habit you want to break or a change you want to make and start working towards this. Write an essay about your experience using the Elephant-Analogy by Heath and Heath (2010) to guide you.

1. What did you do to:
 - a. Direct the rider
 - b. Motivate the elephant
 - c. Shape the path

First, describe your observations, experiences, obstacles and/or successes along the process on a weekly basis. Structure your paper in four parts with one section for each week. Each week identify briefly:

- A) what you did to direct the rider,
- B) motivate the elephant
- C) and shape the path.
- D) Outline your observations and discuss your experiences at the end of each week.

2. Finally, discuss how from your point of view this experience relates to counseling clients in the future? What is/are a key point/s you take home from this exercise?

Max. 4 pages, double-spaced.

3. **Assignment 3:** Counseling clients from different cultural backgrounds (50%)

Due: 22.03.2020

Six groups of two. Chose one cultural group, you are interested in or you will be working with in the future and describe briefly **areas, which may be important to consider when treating clients from these backgrounds, i.e.:**

- Greetings
- Time Management
- Values
- Family Hierarchies
- Discipline

- Religious beliefs
- Etc. Etc

Can be written in text, bullet points or table-format. Max. 6 pages

Assignment	Date	Sub Roles Targeted	Expected Performance Level
Character Strength Survey	20.02.2020	Continuous education, Professional integrity, Recognition of clinician's areas of strength and areas that require development	Advanced beginner - competent
"Habit-Change"	11.02.2020	Collaboration with the client, Client empowerment, Managing different expectations and limitations during the treatment process	Advanced beginner
Counseling in different cultural contexts	22.03.2020	Collaboration with the client and family, Client advocacy, Evidence informed counselling, Continuous education	Competent

McGILL POLICY STATEMENTS:

Academic Integrity

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/) for more information).

Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Additional Statements

- It is expected that students have read the assigned chapters and articles prior to the class, arrive at class on time, attend all classes, participate in all class activities and complete written assignments.
- Each absence from class without notice will result in a 3% deduction on the final grade. *Missing three or more classes without notice will result in failure of the course (Grade "F").*
- Students are permitted to use tablets and computers in class for academic purposes e.g. taking notes, calendar functions etc. They may not be used for social reasons e.g. texting, Facebook, Twitter, Instagram etc. *If students are using technology for non-academic purposes in class they will be asked to leave the classroom.* The use of smart phones in class is not permitted.
- "The [University Student Assessment Policy](#) exists to ensure fair and equitable academic

assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.”

- “© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.”
- *“As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.”*