



**CSD 6170 Counseling/Interviewing in Communication Sciences and Disorders  
Fall 2023 (1 credit hour)**

**See course schedule for days/times**

**Meets at Rock House Ministry (behind Midnight Oil Coffeehouse)**

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**Course Description:**

The course is designed to demonstrate the principles of counseling/interviewing for individuals with communication disorders and their families throughout the client's lifespan.

**Required Materials:**

Holland, A.L. (2018). *Counseling in communication disorders: A wellness perspective, 3rd Edition*. San Diego, CA: Plural Publishing.

Payne, R. (2018). *A framework for understanding poverty: A cognitive approach, 6<sup>th</sup> Edition*. Highlands, TX: Aha Process, Inc.

**Recommended readings:**

*On Death and Dying* by Elisabeth Kubler-Ross

*The 36-Hour Day* (6<sup>th</sup> Edition) by Nancy Mace and Peter Rabins

**Course learning objectives (CLOs):**

Following completion of this course, students will:

1. Discern the legal and ethical boundaries for communication counselors, knowing when and to whom referrals should be made.
2. Develop a basic framework for effective counseling skills and techniques that can be applied across a variety of clinical settings and populations, as well as specific techniques and considerations applicable to more narrow populations
3. Engage in empathetic and active listening in various clinical scenarios with clients and families
4. Demonstrate understanding of the impact of diversity on counseling and develop skills that support success across many aspects of client diversity
5. Complete intrapersonal development toward becoming strong, effective communication counselors

## **Relationship to ASHA Standards**

ASHA upholds six standards related to academic and clinical training as well as continuing education and acquiring and maintaining the Certificate of Clinical Competence. They can be found via hyperlink in your departmental handbook and students are encouraged to become familiar with them. This course contributes to completion of the standards outlined below. Progress towards meeting the standards is tracked on the KASA form.

### CFCC Standards

**Standard V-A** Demonstrates communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others

**Standard V-B 3a.** Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

**Standard V-B 3b.** Collaborates with other professionals in case management.

**Standard V-B 3c.** Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

**Standard V-B 3d.** Adheres to the ASHA Code of Ethics and behaves professionally

### CAA Standards

#### **Standard 3.1.1B**

Demonstrates the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals

Adheres to the professional codes of ethics and the speech-language pathology scope of practice documents

#### **Standard 3.1.6B**

Demonstrates engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services

Demonstrates clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care

Demonstrates professionalism and professional behavior that is reflective of sensitive to cultural and linguistic differences in keeping with the expectations for a speech-language pathologist

Demonstrates interaction skills and interpersonal qualities, including counseling and collaboration

Demonstrates self-evaluation of effectiveness of practice

Demonstrates ability to work effectively as a member of an interprofessional team.

#### **Standard 3.4**

Understands how own set of cultural and linguistic variables affects clients/patients/students' care

Understands the impact cultural and linguistic variables of the individual served may have on delivery of effective care.

**Students with Disabilities:**

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access as soon as possible in order to put academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 239 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at <https://www.harding.edu/student-life/disabilityservices>. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at [DisabilityServices@harding.edu](mailto:DisabilityServices@harding.edu) or (501) 279-4019.

I am happy to make any needed accommodations for you, but please speak with me well in advance of any that are expected (exams, assignments) so that we can develop a mutually acceptable and most beneficial/effective plan for implementation of those accommodations.

**A note about writing assistance:**

Help with writing assignments is always available free of charge at the Writing Center, located in the back of Brackett Library. The Writing Center is staffed by trained undergraduate and graduate consultants for 50+ hours per week. These consultants work collaboratively with their clients at every stage of the writing process to address issues of content, organization, clarity, style, and documentation. To schedule an appointment, go to [harding.mywconline.com](http://harding.mywconline.com) and create a free account **or ask questions via email at [HardingUniversityWritingCenter@gmail.com](mailto:HardingUniversityWritingCenter@gmail.com)**. You can book an appointment online here: <https://huwritingcenter.youcanbook.me/>

## Course Policies:

- The material presented in class is the intellectual property of the instructor. In an effort to protect this work, the instructor must approve all video or audio recordings of lectures and/or materials presented in this course.
- Attendance **and participation** are expected at each class meeting. Most of the material will be acquired through group discussions and small group interactions. Therefore, it is important that students make a commitment to attend class regularly and to participate in the group activities. Students who do not participate in the class may experience a lowered grade.
- Students who miss class are responsible for the content presented and/or assigned.
- Students are expected to read assigned material prior to class and be prepared to participate in class discussions. Be sure and bring your book to class. We will be using it!
- All cell phones must be on vibrate during class time.
- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). **Points will be deducted for inadequate work.** All work should be submitted in Times New Roman 12-point font; double-spaced. Refer to materials from your professional writing course as well as your APA Manual (6<sup>th</sup> Edition) for clarification and examples of good writing. Utilize the campus Writing Lab as needed.
- Students are expected to adhere to deadlines. Read assignments carefully – they are posted on Canvas so you can access instructions and due dates easily. **I do not accept late work, so please plan ahead.**
- Submitting work taken directly from another source will be considered plagiarism and no credit will be given on the assignment. Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.
- **Special note on use of AI**  
Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar AI product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping this step and using something written by AI or by another person means you are cheating yourself out of learning. Please be responsible and ethical in your coursework, and please submit your own writing.
- Students who share assignments with students taking this course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.
- This course utilizes discussion forums. Please participate fully in the discussion forum to earn full credit for the assignment. One post does not constitute “participation,” and posting 10 things in one day does not represent participation in an ongoing discussion. If you have questions about the expectation for an assignment of this nature, please inquire prior to the due date.

- If a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting CFCC standards as determined by the course instructor, the student will be notified. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion. The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student's Calipso account and the course will be marked as "in remediation" on their KASA. Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student's KASA in Calipso. The course and associated learning objectives can then be marked as completed. If the remediation of skills is not completed successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of Incomplete for the course.

**Course Requirements** – All requirements must be completed with a passing grade to earn credit in the course.

1. Discussion boards - 20% of course grade (completed on Canvas)  
Covers course objectives (COs) 1-5  
Strengths Finder inventory reflection 25 pts  
Neimi video reflection 25 pts  
Genogram discussion 25 pts
2. Contextual Genogram - 20% of course grade  
Covers COs 3-5  
50 points for presentation and 50 points for paper  
Genogram presentation in class, turn in reflection paper prior to genogram day. See guidelines in Canvas.
3. Counseling Scenarios - 20% of course grade (see due dates on Canvas)  
Covers COs 1-5  
20 points each  
There is one scenario due per month, a total of four. These are completed in ExamSoft.
4. Multicultural project – 15% of course grade  
Covers COs 2-4  
100 points  
Interview and short paper discussing results as they relate to counseling. See guidelines in Canvas.
5. Quizzes- 5% of course grade

Covers COs 1-5

10 points each

There will be a short, 10 question quiz in Canvas at the beginning of class (see schedule) to assess your required reading for that day.

6. Final Exam - 20% of course grade

Covers COs 1-5

100 points

Final grades will be determined as follows:

A - 90 - 100%

B- 80 - 89%

C - 70 - 79%

D - 60 - 69%

F - below 60%

This course adheres to university guidelines regarding workload requirements per credit hour. If you find yourself struggling with the material, please make an appointment to meet with me.

**Dress Code**

All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code whether meeting on ground or online.

**Assessment Statement:**

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

## University Mission Statement

Harding's [mission](#) is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. **Generally, the integration of faith, learning and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.
2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.
3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.
6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

### CSD Vision Statement:

Our vision is to provide an excellent Christian education through strong, positive connections with graduates who use their voices in their communities.

### CSD Mission Statement:

Our program excels in developing highly-skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

### Technology Details:

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#). Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

For a list of Canvas supported browsers, visit the [Canvas community](#) website. This course requires that you have access to a computer that has internet capabilities. You are responsible for having a reliable computer and internet connection throughout the course. You will need to have access to, and be able to use, the following:

Microphone, headset and camera (in case of attending online)

### **Technical Support**

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at:

Phone: 501-279-5201

Email: [elarning@harding.edu](mailto:elarning@harding.edu)

Web: [E-Learning Web Address](#)

For Canvas assistance, search [Canvas Guides](#).

## **University Policies and Procedures**

### **Code of Academic Conduct**

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook ([undergraduate](#) or [graduate/professional](#)) for further details.

### **Referencing Information**

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact me for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted



your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

### **Student Declaration**

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- To uphold Harding University's [Academic Integrity Covenant](#)

### **Academic Grievance Policy**

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the [policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

### **Course Academic Conduct**

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that could be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming of a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming of a professional includes,

but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.

6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

- Stereotypes of any nature, whether it be profession or class of people
- Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas

### **Canvas or Internet Outage Policy**

As a learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

#### **Instructor**

If I have a power outage, internet service outage, LMS (Canvas) or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interferes with communicating with you, adjustments to due dates will be made.

#### **Student**

If you experience power outage, internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outage or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computer is prudent.

#### **Inclement Weather**

If the University closes due to inclement weather on a scheduled class day, class will not meet. A make-up class may be scheduled if needed, at a later date.

### **Changes to Syllabus Notice**

As your instructor, I reserve the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by me.

Tentative Course Schedule- subject to change at instructor's discretion

Date	Topic	Reading	Activity
August 25 9:30-11:00	The Basics	Holland, Ch 1	Review syllabus <b>Be prepared to discuss your Strengths Finder profile as it relates to Counseling &amp; Interviewing</b> Discussion of chapter 1  CFCC Standard V-B 3a, b, d, V-A CAA Standard 3.1.1B, 3.1.6B Course objectives (CO) 1 & 5
September 8 9:30-11:00	Intro to counseling	Holland, Ch 2-3 Advice to Professionals	<b>Quiz, Ch. 2-3</b> Be prepared to discuss readings See Canvas for additional article in course resources, Advice to Professionals  CFCC Standard V-B 3a, b, d, V-A CAA Standard 3.1.1B, 3.1.6B, 3.4B  CO 1, 2, 5
TBD- will discuss date for this in class Allow 5-6 hours	We are more alike than we are different	Genogram presentations	Present Genograms Accompanying reflection paper due in Canvas <b>before presentations</b> ; plan for a long class.  CFCC Standard V-B 3a, d V-A CAA Standard 3.1.1B, 3.1.6B, 3.4B CO 5
September 15 9:30-11:00	Stress Management	Guest speaker	Guest speaker- Klay Bartee, Ph.D. CO 5  CFCC Standard V-B 3a, b, c, d, V-A CAA Standard 3.1.1B, 3.1.6B CO 3
September 22 9:30-11:00	Counseling when your client is a kiddo/counseling for parents	Holland, Ch 4-5	<b>Quiz, Ch. 4-5</b> Be prepared to discuss readings  CFCC Standard V-B 3a, c, V-A CAA Standard 3.1.1B, 3.1.6B, 3.4B  CO 2 & 3

			<p><b>Scenario 1 due (ExamSoft)</b></p> <p>CFCC Standard V-B 3a, b, c, d, V-A CAA Standard 3.1.1B, 3.1.6B, 3.4B</p> <p>CO 3</p>
October 13 10:00-11:00	Counseling with grown-ups; trajectory towards improvement	Holland, Ch. 6	<p><b>Quiz, Ch. 6</b></p> <p>Be prepared to discuss readings</p> <p>CFCC Standard V-B 3a, b, c, d, V-A CAA Standard 3.1.1B, 3.1.6B, 3.4B</p> <p>CO 2 &amp; 3</p>
October 20 9:30-11:00	Grief and Loss	Guest speakers	<p><b>Scenario 2 due (ExamSoft)</b></p> <p><b>Neimi video reflection due;</b> discussion forum and video in Canvas</p>
November 10 9:30-11:00	Counseling with grown-ups; trajectory toward decline/ death and dying	Holland, Ch 7-8	<p><b>Scenario 3 due (ExamSoft)</b></p> <p><b>Quiz, Ch. 7-8</b></p> <p>Be prepared to discuss readings</p> <p>CFCC Standard V-B 3a, b, c, d, V-A CAA Standard 3.1.1B, 3.1.6B, 3.4</p> <p>CO 2 &amp; 3</p>
December 1 9:30-11:00	Culture of Poverty	Payne, A Framework of Poverty (yes, the whole thing)	<p><b>Scenario 4 due (ExamSoft)</b></p> <p>Be prepared to discuss results and readings from Payne</p> <p>CFCC Standard V-B 3a, b, c, d, V-A CAA Standard 3.1.1B, 3.1.6B, 3.4B</p> <p>CO 4</p>
December 8 9:30-11:00	Putting it together: Counseling practice scenarios		<p><b>Multicultural interview and reflection due</b></p> <p>CFCC Standard V-B 3a, c, d, V-A CAA Standard 3.1.1B, 3.1.6B, 3.4B</p>

			CO 4
<b>TBD</b>	<b>Final exam</b>		Discussion following assignment previously given  CFCC Standard V-B 3a, b, c, d, V-A CAA Standard 3.1.1B, 3.1.6B, 3.4B  CO 1-5

**Important Dates for the semester:**

Fall break- October 6

Midterm Week – October 9-13

Thanksgiving Break – November 20-24

Dead Week – December 4-8

Finals Week – December 11-15