

CD 501: INTERVIEWING AND COUNSELING IN COMMUNICATION DISORDERS

Instructors:
Phone:
Email:
Office hours:

COURSE DESCRIPTION

Advanced study of interviewing and counseling strategies and techniques associated with diagnostic and therapeutic practice in Speech-Language Pathology and Audiology. Professional responsibilities for ethical practices. Regular written assignments are required.

In this part of CD 501, special attention will focus upon Self-Determination Theory as a theoretical foundation and set of principles to guide interviewing and counseling individuals with communication, cognitive, and/or swallowing disorders, and to promote motivation and engagement in therapy. Conventional approaches to interviewing and counseling will be contrasted with client-centered and family-centered approaches that comply with a contemporary understanding of a patient's or client's rights and considered best practice by most healthcare institutions today. Alternative approaches to interviewing and counseling will also be introduced. Students will also learn how interviewing and counseling skills can be used to develop assessment and treatment plans, to collaboratively develop client-/patient-centered goals, as well as to provide education and feedback to clients and family members. Finally, we will review and discuss ASHA's code of ethics, and learn how principles of bioethics are applied to clinical practice.

General course organization

This course is divided into two parts. Students will spend half of the semester in class with Dr. Kochis-Jennings and half of the semester with Dr. Biel. Students in Dr Biel's section (18147) will spend the first half of the semester in with Dr Biel in room MH 341 and the second half of the semester with Dr Kochis-Jennings (room to be announced). Dr. Biel's lectures will cover issues related to motivation and hope and how they impact counseling. Dr. Biel will also discuss issues related to ASHA's code of ethics. Dr. Kochis-Jennings' lectures will cover issues related to diversity and inclusion and how they impact counseling. A course schedule for Dr. Biel's section and Dr. Kochis-Jennings section is available on the respective Canvas page.

KNOWLEDGE AND SKILLS ANALYSIS (KASA) FOR DEPARTMENT MAJORS

The Knowledge and Skills Acquisition (KASA) is a set of competencies established by the American Speech-Language-Hearing Association (ASHA) as standards to be met for professional certification as a speech-language pathologist. For those majoring in Speech-Language Pathology, this course contributes to addressing the following standards:

- IV-B: Basic Human Communication Processes
- IV-E: Ethical Conduct
- IV-G: Contemporary Ethical Issues
- V-A: Oral and Written Communication
- V-B 3a: Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
- V-B 3b: Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- V-B 3c: Provide counseling regarding communication and swallowing disorders

- V-B 3d: to clients/patients, family, caregivers, and relevant others.
Adhere to the ASHA Code of Ethics and behave in a professional manner

Relationship of course objectives to KASA completion and course final grade

The Knowledge and Skills Acquisition (KASA) is a set of competencies established by the American Speech-Language-Hearing Association (ASHA) as standards to be met for professional certification as a speech-language pathologist. The KASA categories must be fully satisfied and are independent of the scaling of grades for a course. In this course, each of the course objectives must be met with a grade equivalent of a “C” (minimum of equivalent of 70 percent on graded assignments) in order to satisfy the KASA requirements. Failure to earn the minimum requirements in any of the six objectives will result in a plan for remediation that will be directed by the instructors. A remediation plan must be completed no later than the end of the next course in sequence for the cohort, or by the date of the comprehensive examination, whichever occurs first. Failure to satisfy a remediation plan will result in one or more of the KASA requirements unsatisfied for ASHA certification. The final grade in the course will be determined by the grades earned on the Course Requirements, described below. The point is that satisfying KASA competencies and meeting grading standards are independent of one another.

COURSE LEARNING OBJECTIVES

1. Students will demonstrate knowledge of theories, principles, and techniques involved in patient-centered and family-centered interviewing and counseling practices across the life span, scope of practice, and care continuum. This objective is satisfied by satisfactory performance on quizzes and exams, and application of practices associated with those theories, principles, and techniques to discussions and assignments. (IV-B, IV-E, IV-G, V-A, V-B 3a, V-B 3c)
2. Students will demonstrate knowledge of verbal and nonverbal communication behaviors that influence the therapeutic alliance and motivation and engagement in therapy. This objective is satisfied by performance on quizzes/exams, and participation in course discussions. (IV-B, IV-E, IV-G, V-A, V-B 3a, V-B 3c)
3. Students will demonstrate knowledge of the extraordinary heterogeneity of the client population and the need for cultural awareness and sensitivity on the part of the practicing clinician. This objective is satisfied by performance on quizzes, discussion board postings, and participation in course discussions. (IV-B, V-B 3a)
4. Students will demonstrate knowledge of the code of professional ethics, using the ASHA Ethics Code and required readings as basic references. This objective is satisfied by satisfactory performance on the written case studies, and participation in course discussions. (V-B 3d)
5. Students will have opportunities to develop knowledge and clinical skills with opportunities for oral and written expression. This objective is satisfied by participation in assignments and in the course discussion sessions in a collegial, constructive manner. (V-A, V-B 3d)
6. Students will demonstrate knowledge of how to use interviewing techniques to collaboratively develop patient/client-centered goals. This objective will be satisfied by satisfactory performance on quizzes/exams, journal postings, and classroom discussions.

REQUIRED TEXTBOOK AND READINGS

We recognize that the pandemic may have impacted students' ability to purchase textbooks and materials. Taking this into consideration, we have selected a primary required textbook and provided recommendations for other texts that would be useful to students but are not strictly

required for this course. Some of these recommended but optional resources are available from the CSUN library. Other required reading will be studies and articles that will be listed in the Assignment section of each module, all of which will be available from the CSUN library or other sites online.

Textbook – Dr. Biel (required reading)

Ziviani, J., Poulsen, A.A., and Cuskelly, M., eds (2013). *The Art and Science of Motivation: A Therapist's Guide to Working with Children*. Philadelphia, PA: Jessica Kingsley, Publisher

Articles (subject to change) – Dr. Biel

Beck, K., & Kulzer, J. (2018). Teaching Counseling Microskills to Audiology Students: Recommendations from Professional Counseling Educators. *Semin. Hear.*, 39(1), 91–106. <https://doi.org/10.1055/s-0037-1613709>

Biel, M., & Haley, K. L. (2023). Motivation in Aphasia Treatment: Self-Determination Theory Applied to the FOURC Model. *American Journal of Speech-Language Pathology*, 32(3), 1016–1036. https://doi.org/10.1044/2022_AJSLP-22-00251

Castro, M. E., Enclade, H., & Biel, M. (2024). Self-Determination Theory Applications in Culturally Responsive Voice Therapy. *Perspectives of the ASHA Special Interest Groups*, 9(5), 1324–1330. https://doi.org/10.1044/2023_PERSP-23-00168

Cohn, E. R., & Cason, J. (2019). Ethical Considerations for Client-Centered Telepractice. *Perspectives of the ASHA Special Interest Groups*, 4(4), 704–711.

Nikjeh Dee Adams. (2019). Ethical Decision Making: Coding and Compliance Dilemmas for Speech-Language Pathologists. *Perspectives of the ASHA Special Interest Groups*, 4(6), 1289–1297.

Snyder, C. R., Lehman, K. A., Kluck, B., & Monsson, Y. (2006). Hope for Rehabilitation and Vice Versa. *Rehabilitation Psychology*, 51(2), 89.

Links to ASHA webpages and documents related to ethics will be published on Canvas.

Text book – Dr. Kochis-Jennings

Required:

Hyter, Yvette D. and Salas-Provence, Marlene B. (2023). *Culturally Responsive Practices in Speech, Language, and Hearing Sciences*. Second Edition. Plural Publishing: San Diego, CA

Recommended:

Fleming Hamilton, A. (Ed.), Ramos-Pizarro, C.A., Rivera Pérez, J.F., González, W.L., and Beverly-Ducker, K.L (Co-Eds) (2020). *Exploring Cultural Competence: Guided Scenarios for Communication Sciences and Disorders (CSD) Professionals*. ASHA Press

Lustig, M., Koester, J. and Halualani, R. (2019). *Intercultural Competence: Interpersonal Communication Across Cultures*. 8th Edition. Pearson: NY, NY.

COURSE REQUIREMENTS

Spring 2025

Details on graded course requirements are provided in the course website under headings of Course Schedule and Course Assignments. Below is a summary of the requirements:

Dr. Biel's section

3 Quizzes (10 points each)

- These quizzes will assess students' knowledge of self-determination theory. This theory provides a foundation for an evidence-based approach to counseling clients and family members and promoting autonomous forms of motivations and self-determination. This knowledge is also applicable to establishing positive relationships with other professionals.

Midterm Exam (50 points)

- This exam will assess students' knowledge of self-determination theory, social cognitive theory, and hope theory. Together, these theories provide a strong foundation for an evidence-based approach to counseling clients and family members and promoting autonomous forms of motivations and self-determination. This knowledge is also applicable to establishing positive relationships with other professionals. **CTCPD 4a**

4 Personal goal journal entries (5 points each)

Written ethics case (10 points) CTCPD 2b, 7c

- Via a case study, students will demonstrate an understanding of ASHA's code of ethics and their application in clinical practice. This case will touch on the relationship between ethics, evidence based practice, and licensure.

Total points for Dr. Biel's section = 110

Dr. Kochis-Jennings' section

3 Self-assessment tests (20 points total)

- Two Self-Assessment/ Reflection Tools Assignments. Utilize these self-assessment tools to self-evaluate and self-monitor the development of your cultural competence (beginning and end of semester). **CTCPD 3a**

3 Reflection papers (30 points each)

- Paper 1: Who Are You? Culture and You (30 points) – We are all shaped by the culture in which we were raised. Identify and discuss the cultural forces that have been powerful in your life. Consider your ethnicity, race, religion, gender identity, geographic location, socio-economics, career interests, hobbies, political beliefs, etc. How has your culture informed your life philosophies, mindset, likes/dislikes, etc. The logic and organization as well as quality of writing (grammar and spelling) will be evaluated. **CTCPD 3a**
- Paper 2: Video Reflection paper -There are 5 YouTube video links on Canvas. (total 20 points). These videos address culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals Choose two videos to watch and write a reflection paper. The paper should include what you learned from the video, how the information affected your views on equity and inclusion, access to healthcare, and your biases. How might this information inform your practice in a broader sense?
- Paper 3: Case Study (20 points). Given a case study, identify the cultural components of the case and answer the questions provided. This case will test your understanding of the role and influence of cultural, demographic, religious, gender, and sexual orientation differences in effective clinical practice. It will also ask you to demonstrate your ability to translate evidence-based theories discussed in this class into practice. **CTCPD 3a, 3c, 5b CTCSLP 2c**

4 In class group case study assignments (20 points total) CTCPD 3a, 5b CTCSLP 2c

- This is an in-class group assignment. Students will be divided into groups and each group will be given a clinical case and questions that touch on 2 or more of the following differences to consider: culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, and sexual orientation, and disability.

Total points for Dr. Kochis-Jennings' section = 150 points

Total points for the class (both sections) = 260 points

LETTER GRADE ALLOCATION

Total Points	Total Percentage	Letter Grade
234 – 260	90 – 100	A
208 – 233	80 – 89	B
182 – 232	70 – 79	C
156 – 181	60 – 69	D
180 or below	59 or below	F

GRADING CRITERIA

Points will be assigned based on the following criteria.

- Reading assigned online lectures and other materials.
- Depth and quality of thinking and reflecting evidenced in class discussions and written work submitted.
- Timely submission of all assignments.
- Cooperative and collaborative effort.
- Professional and respectful behavior and attitude.

INCOMPLETE

Requests for an incomplete (I) must conform to University policy. An "I" is only possible when the student is demonstrating passing work in the course.

NOTE ON LATE ASSIGNMENTS

You must complete all assignments on the due date specified. Late submissions will result in a reduction in your grade and will only be accepted with prior arrangements with the instructors in the case of verified acceptable reason.

A NOTE ABOUT PROVISIONS FOR DISABILITY

If you have a disability and need accommodations, please register with the [Disability Resources and Educational Services](#) (DRES) office or the [National Center on Deafness](#) (NCOD). The DRES office is located in Bayramian Hall 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. Please contact and notify Dr. Kochis-Jennings and Dr. Biel if you have any accommodations.

The instructors also recognize the extraordinary demands placed upon students during this unprecedented pandemic era. Support services offered by the University include:

University Counseling Services

California State University, Northridge
18111 Nordhoff Street, Bayramian Hall 520
Northridge, CA 91330-8217
(818) 677-2366, Option 1
General E-mail: coun@csun.edu
Office Hours: Monday-Friday, 8:00 a.m. - 5:00 p.m.
For after hours, urgent care assistance: (818) 677-2366, Option 3

A NOTE ABOUT APPROPRIATE ACADEMIC CONDUCT

N.B.: The information regarding appropriate academic scholarship is excerpted from The Roland Tseng College of Extended Learning document entitled, *ACKNOWLEDGEMENT OF ACADEMIC AND PROFESSIONAL RESPONSIBILITIES*, which you received at the beginning of the program. Please review it if you have any questions.

ACADEMIC DISHONESTY

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title V, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

A. CHEATING

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Comments:

1. Faculty members are encouraged to state in advance their policies and procedures concerning examinations and other academic exercises as well as the use before examinations of shared study aids, examination files, and other related materials and forms of assistance.
2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.
3. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
4. Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

B. FABRICATION

Intentional falsification or invention of any information or citation in an academic exercise.

Comments:

1. “Invented” information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly “invent” data based on that single experiment for several more required analyses.
2. One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.
3. Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

C. FACILITATING ACADEMIC DISHONESTY

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Comments:

1. For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.

D. PLAGIARISM

Intentionally or knowingly representing the words, ideas, or work of another as one’s own in any academic exercise.

Comments:

1. Direct Quotation: Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the APA Style Manual. This publication is available in the Matador Bookstore and is at the reference desk of the Oviatt Library.
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Locke’s comment . . .” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. Borrowed Facts or Information: Information obtained in one’s reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.

Materials which contribute only to one’s general understanding of the subject may be acknowledged in the bibliography and need not be immediately footnoted. One footnote is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.

Course Schedule

Week 1: January 24 12:30-3:15 pm MH 341 Zoom (Dr. Biel)

Topic: Introduction to Self-Determination Theory

Learning Objectives:

- Define internalization
- Define motivation
- Describe the 3 basic psychological needs
- Describe the difference between autonomous and controlled forms of motivation
- Explain the difference between intrinsic and extrinsic motivation
- Summarize how basic psychological needs influence motivation

Required Reading:

- Ziviani, Poulsen, and Cuskelly text, Chapter 1

Recommended (optional) view and reading:

- Pre-recorded lectures
 - Lecture 1 - Ziviani Ch 1 (part 1,2,3)

Assignments: none

Week 2: January 31 12:30-3:15 pm MH 341 (Dr. Biel)

Topic: Autonomy and self-determination **CTCPD 7c**

Learning Objectives:

- Define autonomy and self-determination
- Identify and illustrate autonomy supportive practices
- Summarize the benefits of autonomy support

Required Viewing and Reading:

- Ziviani, Poulsen, and Cuskelly text, Chapter 2 – this chapter defines autonomy and self-determination from a self-determination theory perspective. It discusses the role and importance of supporting autonomy/self-determination in clinical practice and the clinical practices that encourage the formation of autonomy/self-determination in clients. **CTCPD 7c**

Recommended (optional) view and reading:

- Pre-recorded lectures
 - Lecture 2 Ch 2 (part 1, 2, 3)
- Shkedy, G., Shkedy, D., Sandoval-Norton, A. H., Fantaroni, G., Montes Castro, J., Sahagun, N., & Christopher, D. (2021). Visual Communication Analysis (VCA): Implementing self-determination theory and research-based practices in special education classrooms. *Cogent Psychology*, 8(1), 1875549. <https://doi.org/10.1080/23311908.2021.1875549>
- Shkedy, G., Shkedy, D., Sandoval-Norton, A. H., & Fantaroni, G. (2020). Visual communication analysis (VCA): Applying self-determination theory and research-based

- practices to autism. Cogent Psychology, 7(1), 1803581.
<https://doi.org/10.1080/23311908.2020.1803581>
- Sandoval-Norton, A. H., & Shkedy, G. (2019). How much compliance is too much compliance: Is long-term ABA therapy abuse? Cogent Psychology, 6(1), 1641258. <https://doi.org/10.1080/23311908.2019.1641258>

Assignments:

- personal goal journal entry #1

Week 3: February 7 12:30-3:15 pm MH 341 (Dr. Biel)

Topic: Competence

Learning Objectives:

- Define competence
- Identify and illustrate competency supportive practices
- Summarize the benefits of competency support

Required Viewing and Reading:

- Ziviani, Poulsen, and Cuskelly text, Chapter 4

Recommended (optional) view and reading:

- pre-recorded lectures
 - Lecture 3 Ch 4 (part 1, 2, 3)

Assignments:

- Online quiz #1 (Intro to SDT) – available from 2/6 (8 am) to 2/8 (11:55 pm)

Week 4: February 14 12:30-3:15 pm MH 341 (Dr. Biel)

Topic: Relatedness

Learning Objectives:

- Define relatedness
- Identify and illustrate relatedness supportive practices
- Summarize the benefits of relatedness support and a good therapeutic alliance

Counseling and diversity discussion topic – approximately half of the class on this date will be spent discussing how to incorporate self-determination theory (SDT) into clinical practice, particularly with a diverse population of clients. Specifically, students should be prepared to discuss how they think SDT might influence the traditional components of treatment (ie interview, assessment, goal setting, treatment planning, etc). Dr. Biel will present real cases from his own practice to discuss. **CTCPD 3a, 3c, 4a, 7c**

Required Viewing and Reading:

- Ziviani, Poulsen, and Cuskelly text, Chapter 3
- Castro, M. E., Enclave, H., & Biel, M. (2024). Self-Determination Theory Applications in Culturally Responsive Voice Therapy. Perspectives of the ASHA Special Interest Groups, 9(5), 1324–1330. https://doi.org/10.1044/2023_PERSP-23-00168. Inevitably, there will be times when we are asked to assess/treat a client who comes from a culture we are not

familiar with or other differences. This paper addresses how understanding the role of supporting basic psychological needs can help us overcome this barrier. **CTCPD 3a**

Recommended (optional) view and reading:

- pre-recorded lectures
 - Lecture 4 Ch 3 (part 1, 2, 3)

Assignments:

- Personal goal journal entry #2
- Online quiz 2 (Autonomy) – available from 2/13 (8 am) to 2/15 (11:55 pm)

Week 5: February 21 12:30-3:15 pm MH 341 (Dr. Biel)

Topic: Self-efficacy

Learning Objectives:

- Define self-efficacy
- Describe the four sources of self-efficacy information
- Describe clinical practices that support each source of self-efficacy information
- Illustrate how self-efficacy can be assessed

Required Viewing and Reading:

- Biel et al. (2018). Understanding Motivation in Aphasia Rehabilitation

Recommended (optional) view and reading:

- pre-recorded lecture
 - Lecture 5 self-efficacy

Assignments:

- Online quiz #3 (Competence) – available from 2/20 (8 am) to 2/22 (11:55 pm)

Week 6: February 28 12:30-3:15 pm MH 341 (Dr. Biel)

Topic: Hope

Learning Objectives:

- Define hope
- Define outcome expectancy
- Define false hope and summarize what is known about this concern
- Describe the role of hope during treatment

Required Viewing and Reading (see bibliography on page 24 for full citation):

- Snyder et al (2006) Hope for Rehabilitation and Vice Versa

Recommended (optional) view and reading:

- pre-recorded lecture
 - Lecture 6 – Hope (part 1, 2)

Assignments:

- Personal Goal Journal Entry #3

Week 7: March 7 12:30-3:15 pm MH 341 (Dr. Biel)

Topic: Other approaches to counseling

Learning Objectives:

- Describe other general approaches to counseling (e.g., existential, Rogerian)
- Illustrate the use of counseling microskills

Discussion topic - approximately half of the class on this date will be spent discussing how to incorporate an eclectic blend of self-determination theory, self-efficacy theory, and hope theory into clinical and professional practice. Dr. Biel will present real cases from his own practice to discuss but students are encouraged to come to class with their own case examples.

Required Viewing and Reading:

- Beck, K., & Kulzer, J. (2018) Microskills in counseling
- Tucker, V., & Schwartz, I. (2013). Parents' Perspectives of Collaboration with School Professionals: Barriers and Facilitators to Successful Partnerships in Planning for Students with ASD. School Mental Health, 5(1), 3–14. <https://doi.org/10.1007/s12310-012-9102-0> **CTCPD 4a**

Assignments:

- Online final exam (Dr. Biel's section) covering weeks 1-6. Available 3/6 (8 am) to 3/8 (11:55 pm)

Week 8: March 14 12:30-3:15 pm MH 101 (Both sections meet with Dr Biel)

Topic: Ethics

Learning Objectives:

- Demonstrate the ability to analyze, synthesize and evaluate knowledge regarding the standards of ethical conduct, including the principles and rules of the current ASHA Code of Ethics.

Ethics discussion topic - the last half of the class will be spent discussing case studies that touch on the role of ethics in clinical practice, ethics and licensure, and ethics and evidence based practice **CTCPD 2b**

Required Viewing and Reading:

- Cohn et al. (2019). Ethical Considerations for Client-Centered Telepractice.
- Nikjeh, D.A. (2019). Ethical Decision Making: Coding and Compliance Dilemmas for Speech-Language Pathologists.
- ASHA Code of Ethics

Assignments:

- Personal Goal Journal Entry #4
- Ethics case study will be due 3/27 at 11:55 pm

Spring Break: March 21

Week 9: March 28 12:30-3:15 pm MH 101 (Dr. Kochis-Jennings)

Introduction: Cultural Competency and Diversity, Equity and Inclusion (Lustig Ch.1)

In class videos and case study discussion

Reading: Fleming-Hamilton pp. 1-8

Week 10: April 4 12:30-3:15 pm MH 101 (Dr. Kochis-Jennings)

Culture & Intercultural Communication (Lustig Chapter 2)
Deaf Culture

In class videos

In class case study group assignment (cases from Fleming-Hamilton)

DUE: Harvard Implicit Bias Tests
DUE: ASHA Competency Check-In
Survey

Week 11: April 11 12:30-3:15 pm MH 101 (Dr. Kochis-Jennings)

Intercultural Communication Competence
Disability and Disability Culture (Lustig Ch. 3 and 4)

In class videos

In class case study group assignment (cases from Fleming-Hamilton)

Reading:

Eddey, G.E. and Robey, K.L. (2005) 'Considering the Culture of Disability in Cultural Competence Education.' See Canvas for link

Brown, S.E. (2002). 'What Is Disability Culture?' See Canvas for Link

Week 12: April 18 12:30-3:15 pm MH 101 (Dr. Kochis-Jennings)

Cultural Patterns and Communication (Lustig Ch. 6)

In class group case study assignment (cases from Fleming-Hamilton)

DUE : Who Are You? : Culture and You paper

Week 13: April 25 12:30-3:15 pm MH 101 (Dr. Kochis-Jennings)

Cultural Identities and Bias (Lustig Ch. 5)

In class group case study assignment (cases from Fleming-Hamilton)

Week 14: May 2 12:30-3:15 pm MH 101 (Dr. Kochis-Jennings)

Verbal Intercultural Communication (Lustig Ch 7)

African American Vernacular English

In class video and case study discussion

DUE: Video reflection paper

Week 15: May 9 12:30-3:15 pm MH 101 (Dr. Kochis-Jennings)

Nonverbal Communication (Lustig Ch 8)

Case study discussion

DUE: Case study assignment

DUE: Second ASHA Cultural Check-In Survey

Week 16: May 16 12:30-3:15 Finals weeks location TBA

No exam

Bibliography – Course Reading List

Bailey, Z.D., Krieger, N., Agenor, M., Graves, J., Linos, N., and Bassett, M.T. (2017). America: Equity and Equality in Health 3: Structural racism and health inequities in the USA: evidence and interventions. *The Lancet*, 389: 1453-1463.

Cohn, E. R., & Cason, J. (2019). Ethical Considerations for Client-Centered Telepractice. *Perspectives of the ASHA Special Interest Groups*, 4(4), 704–711.

Edwards-Gaither, L. (2018). Cultural Considerations for Telepractice: An Introduction for Speech-Language Pathologists. *Perspectives of the ASHA Special Interest Groups*, 3(18), 13–20.

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FitzGerald, C. and Hurst, S. (2017). Implicit bias in healthcare professionals: a systematic review. *BMS Medical Ethics*, 18:19, DOI 10.1186/s12910-017-0179-8

Hagiwara, N., Elston Lafata, J., Mezuk, B., Vrana, S.R., and Fetters, M.D. (2019). Detecting implicit racial bias in provider communication behaviors to reduce disparities in healthcare: Challenges, solutions, and future directions for provider communication training. *Patient Education and Counseling*, 102 (2019): 1738-1743.

Kendall, D. L. (2000). Counseling in Communication Disorders. Contemporary Issues in Communication Science and Disorders: CICSd. https://doi.org/10.1044/cicsd_27_S_96

Mashima, P. A., & Doarn, C. R. (2008). Overview of telehealth activities in speech-language pathology. *Telemedicine Journal and E-Health: The Official Journal of the American Telemedicine Association*, 14(10), 1101–1117.

Millar, R.J., Sahoo, S., Yamashita, T., and Cummins, P.A. (2020). Literacy skills, language use, and online health information seeking among Hispanic adults in the United States. *Patient Education and Counseling*, 103 (2020): 1595-1600.

Nikjeh Dee Adams. (2019). Ethical Decision Making: Coding and Compliance Dilemmas for Speech-Language Pathologists. *Perspectives of the ASHA Special Interest Groups*, 4(6), 1289–1297.

Pearson, J. N., Hamilton, M.-B., & Meadan, H. (2018). “We Saw Our Son Blossom” A Guide for Fostering Culturally Responsive Partnerships to Support African American Autistic Children and Their Families. <https://doi.org/10.1044/persp3.SIG1.84>

Snyder, C. R., Lehman, K. A., Kluck, B., & Monsson, Y. (2006). Hope for Rehabilitation and Vice Versa. *Rehabilitation Psychology*, 51(2), 89.

Stead, A., Flahive, M., Fitzgerald, C., & Frost, M. (2017). Generational Considerations for Counseling Older Adults. *Perspectives of the ASHA Special Interest Groups*, 2(15), 42–52.

CD 501: INTERVIEWING AND COUNSELING IN COMMUNICATION DISORDERS
SPRING 2025 – Linking document

Legend

Introduced
Practiced
Assessed

Program Design Standards (CTCPD)

Standard 2b – pg 11 (Ethics discussion, week 8),
Standard 2b – pg 4 (Written ethics case, Dr B section)
Standard 3a – pg 9-10 (reading “Castro et al”, week 4)
Standard 3a – pg 4 (Paper 1, Dr KJ section),
Standard 3a pg 4-5 (group case study discussion, Dr KJ section)
Standard 3a – pg 9 (counseling/diversity discussion, week 4)
Standard 3a – pg 4 (self-assessment test, Dr KJ section)
Standard 3a – pg 4 (Paper 3, Dr KJ section)
Standard 3c – pg 9 (counseling/diversity discussion, week 4)
Standard 3c - pg 4 (Paper 3, Dr KJ section)
Standard 4a – pg 11 (reading -Tucker & Schwartz, 2013)
Standard 4a – pg 9 (counseling/diversity discussion, week 4)
Standard 4a – pg 4 (Midterm exam, Dr B section)
Standard 5b – pg 4-5 (group case study discussion – Dr KJ section)
Standard 5b – pg 4 (Paper 3, Dr KJ section)
Standard 7c – pg 8 (Lecture “Autonomy and self-determination)
Standard 7c – pg 8 (Reading “Ziviani et al” ch 2)
Standard 7c – pg 9 (counseling/diversity discussion, week 4)
Standard 7c – pg 4 (Midterm exam, Dr B section)

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Standard 2c – pg 4-5 (group case study discussion, Dr KJ section)
Standard 2c – pg 4 (Paper 3, Dr KJ section)

