



**Year 2 Fall 2023**

**SCSD 613 Counselling in Speech-Language Pathology**

**Number of credits: 1 Credit**

**Course Time: Tuesday 8.30am – 10.30am**

**Tuesday 10.45am – 12.45pm**

**Location: SCSD Room 862 and 869**

**Instructor: Christina Lattermann, Ph.D.**

**Office Hours:** By appointment (please set up by email)

**Email:** christina.lattermann@mcgill.ca

**COURSE DESCRIPTION/OVERVIEW:**

A practical approach to basic and advanced counseling for the speech-language pathology context, with topics as follows: the role of the counselor; ethical considerations of counseling; counseling of clients with communication disorders and counseling of families of children with disabilities as well as counseling clients who are expected to improve or deteriorate and their families. Strategies to deal with the management of events that may arise during the assessment and treatment process are covered. The course will also explore considerations for counseling clients from different cultural backgrounds. A range of counseling techniques is introduced and practiced within different clinical contexts and scenarios.

**LEARNING OBJECTIVES/OUTCOMES (COMPETENCIES):**

**ROLE 1: EXPERT**

**1.1 Knowledge Expert**

1.1.a: Apply profession-specific knowledge to prevent, identify and manage communication disorders, and

feeding and swallowing disorders across the lifespan.

Apply knowledge of prevention, assessment and intervention processes

Lectures; Readings;  
Practical

to clinical practice.	activities; Assignments; SIM-Day
1.1.b: Apply basic knowledge from relevant fields (e.g., psychology) to clinical practice.	
Know and know how to apply knowledge of theories of counseling to clinical practice.	Lectures; Readings; Role-play; Discussions; SIM-Day .
1.1.d: Use evidence and clinical reasoning to guide professional decisions.	
Integrate current leading evidence and clinical reasoning in clinical practice.	Lectures; Readings; Case-studies; Discussions; SIM-Day
<b>1.2 Clinical Expert</b>	
1.2.h: Develop and share recommendations based on assessment results.	
Discuss the assessment results, recommendations and implications with the client and other relevant individuals, as permitted by client.	Role Play; SIM-day; Practical activities; Lectures

**ROLE 2: COMMUNICATOR**

2.a: Communicate respectfully and effectively using appropriate modalities.	
<ul style="list-style-type: none"> <li>i. Use language appropriate to the client and context, taking into account age, culture, linguistic abilities, education level, cognitive abilities and emotional state.</li> <li>ii. Employ environmental and communication strategies to minimize barriers to successful communication, including the use of appropriate modes of communication (e.g., oral, non-verbal, written, electronic).</li> <li>iii. Mitigate language barriers by using translators/interpreters, as required.</li> <li>iv. Recognize and respond to the client’s verbal and non-verbal communication.</li> <li>v. Use strategies to facilitate a mutual understanding of shared information.</li> <li>vi. Participate respectfully in challenging conversations.</li> </ul>	Lectures; Readings; Group projects; SIM-Day; Practical activities; Video-presentations; Case-studies; Assignments

## ROLE 4: ADVOCATE

4.a: Advocate for necessary services and resources that support an individual client.	
i. Identify and address the barriers that impede or prevent access to services and resources by the clients, according to their goals. ii. Encourage the client’s societal inclusion and participation. iii. Consult with the appropriate individual(s) and/or organization(s) to obtain available services and resources for the client.	Lectures; Readings; Role-play; Assignments
4.b: Provide information and support to promote a client’s self- advocacy.	
i. Identify and provide information and tools to assist the client, or SDM to access services and supports. ii. Enable the client to identify and address barriers that impede or prevent access to services and resources.	Lectures; Readings; Discussion; Assignments

## ROLE 7: PROFESSIONAL

7.a: Maintain professional demeanour in all clinical interactions and settings.	
i. Demonstrate professionalism in managing conflict. ii. Maintain personal and professional boundaries in relationships with clients, colleagues, and other professionals.	Lectures; SIM-Day; Video-presentations; Readings; Role-play; Practical activities; Discussions

## INSTRUCTIONAL METHODS:

This course consists of weekly lectures including power-point presentations, video-presentations, partner activities, case studies, discussions, role-play as well as readings and assignments and a day at the SIM-Center.

Polling will be used in this course to review course content, enhance engagement and increase interact:

- During a class with polling questions, you will respond to questions from the instructor from a personal device (tablet or laptop).
- Students should come to class with their devices charged and [connected to the Internet](#). Polling will be available through [www.slido.com](http://www.slido.com).
- To participate in polling sessions, register as a participant using the blue “Join in as a participant-field” on the home page with the session password: **sbsd613**. This password remains the same for all polling sessions throughout the semester.

- For any technical problems with polling, please contact the IT Service Desk: <http://www.mcgill.ca/it/get-started-it/need-help>.
- If you do not have a phone, tablet, or laptop to use to respond to polling questions, please contact the instructor for appropriate arrangements to be made. To maintain a safe and respectful classroom environment, please ensure that any polling responses you submit are appropriate and relevant to the question asked. Please note that your responses for this course are NOT identifiable to the instructor. Please see the [Code of Student Conduct and Disciplinary Procedures](#).

The course makes use of active learning strategies such as interactive lectures, discussion generation, problem-solving and knowledge application. **It is expected that all students actively participate in class discussions.**

All classes will take place in person except for the class on CBT on November 21<sup>st</sup>, which is an asynchronous lecture.

Students who cannot attend class are required to review the lecture slides and class materials/modules posted on myCourses, and are encouraged to discuss class content with their peers.

Please note that instructional methods are subject to change based on public health protocols.

### **Class Recordings**

Based on the potentially sensitive nature and activities of this course as well as on previous class feedback, the lectures will not be presented and/or recorded via Zoom for students who cannot attend the class in-person to respect privacy issues and guarantee a safe learning environment.

### **Expectations for Student Participation**

- It is expected that students have read assigned chapters and articles prior to class, arrive five minutes before class starts, attend all classes, participate in all class activities (i.e., case scenario role-plays, partner activities), participate in class discussions, 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, participate in polling, calendar functions etc. They may not be used for social reasons e.g., texting, placing online-orders, use of 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 electronic devices for personal and non-class related activities during the oral presentation of peers or guest speakers will result in a deduction of 10% of the final course grade as this behaviour is considered unprofessional and disrespectful.
- The use of smart phones in class is not permitted.  
Exceptions: Family situations/ personal circumstances that require students to be reachable. Please contact me via email or talk to me after class if you need an exemption.

## REQUIRED COURSE MATERIALS

- Readings will be posted on mycourses
- Supplemental textbook choices will be discussed in class and posted on mycourses

## COURSE CONTENT

Class	Date	Description	Course Materials	Assignments Due
1	Sep. 5, 23	Introduction to counseling	myCourses Class module #1	
2	Sep. 12, 23	The emotions of communication disorders	myCourses Class module #2	
3	Sep. 19, 23	Listening skills	myCourses Class module #3	
4	Sep. 26, 23	Counseling techniques	myCourses Class module #4	
5	Oct. 3, 23	Counselor's strengths	myCourses Class module #5	Character Strength – Survey  Due: 03.10.2023
6	Oct. 10, 23	FALL BREAK – NO CLASS		

<b>7</b>	Oct. 17, 23	Counseling parents of children with or at risk of disability	myCourses Class module #6	Habit Change – Assignment 1  Due: 17.10.2023
<b>8</b>	Oct. 24, 23	Counseling clients who are expected to improve	myCourses Class module #7	
<b>9</b>	Oct. 31, 23	Having difficult conversations with clients and/or their families	myCourses Class module #8	
<b>10</b>	Nov. 7, 23	SIM – CENTRE		
<b>11</b>	Nov. 14, 23	SIM – Centre debrief		
<b>12</b>	Nov. 21, 23	Cognitive Behavioral Therapy –  ASYNCHRONOUS LECTURE	myCourses Class module #9  See instructions on myCourses – Assignments	CBT- Therapy Practice  Assignment 2  Due: 01.12.2023
<b>13</b>	Nov. 28, 23	Counseling clients from different cultural backgrounds	Class discussion  See questions list on myCourses	

## EVALUATION

- The marks below are given out of 100.
- Late submission will result in a deduction of 3% of the assignment's mark per day.
- Extension of an assignment deadline will be subject to the individual circumstances.
- All assignments are to be submitted via myCourses. Please view the following link for instructions/information [FAQs for students using myCourses: Assignments](#).

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

**Due:** 03.10.2023

Log on to [www.authentic happiness.org](http://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 printout of your results to class for discussion on October 3<sup>rd</sup>, 2023.

2. **Assignment 1:** Habit Change (45%) – based on “Atomic Habits” by James Clear (2018)

**Due:** 17.10.2023

Over the course of the next 4 weeks identify one small habit you want to start implementing or a small habit you want to break, and start working towards this (ie., incorporating more vegetables into your diet; flossing on a regular base; start reading books again; turning off your smart phone 30 minutes before going to sleep; stop nail biting; drinking less coffee). Write an essay about your experience first outlining:

1. Your target

- a. Identity
- b. Processes
- c. Outcome

2. 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. At the end of each week identify briefly:**

- A) What you did trying to incorporate the four laws of change
- B) Which laws you actually managed to incorporate into your daily routine
- C) Which observations and experiences you made throughout each week

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

Max. 5 pages, double-spaced.

3. **SIM-Center:** Counseling Day (Pass/Fail)

Information and instructions on myCourses and during class

**Date:** 07.11.2023

4. **Assignment 2:** Cognitive Behavioral Therapy – Clinical Practice (45%)

Asynchronous lecture:

Video lecture on Biomedical Life and Sciences Collection

Situational analysis and reflection paper. Instructions posted on mycourses

**Due:** 01.12.2023

Name of Assignment or Exam	Targeted Competencies	Due Date	% of Final Grade
Character Strength - Survey	2.a. i, 2. a. ii, 2.a.iv 7.a. i, 7a. ii	Oct. 3, 23	10%
Habit Change	1.1.b, 1.1.d 4.a. ii	Oct. 17, 23	45%
Cognitive Behavioral Therapy – Clinical Practice	1.1.a, 1.1b 4.b. i, 4.b. ii	Dec. 1, 23	45%

## McGill Policy Statements

- 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 written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

« Conformément à [la Charte des droits de l’étudiant](#) de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)
- 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](#)” (Approved by Senate on 29 January 2003) (See [McGill’s guide to academic honesty](#) for more information).

« L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon [le Code de conduite de l’étudiant et procédures disciplinaires](#). » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#).)



## **Additional Statements**

- Assessment: The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads.
- Based on the potentially sensitive nature and activities of this course as well as on previous class feedback, the lectures will not be presented and/or recorded via Zoom for students who are unable to attend the class in-person to respect privacy issues and guarantee a safe learning environment.
- Basic needs: If you have difficulty affording food or if you lack a safe and stable place to live, and believe that these circumstances may affect your performance in this course, I encourage you to contact the [Dean of Students](#), who can connect you with support services. If you feel comfortable doing so, please let me know as well so we can discuss how I can best support your learning.
- Charter of Students' Rights: Additional policies governing academic issues that affect students can be found in the [McGill Charter of Students' Rights](#).
- Copyright: © Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) 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 copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.
- “It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.”
- In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.
- Inclusive learning environment: 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/or [Student Accessibility and Achievement](#).
- I ask for everyone’s cooperation in ensuring that the course materials are not reproduced or placed in the public domain. This means that each of you can use it for your own purposes, but you cannot allow others to use it by posting it online or giving it or selling it to others who may copy it and make it available. Thank you for your help with this.

- McGill University is on land which has served and continues to serve as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. The instructor of this course thanks the diverse Indigenous peoples whose footsteps mark this territory on which peoples of the world now gather. This land acknowledgement is shared as a starting point to provide context for further learning and action.
- Learning support resources: Consult resources from [Teaching and Learning Services](#) (TLS) on topics such as time management, study strategies, group work, exam prep, and more. TLS also offers opportunities to connect with an academic peer mentor through [Stay on Track](#) and to attend workshops. For further individualized support check out the programs and resources from [Student Accessibility & Achievement](#).
- Mercury course evaluations: [Mercury course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.
- Mobile devices: Guidelines for the use of mobile computing and communications (MC2) devices in classes at McGill have been approved by the APC. Consult the [Guidelines](#) for a range of sample wording that you may use or adapt for your course outline.]
- Preferred pronouns: [Learn](#) about gender identity and pronouns. Consult [Equity at McGill's 2SLGBTQIA+ Initiatives](#) and [Gender and Sexuality](#) websites, [Queer McGill](#), and the [Union for Gender Empowerment](#) for information and resources specific to the McGill context.

Please contact me via email or see me after class if you would like me to refer to you by a different name than the [name indicated](#) in your student record or to inform me of your preferred pronouns.

- Respect: The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful verbal and non-verbal language arising in course contexts may be cause for disciplinary action.
- Sustainability: McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the [Office of Sustainability](#).
- Text-matching: Consult the [Tools to Support Teaching and Learning](#) web page for approved tools. Work submitted for evaluation as part of this course may be checked with text-matching software within myCourses.
- Wellness: Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; [wellness resources](#) are available on campus, off campus, and online.
- Workload management skills: If you are feeling overwhelmed by your academic work

and/or would like to further develop your time and workload management skills, don't hesitate to seek support from [Student Services](#).