

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION**

**EDSL 693: Seminar on Counseling in Communicative Disorders
Classroom Lecture and Study Groups
Fall 2012**

August 27th	9:-00-1:00	classroom lecture & study groups
August 29th	9:00-12:30	classroom lecture & study groups
Fridays August 31 st -September 14 th	2 hours per week	chapter review in study groups
Fridays September 21 st -October 19 th	9:00-2:00	classroom lecture & study groups
October 26 th & November 2 nd	2 hours per week	article review and online study
November 9 th	9:00-12:00	in-class reflective process
November 16 th	2 hours per week	article review and online study
November 23 nd	Thanksgiving	no class
November 30 th	2 hours per week	article review and online study
December 7 th	9:00-12:00	final in-class reflective process
December 15 th	9:00-12:00	final exam

Individual and group meetings to review cases and supervision available upon request.

Instructor: Karyn Lewis Searcy, M.A. CCC-slp
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Classroom: FCB 104
Office: TBA
Office Hours: by appointment only

School of Education Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

COURSE DESCRIPTION

Course Description:

The purpose of the course is to provide students with a theoretical rationale for counseling/coaching individuals with communicative disorders and their families. The course will present a model for counseling that blends traditional grief and counseling techniques with aspects of more novel approaches, including positive psychology and reflective practice. Students in the course will participate in lectures, as well as self and group study exercises. They will be introduced to specific techniques for working with parents of children in early intervention, and families of those whose communicative disorders were acquired in childhood, adolescence or adulthood. Issues specific to working with adults with acquired communicative disorders acquired will also be addressed.

Course Prerequisites: Admission to the MA in Education Option in Communicative Sciences and Disorders

Course Objectives:

Students will:

1. Develop a comprehensive knowledge base of theoretical approaches, including traditional models of grief and counseling, positive psychology, reflective practice, and reciprocal coaching for individuals and families of infants, children, adolescents and adults with communicative disorders.
2. Develop basic skills and a repertoire of specific techniques for counseling clients and their families, including listening, eliciting responses and empowerment.
3. Identify personal and individual challenges to establishing successful counseling relationships and interactions.
4. Establish an understanding of grief and coping responses and the issues specific to diverse clinical populations and settings.
5. Identify common therapist and family defense mechanisms and strategies to minimize them.
6. Recognize needs of adult learners and strategies to effectively revise adult interaction behaviors based on altered reality
7. Clarify the scope of practice and preferred practice patterns related to counseling and education
8. Identify mechanisms for referral sources available in San Diego County.
9. Develop awareness and working skills relevant to diverse cultural challenges

Textbooks/Reading Materials:

Holland, A.L. (2007). Counseling in communication disorders: A wellness perspective. San Diego, CA: Plural Publishing, Inc.

Additional readings from professional publications and scholarly journals will be used (see recommended readings below)

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Grading Standards

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research, the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. Please note that CSUSM requires graduate students to maintain a cumulative GPA in all coursework towards the MA of 3.0. Should your GPA all below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Students need to pass all graded assignments with a B or better to demonstrate acquisition of skills and knowledge towards meeting the standards for practice. Students may be offered an opportunity to redo/retake a single assignment at the instructor's discretion. Any assignment requiring a make-up will receive a 20% reduction in possible points for that assignment. If a student receives less than a B on the makeup, or receives less than a B on more than one assignment, the student will be obligated to repeat the course. Please note that CSUSM only allows for two courses to be retaken at the MA level. Should you earn less than a B in more than two courses, you will be disqualified from the program.

Make-ups are intended to offer a second opportunity for students to demonstrate competence on important standards so as to avoid academic probation. Make-ups are not intended to improve grades or GPA. Please be advised that each student is expected to operate in a professional manner and present her/his best work the first time. Make-ups need to be scheduled within 1 week of receipt of the 'failed' grade. You have 12 ungraded pass/fail assignments. Should you fail more than 2, you will not pass the course.

Any scholarly, professional writing assignment will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. All writing assignments must be submitted in both hard copy AND through the Cougar Courses container. You will be expected to adhere to the Academic Honesty Policy and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Assignments graded on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric are graded on a 4 point scale. The conversion is as follows:

Scale	Grade	Points Needed	Interpretation
4	A	95 points	exceeds standards
3	B	85 points	meets standards
2	C	75 points	approaching, but does not meet standards
1	D	65 points	fails to meet standards

Students are expected to turn all work in when it is due. Work submitted late, but within one week of due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language, and you will be graded on such.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. Your final paper will be used to satisfy this requirement.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Considerations should ALWAYS include:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Grading

All assignments are due on the dates indicated. Written assignments must be typewritten/word processed, double-spaced and with standard margins, or in PowerPoint, depending on nature of the project. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Your writing should follow APA format, as appropriate. The Writing Center is available for support (Kellogg Library 1103).

Schedule

This class will meet twice during the first week. Small group collaboratives will be established, and group and individual assignments will be determined.

From August 30 through September 14, students will meet with their individual small groups (4 total) and prepare *Student-led Class Review* of chapters from the text. Groups can use the counseling exercises in the chapters by incorporating them into their presentations. Groups may plan any activities for the class that they think will help others fully grasp the material in their chapter.

From Sept 24--Oct 19, small groups will merge into ½ class groups for reflective supervision. Each group will meet on Fridays for one hour, and an additional one hour with the instructor to explore cases they currently have or had recently. The remaining class time on Fridays will be used for large group discussion. Times allotted for reflective review will vary according to guest speaker schedules.

Schedule Review

Date	Topic	Assignment
Mon 8/27 9:00-2:00	<ul style="list-style-type: none"> Review Syllabus Establish Small Groups Review Clinical Experiences 	Identify questions relevant to most recent clinical experience
Wed 8/29 9:00-12:30	<ul style="list-style-type: none"> Reflective Review in 2 groups <i>States of Grief & Early Intervention</i> 	Read Holland Chapters 1-2 Select small group chapter Select individual articles Review Final Paper options
Fri Aug 30 TBA	Small group project	Read Holland Chapter 3 Prepare group Powerpoint (PPT)
Fri Sept 7 TBA	Small group project	Prepare group PPT Review Searcy P-C Interaction PPT & submit answers via email Prepare journal article handout or PPT
Fri Sept 14 TBA	Small group project	Prepare group PPT Prepare journal article handout Select Final Paper topic Prepare Final Paper outline draft
Fri Sept 21 9-2 may need to extend to 3	Supervisory groups 1 & 2 Group presentations: Chapters 4 & 5 guest speaker (Natasha): <i>counseling and fluency</i>	PPTs for small groups 1 and 2 including individual articles Submit outline draft of final paper Discuss Searcy P-C Interaction PPT
Fri Sept 28 9-2	Supervisory groups 1 & 2 Group presentations: Chapters 6 & 7 <i>Making it Better & Making it Worse</i> Exercises in Communicating with Families	PPTs for small groups 3 and 4, including individual articles Review final paper outline draft with instructor
Fri Oct 5 9-2	Supervisory group 1 guest speaker (Cherri; 10-12): <i>autism</i> Supervisory group 2	Article on Developmental Disabilities and Family Challenges
Fri Oct 12 9-2	Supervisory group 1 guest speaker (Devina; 10-12): <i>adult rehab</i> Supervisory group 2	Article on adult rehab
Oct 19 9-2	Supervisory groups 1 & 2 guest speaker (Sherry 12-2): <i>reflective practice</i>	Reflective Supervision article
Week of Oct 26 Optional meeting	Supervisory groups as available	Adult Learners' article
Week of Nov 2 Optional meeting	Small group process if feasible for students	Online exchange review cases and supervision
Nov 9 9-12	Small group check-in Full class and reflective groups	<i>Searcy chapter 4</i> <i>Supporting Families During Difficult Times</i>
Week of Nov 16 Optional meeting	ASHA	Online exchange review cases and supervision
Week of Nov 23	Thanksgiving	
Week of Nov 30	Review <i>Saying it Better</i>	Online exchange review cases and supervision
Dec 7 9-12	Small Group Process Final Paper Due	Small group check-in Submit Paper

Grade Requirements	Point Value
• Small group chapter instruction (PPT)	10
• Independent article review	10
• Participation in reflective process	15
• Class Participation	10
• Parent-Child Interaction Questions	5
• Final Paper	50

These are the chapters to choose from for the small group project:

- Chapter 4: *Communication counseling with parents of children at risk for disability*
- Chapter 5: *Counseling issues with children and adolescents with later developing communication disorders*
- Chapter 6: *Communication counseling with adult clients and their families for whom expected progression is toward improvement*
- Chapter 7: *Communication counseling with adult clients and their families for whom expected progression is toward deterioration*

Additionally, each student will individually summarize related journal articles and resources which will be compiled at the end of the project into an annotated bibliography. Suggested articles are available upon request.

Preparation for these small group and individual activities should be completed from August 30-September 14, during which time there is no direct class instruction. These projects should reflect no less than three hours of direct group time and no less than 9 hours of individual preparation time to account for independent learning. You will need to submit a detailed sheet of your meetings and preparation time when direct class meetings resume on September 24 (Independent Study Time Log).

Format of Presentations

Each group should prepare a PowerPoint presentation merging their chapter with their individual articles running no less than one hour per group. Make sure your slides are free from errors and that references are included and formatted accurately.

Individual articles, in addition to being referenced and integrated into the PowerPoint, must also be added to the annotated bibliography (see References-Annotated). Each student must also complete the Article Review Guidance form pertaining to their article.

Participation in large and small group discussion

The primary target of this class is to prepare you to effectively collaborate with families, supervisors, other SLPs and allied professionals. As a result, a large portion of your final grade is earned through your group discussions and shared observations. A substantial part of your grade is related to your ability to participate in the reflective process and to demonstrate an increased ability to contribute your areas of concern and your observations of families, other students, your supervisors and yourself.

Final Paper

A 2500 word paper is due no later than December 7, with a drafted outline due no later than September 21 and returned with instructor's input no later than September 28. This paper must include a minimum of 5 referenced sources published no later than 2007, unless approved by instructor. Students will select final paper topic based on suggested list provided on *Final Paper Topics* form, or receive instructor's approval for their own area of interest.

Written communication skills are important in our field, both in terms of disseminating information to families, as well as to allied and para-professionals. Your ability to concisely and accurately exchange information is an important portion of your learning in this class. Any assignment submitted late will lose a full letter grade. All papers and PowerPoints should be professionally completed using APA format and person-first language (child with autism, rather than autistic child). If you have ANY questions regarding ANY assignment, it is your responsibility to contact the instructor for clarification.

Examination

There will be no formal exams in this class.