

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi, 2021-2025

Spring 2-1-2023

SLP 594.V50: Graduate Seminar-Counseling

Jenna R. Griffin

jenna.griffin@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi2021-2025>

Let us know how access to this document benefits you.

Recommended Citation

Griffin, Jenna R., "SLP 594.V50: Graduate Seminar-Counseling" (2023). *University of Montana Course Syllabi, 2021-2025*. 1061.

<https://scholarworks.umt.edu/syllabi2021-2025/1061>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people, a number of whom our within our community today. Today, we honor the path they have always shown us in caring for this place for the generations to come.

SLP 594: Graduate Seminar - Counseling

1/17/2023 – 5/12/2013 | 1 credit | F2F/Distance | 01: CRN 34290 & 50: CRN 34291

Course meeting: Thursdays 2:00 – 3:00pm in Curry 008 or via Zoom (please note: this is a 60 minute class)

Zoom Link: <https://zoom.us/j/94571297466>

Contact Information:

Jenna Griffin, M.S., CCC-SLP, she/her

Email: jenna.griffin@umontana.edu

Phone: (406) 243 – 2375 | Office: 030 Curry or via Zoom

Office hours: By appointment; please email to set up an appointment

Course Catalogue Description

SLP 594: Graduate Seminar: Counseling. 1 Credit.

Prereq., Consent of instructor. A review and discussion of current research. Topics vary. Level: Graduate

Course Format

Active Learning Model. This course is offered in a blended/hybrid format (i.e., face-to-face students and distance students attend class synchronously via a web-based conferencing platform). In this class, the instructor incorporates “active learning” by drawing on evidence-based teaching strategies and providing opportunities for individual and group work, discussion, critical thinking, and problem solving. This learning model relies on students’ active participation and preparation for class. The instructor will focus on the translation of knowledge into clinical application and self-reflection.

Course Objectives

By the end of the course, the student will:

- Demonstrate knowledge of the scope of practice of speech-language pathologists in the role of counseling
- Examine internal barriers and facilitators to successful counseling interactions
- Self-reflect on personal skillset regarding topics of grief and loss, emotional reactions, and preventing burnout.
- Discuss methods of care partner engagement in counseling interactions.

ASHA CFCC Knowledge and Skills Acquisition

Standard IV-E:

- The student will demonstrate knowledge of standards of ethical conduct.

Standard IV-G:

- The student will demonstrate knowledge of contemporary professional issues.

Standard V-B, 3c:

- Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

Course Guidelines and Policies

Required Textbooks

No texts are required for this seminar course.

Supplemental (Optional) texts

Flasher, L., & Fogle, P. (2012). *Counseling Skills for Speech-Language Pathologists and Audiologists*. Thomson Delmar Learning.

Note: any readings from this text for class will be posted on Moodle.

Chapter Excerpts and Articles Provided

Additional required reading will be posted on the Moodle shell.

Independent Knowledge & Access to: Sufficient Internet speed/bandwidth, Word processing, Box, PDF converter, PPT, & Zoom. Contact IT Help (406) 243-4357.

Attendance Policy

If you are a “face-to-face” student you are expected to attend class in-person, unless you are sick or have an event that has been approved in advance by the instructor. Your health and safety, and maintaining the health and safety of your classmates and all faculty and staff is imperative. If you are feeling ill, or have any symptoms of illness, I ask you to please to stay home and to email Professor Griffin that you will not be attending in person that day. If you have an absence or circumstances that arise preventing you from attending class in-person or via Zoom, please notify the professor with as much notice as possible. In certain cases, when warranted (i.e. health or family emergency), I can provide you with the Zoom recording from class. Please note that scheduling an appointment or event during class time (unless medically necessary and pre-approved by the instructor) does not always warrant providing the Zoom recording. Please make every effort to attend class during the scheduled time. Students *must* notify Professor Griffin of serious circumstances that result in a missed quiz or exam in order to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing a quiz or exam, students must consult with the professor regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances. Also, please be sure to check your UM email regularly for updates.

Class Participation

Arriving prepared, engaging in class discussions, and contributing meaningfully to small group work and assignments are all regarded as “participation” and are expected of every student.

Technology Expectations

Click here for [Basic Minimum System Requirements for Moodle](#)

Academic Honesty

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Section V of your [University of Montana Student Conduct Code](#): “Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents.”

Plagiarism/Academic Conduct/Student Code of conduct

Plagiarism is further defined in the [University of Montana’s Student Conduct Code](#) as “Representing another person’s words, ideas, data, or materials as one’s own.” Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide (7th edition) for the correct method to cite other authors’ work. Another useful resource I strongly recommend is [The Purdue OWL](#).

Disability Modifications

If you are a student with a disability and wish to request reasonable accommodations for this course, please contact the professor privately to discuss the specific modifications. Please be advised, I may request that you provide a verification letter from the Office for Disability Equity (formerly, Disability Student Services). If you have not yet registered with the ODE, located in Lommasson Center 154, please do so in order to coordinate your reasonable modifications. For more information, visit the ODE website at <https://www.umt.edu/disability/>.

COVID-19 Procedures for SLHOS

As UM returns to primarily face-to-face classes, we anticipate most students will attend classes in person (if campus-based). If you need a COVID-related accommodation in order to attend class, email the Office of Disability Equity at ODE@umontana.edu. ODE will work with you and your advisor on a case-by-case basis. Please refer to the Provost’s webpage for additional COVID-related resources for mental health, academic support, and updates. You may also visit the Curry Health webpage for symptom and health information related to COVID.

Diversity Statement

Your experience in this class is important to me. I welcome individuals of all backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, races, national origins, religious affiliations, sexual orientations, ages, abilities, and other visible and nonvisible differences. Please know that I will gladly honor your request to address you by an alternate name or gender pronoun than what is on your registration. All

members of this class are expected to contribute to a welcoming, respectful, and inclusive learning environment.

Tips to get the most out of this class

1. **Know yourself.** As you develop your own clinical approach and perspective, you will continue to develop your own counseling skill set. You may not use the same strategies and techniques as another colleague; this is normal. Much of providing counseling is about authenticity, so engage with patients in a way that feels right to you. This is best done by critically examining and understanding who you are as a clinician.
2. **Understand that for most topics, there is no one right answer.** As the instructor, my goal is to give you some additional strategies to consider and skills you can use in counseling moments. However, I do not have all the answers to every situation. Consider that sometimes, an answer to a challenging counseling situation is better found by looking inward than by looking outward for answers.
3. **Know that some discussions will be challenging, and may make you uncomfortable.** You are welcome to step out of class any time.
4. **Examine your assumptions.** It is common for clinicians to make assumptions, often subconsciously, that our clients and their families share the same background, perspectives, or experiences as us. Expectations that patients share similar cultural backgrounds, economic privilege, come from traditional families, attended college, or are heterosexual or cisgender can make families outside the majority feel marginalized. It is important to develop an awareness of these assumptions and to replace them with inclusive language and behavior. Part of this class will include critically examining your own assumptions.

Grading

Your grade in the course will be determined based on class participation including engagement in case studies, and based on documenting completion of a private journal.

% of Grade	Item	Due Date
50%	Attendance, class participation, and contribution to case studies	n/a – throughout class
50%	Personal journal – credit/no credit	Tentative dates of journal entry posted in course calendar. Evidence of journal completion due to instructor by end of course.

Assignments:

Journal Prompts

You will have approximately 4 opportunities to self-reflect via guided prompts. I HIGHLY encourage you to reflect via writing (not just in your mind) so you can reread your responses later.

You do not need to turn in any journal entries; however, you will provide documentation of your reflections at the end of class for a credit/no credit grade (but no personal information/response to writing prompts will ever be shared with the instructor or anyone else). You may choose to talk about clients in your journal, or your own personal experiences

Grading Criteria:

The grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	59↓

Calendar

This course relies on the [2022-2023 Academic Calendar](#). *Any changes in our tentative calendar will be shared via email.*

Tentative Course Calendar (Subject to change based on instructor discretion and student feedback):

Please note: All readings are TBD based on topic area, but will be sent out at least 3 days prior to class if there is something to read.

Week	Date	Topic	Journal Prompt (Timing subject to change)
1	1/19	Course Overview Introduction to Counseling Knowing Yourself and Having Emotional Intelligence Permission to Be Human	
2	1/26	Counseling Ethics and Theory and How Theory Relates to Speech-Language Pathology; Overview of Counseling Techniques	
3	2/2	Motivational Interviewing	Please complete journal prompt 1 prior to class
4	2/9	Responsive Listening Raising Resilience	
5	2/16	Solution-focused therapy and CBT	
6	2/23	A 5 point counseling strategy to address grief and loss	Please complete journal prompt 2 prior to class
7	3/9	A 5 point counseling strategy to address grief and loss (cont) Mid-semester check in	
8	3/16	Class TBD Possible guest lecture	
9	3/23	No class - Spring Break	
10	3/30	Delivering Bad News Dealing with Emotions	Please complete journal prompt 3 prior to class

11	4/6	Dealing with Crisis Situations Trauma Informed Care	
12	4/13	Working with Family Members	
13	4/20	Working with Family Members; possible Guest Lecture	
14	4/27	Caring for Yourself; Preventing Burnout	Please complete journal prompt 4 prior to class
15	5/4	Final course meeting Course reviews Caring for Yourself; Preventing Burnout (cont)	Send documentation of journal completion to instructor for credit/no credit grade
16	Finals Week	No meeting during finals week	

Student Resources

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development.

Place of Course in Program

Purpose

The purpose of this one-credit elective course is to provide students with theory, training, and discussion centered on counseling skills in the field of speech-language pathology. Students will learn how to apply evidence-based counseling skills to their interactions with patients and families, with consideration of cultural and ethnic diversity.

Conceptual Framework for Learning Community and Diversity

As part of the School of Speech, Language, Hearing, and Occupational Sciences, this course will provide students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. *The goals of the learning community will be demonstrated through the following course-specific experiences:*

- a. Participating in classroom discussion and small group work;
- b. Providing opportunities for self-reflection and skill application in the context of case examples.

Mission of the School of Speech, Language, Hearing, & Occupational Sciences

The mission of the School of Speech, Language, Hearing, & Occupational Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.

