

Fall, 2011

**CSD 4120**  
**Consultation in Communication Disorders**  
**3 Semester Hours**

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**College of Education**  
**Valdosta State University**  
**Department of Special Education and Communication Disorders**  
**Conceptual Framework: Guiding Principles**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a life-long process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

## REQUIRED TEXTBOOKS

Flasher, L.V. and Fogle, P.T. (2012) Counseling skills for speech-language pathologists and audiologists. second edition. Delmar/Cengage Learning. New York.

## COURSE DESCRIPTION

A course designed to introduce concepts and develop skills in interviewing, consultation and conferencing with clients who have communicative disorders, their families, and other related professionals.

## COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

**STANDARD III-D:** The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

**STANDARD III-E:** The student must demonstrate knowledge of standards of ethical conduct.

**STANDARD III G:** The student must demonstrate knowledge of contemporary professional issues.

## COURSE OBJECTIVES (CO):

The student will:

- CO 1. effectively interview, counsel and collaborate with individuals with communication disorders and their families: Standard III-D
- CO2. identify the physical and emotional factors that affect communication and individuals with communication disorders and their families: Standards III-D, III-E, III-G
- CO3. obtain information from individuals with communication disorders and/or their families: Standards III-D, III-E, III-G
- CO4. use skills and techniques for interviewing and counseling: Standards III-D, III-E, III-G
- CO5. conference with individuals with communication disorders and/or their families  
Standard III-E
- CO6. work with clients who are linguistically and culturally diverse and their families:  
Standards III-D, III-E, III-G
- CO7. know and be aware of ethical and professional issues when working with clients with communication disorders and their families: Standard III-E

## COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

Course Activities:

1. Students will complete a case history for a child by interviewing the parents or caregivers.  
(CO 1,3,4 )
  
2. Students will complete a case history for an adult by interviewing the client or caregiver.  
(CO 1,3,4)

3. Students will discuss the therapeutic process with challenging situations and behaviors after viewing sample videos of “real-life” situations. (CO 2,4,6,7,8)

Course Assignments:

1. Students will be assigned to groups and will be given a scenario to role-play in class. (CO 1,3,4)

2. Students will assigned readings in the text, which may or may not be included in lectures, selected ASHA documents and journal articles. Selected readings will be abstracted by the student with the outline provided by the instructor.(CO 2,7)

Course Requirements:

1. Students will be required to exhibit professional behavior as this is a professional level course. (CO 7)

2. Students will be required to write a paper entitled “Something Lost.” Details will be outlined in class. (CO 2)

3. Students will be given four fictional cases and will be asked to develop counseling considerations for these cases. Cases will cross the lifespan. This activity will be submitted to the professor as a hard copy in Word. (CO 2,5,6,7)

4. Students will be required to take three to four (3-4) tests during the semester as well as a final examination. (CO 1-7)

COURSE EVALUATION

Students will be evaluated by the scores on three to four (3-4) tests, an assigned paper, the LiveText assignment and a final examination. Each of the above will be evaluated on a 100 point scale, and the final grade will be an average of the above.

Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 60 and below

ATTENDANCE POLICY

Attendance for all classes and for the entire class period is required. Students must be on time for class. If a student is late for class or leaves early, there will one (1) point taken off the final grade for each time this occurs. Prior notification for absence from class must be given to Dr. Stonestreet via phone call or e-mail.

## POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

## SPECIAL NEEDS STATEMENT:

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are (229) 245-2498 (V/VP) and (229) 219-1348 (TTY).

## INSTRUCTOR

Name: Ruth H. Stonestreet, Ph.D., CCC-SLP

Professor and ASHA Fellow

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Office hours: Posted or as arranged between student and professor