



Psychosocial Aspects of Communication Disorders

Course Instructor: Anmol Arora

Jindal Institute of Behavioral Sciences (JIBS)

III Credit Course

SPRING/FALL SEMESTER 2023

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Classroom:

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

PART I

Course Title: Psychosocial Aspects of Communication Disorders		
Course Code		
Course Duration	Semester	
No. of Credit Units	3	
Level	PG	
Pre-Requisites	Nil	
Pre-Cursors	Nil	
Equivalent Courses	Nil	
Exclusive Courses	Nil	
Class Timing		

PART II

Course Description

This course delves into the profound psychosocial effects that communication disorders have on individuals and their families. Students will explore the emotional, social, and psychological challenges faced by those living with hearing loss, speech disorders, and other communication impairments. Throughout the course, students will gain insight into the complex relationship between communication issues and mental well-being, learning to apply evidence-based methods for assessment, intervention, and support. The course emphasizes the critical role of empathy, interdisciplinary teamwork, and a holistic approach to rehabilitation, equipping students with the necessary skills to meet the multifaceted needs of individuals with communication disorders.

Learning outcomes

After the completion of the course the students will be able to:

1. Build a comprehensive understanding of how communication disorders impact the emotional and social well-being of individuals and their families.

2. Learn to conduct in-depth assessments using a variety of diagnostic tools and case studies, with a particular focus on the psychosocial dimensions of communication disorders.
3. Acquire proficiency in evidence-based therapeutic strategies for addressing speech and hearing disorders within their psychosocial context.
4. Students will strengthen their teamwork and communication skills to work effectively within interdisciplinary teams, ensuring a client- centered approach to rehabilitation.
5. Engage with real-world scenarios through case studies and hands-on exercises, preparing to incorporate these insights into your professional practice.

Course Format

This course combines theory and practice to provide a deep understanding of the psychosocial aspects of communication disorders. It is designed to foster both critical thinking and hands-on skills through a mix of lectures, case discussions, and interactive activities. Each week, students will engage in structured sessions that encourage interdisciplinary collaboration and experiential learning.

Assessments:

<i>Assessment</i>	<i>Marks Weightage (70 marks internal)</i>
Group Project: Develop a Mock Assessment	20
Role-Playing Exercises: Therapeutic Sessions	20
Case Studies	10
Literature Review Presentation	10
Interdisciplinary Team Plan	10

Assessment Details:

Assignment 1: Project: Develop a Mock Assessment- 20% - Linked to Learning Outcomes 1, 2, 3 and 5

Task: Students will design a comprehensive mock assessment for an assigned communication disorder, integrating audiological, speech-related, and mental health aspects.

Report: Submit a written report in APA format outlining the rationale, tools used, and anticipated outcomes.

Presentation: Present the assessment in class.

Criteria: Clarity, teamwork, diagnostic tools, and integration of psychosocial aspects. **Submission:** In-person presentation and digital report.

Assignment 2: Role-Playing Exercises: Therapeutic Sessions-20% - Linked to LO 3 and 4

- **Task:** Simulate therapeutic sessions with a focus on psychosocial issues.
- **Video Submission:** Record the role-play.
- **Reflection Paper:** Submit a 3-4 page reflection in APA format analysing the session.
- **Criteria:** Application of therapy, communication skills, insights gained.
- **Submission:** Role-playing video and reflection paper.

Assignment 3: Case Studies - 10% - Linked to LO 1, 2, and 5

Task: Analyze real-world case studies, propose interventions.

Criteria: Quality of analysis, diagnosis, and interventions proposed. **Submission:** Written report in APA format.

Assignment 4: Literature Review Presentation -10%- Linked to LO 1, 2, and 5

- **Task:** Select a peer-reviewed research article related to the psychosocial aspects of communication disorders. Prepare a summary that highlights key findings, methodologies, and their implications for clinical practice.
- **Presentation:** Deliver a 10-minute presentation in class, emphasizing critical takeaways and how the research informs interventions or assessments.
- **Criteria:** Clarity, depth of understanding, and presentation skills.
- **Submission:** PowerPoint or PDF slides and an in-class presentation.

Assignment 5: Interdisciplinary Team Plan- 10%- LO 3, 4, and 5

- **Task:** Collaboratively develop a comprehensive care plan for a hypothetical client with a communication disorder. The plan must integrate contributions from audiologists, psychologists, speech-language pathologists, and social workers.
 - **Deliverables:** A written plan (APA format) detailing each professional's role and the overall intervention strategy.
- **Criteria:** Teamwork, integration of interdisciplinary perspectives, and the practical application of strategies.
- **Submission:** Written plan in APA format.

Rubrics (optional):

Criteria	Does not meet the criteria (0)	Satisfactory (1)	Fair (2)	Good (3)	Excellent (4)
Clarity of theoretical framework/developmental stage	Insufficient description of concepts	Incomplete mention of all concepts	Description of concepts, but lacks sufficient explanation	Explanation of concepts are adequate	Explanation of concepts are supported with suitable examples

Organization of content	Lacks cohesiveness and structure	Structured but not well supported	Structured but lacks necessary transitions and flow	Meaningful flow of content but is not comprehensive	Content is meaningful and well organized
APA format	APA format not followed	APA format not used for citations, incomplete references	APA format not used in some citations	APA guidelines are used for citation and writing but with few mistakes	Follows APA guidelines for appropriate citation and writing
Critically evaluation in Personal reflection	Only description, no critical comments	Description of findings and method, but not critical comments	Description of findings, and comparison with other studies are presented	Critical comments on findings, method.	Critical comments on findings, method. Comments on loop holes, strengths and appropriateness of findings
Creativity	No creativity showed	Similar to existing life journals	Creative and original in visual form only	Creative and original in visual and written form	Original creative visual, verbal and aesthetic form.

(*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

Missed or Late Assessment Submission

All assessments are expected to be submitted on the scheduled day. In case of exceptional circumstances, the student can contact the course instructor and at their discretion (with or without penalty), the instructor may take a call on the concession that is granted. It is the students responsibility to double check that the correct file has been submitted. In case the incorrect or corrupted document is submitted for evaluation, it may result in a lower grade for the student.

Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.

A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Course Outline and Readings:

Dates/ Module	Lesson	Classroom activity	Readings
Module 1 Week 1-2	Foundations of Communication Disorders and Mental Health <ul style="list-style-type: none"> Definition and classification of communication disorders (hearing loss, speech sound disorders, language disorders, etc.) Psychological and 	Case Study Analysis: Students will be divided into groups and provided with case studies of individuals with different communication disorders. They will discuss the potential psychological and social impact of the disorder on the	<ol style="list-style-type: none"> Martin, F. N., & Clark, J. G. <i>Introduction to Audiology</i>. Boston: Pearson, 2014. Luterman, D. M. <i>Counseling Persons with Communication</i>

	<ul style="list-style-type: none"> emotional impact of communication disorders on individuals and families Social stigma and discrimination associated with communication disorders. The role of the clinician in addressing psychosocial concerns 	<p>individual and their family.</p> <p>Role-Play: Students will be assigned roles to simulate interactions between a healthcare provider and a patient with a communication disorder. They will be encouraged to consider the emotional and social needs of the patient and practice empathetic communication.</p> <p>Guest Speaker: A speechlanguage pathologist or audiologist will be invited to share their experiences working with individuals with communication disorders. They will discuss the psychosocial challenges faced by their clients and the strategies they use to address these issues.</p>	<p><i>Disorders and Their Families</i>. Austin: PRO-ED, 2008.</p> <p>3. Hegde, M. N. <i>A Coursebook on Scientific and Professional Writing for SpeechLanguage Pathology</i> (5th ed.). Clifton Park: Cengage, 2019.</p>
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Module 2 Week 3-5	Diagnostic Tools and Assessments <ul style="list-style-type: none"> • Audiological assessment procedures (pure-tone audiometry, speech audiometry, etc.) • Speech-language assessment procedures (articulation, language, fluency, voice, etc.) • Psychosocial assessment tools (e.g., standardized measures, interviews, questionnaires) • Identifying psychosocial factors that may influence assessment outcomes. • The importance of establishing rapport and building trust with clients 	Mock Assessment: A mock assessment session will be conducted where students will practice administering standardized tests and conducting informal assessments. They will focus on identifying potential psychosocial factors that may influence the assessment process and results. Interview Simulation: Students will be divided into pairs and will practice interviewing a simulated client with a communication disorder. They will focus on building rapport, asking sensitive questions, and providing emotional support. Ethical Dilemma Discussion: Ethical dilemmas related to the assessment of individuals with communication disorders will be presented. A class discussion will be facilitated to explore different perspectives	<ol style="list-style-type: none"> 1. Katz, J. <i>Handbook of Clinical Audiology</i> (7th ed.). Philadelphia: Wolters Kluwer Health, 2015. 2. Shipley, K. G., & McAfee, J. G. <i>Assessment in Speech-Language Pathology: A Resource Manual</i> (5th ed.). Boston: Cengage Learning, 2016. 3. Jerger, J., & Hayes, D. <i>Diagnostic Audiology</i>. San Diego: Singular Publishing, 1991.
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		and potential solutions.	
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Module 3 Week 6-8	Therapeutic Approaches and Evidence-Based Therapies <ul style="list-style-type: none"> • Evidence-based therapeutic approaches for various communication disorders • Counseling techniques for addressing emotional and social concerns • Strategies for building self-esteem and self-efficacy • Family counseling and support • Crisis intervention and coping strategies • The role of cultural sensitivity and diversity in therapy 	Therapeutic Technique Practice: Students will be divided into small groups and will practice specific therapeutic techniques, such as counseling, relaxation techniques, or cognitive-behavioral therapy. They will role-play interactions with clients and receive feedback from their peers. Group Therapy Simulation: A simulated group therapy session will be conducted where students will role-play individuals with communication disorders. This activity will help students develop empathy, active listening skills, and the ability to provide support to others. Case Conference: A case study of a client with a communication disorder will be presented, and students will discuss potential therapeutic interventions. They will consider both the physical and psychosocial needs of the client.	<ol style="list-style-type: none"> 1. DiLollo, A., & Neimeyer, R. A. <i>Counseling in Speech-Language Pathology and Audiology: Reconstructing Personal Narratives</i>. San Diego: Plural Publishing, 2014. 2. Montano, J. J. <i>Counseling in Audiologic Practice: Helping Patients and Families Adjust to Hearing Loss</i>. Clifton Park: Cengage Learning, 2013. 3. Wong, L. L. N., & Hickson, L. <i>Evidence-Based Practice in Audiology: Evaluating Interventions for Children and Adults with Hearing Impairment</i>. San Diego: Plural Publishing, 2012.
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Module 4 Week 911	Interdisciplinary Collaboration and Client-Centered Approach <ul style="list-style-type: none"> • The importance of interdisciplinary collaboration (audiologists, speechlanguage pathologists, psychologists, etc. • Client-centered approach to care • Effective communication and teamwork skills • Ethical considerations in interdisciplinary practice • Advocacy for individuals with communication disorders 	Interdisciplinary Team Meeting Simulation: Students will be divided into groups representing different healthcare professionals (e.g., speech-language pathologist, audiologist, psychologist, social worker). They will discuss a case study and develop a comprehensive treatment plan. Client-Centered Care RolePlay: Students will be assigned roles as healthcare providers and clients with communication disorders. They will practice clientcentered communication, active listening, and shared decision-making.	<ol style="list-style-type: none"> 1. Bronstein, L. R., & Abramson, J. S. <i>Interdisciplinary Collaboration: Lessons Learned from Practice to Research</i>. New York: Oxford University Press, 2014. 2. Rogers, C. R. <i>Client-Centered Therapy</i>. Boston: Houghton Mifflin, 1951. 3. Rollnick, S., Miller, W. R., & Butler, C. C. <i>Motivational Interviewing in Health Care: Helping Patients Change Behavior</i>. New York: Guilford Press, 2008.
Module 5 Week 1114	Application in Real-World Contexts <ul style="list-style-type: none"> • Real-world application of knowledge and skills in clinical settings • Ethical decisionmaking in complex cases • Emerging trends and technologies in the field of communication disorders • Future directions in research and clinical practice • Lifelong learning and professional development 	Lecture: Discussion on future trends, ethical challenges, and advancements in rehabilitation. Field Visit: Observations at clinics and rehabilitation centers to see practical applications firsthand. Project Discussion:	<ol style="list-style-type: none"> 1. Paul, R., & Norbury, C. F. <i>Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating</i> (4th ed.). St. Louis: Elsevier Health Sciences, 2012. 2. Shames, G. H., & Anderson, N. <i>Counseling in Speech-Language Pathology and Audiology:</i>

		Collaborative	
		development of intervention plans that integrate audiological, speech-language, and psychosocial elements.	<i>Reconstructing</i>

			<p><i>Personal Narratives</i>. San Diego: Plural Publishing, 2014.</p> <p>3. Hull, R. H. <i>Introduction to Aural Rehabilitation</i>. San Diego: Singular Publishing, 1997.</p>
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Reading List:

Module 1: Introduction to Communication Disorders and Psychosocial Impact

1. **Martin, F. N., & Clark, J. G.** *Introduction to Audiology*. Boston: Pearson, 2014.
2. **Luterman, D. M.** *Counseling Persons with Communication Disorders and Their Families*. Austin: PRO-ED, 2008.
3. **Hegde, M. N.** *A Coursebook on Scientific and Professional Writing for Speech-Language Pathology* (5th ed.). Clifton Park: Cengage, 2019.

Module 2: Diagnostic Tools and Assessment Strategies

4. **Katz, J.** *Handbook of Clinical Audiology* (7th ed.). Philadelphia: Wolters Kluwer Health, 2015.
5. **Shipley, K. G., & McAfee, J. G.** *Assessment in Speech-Language Pathology: A Resource Manual* (5th ed.). Boston: Cengage Learning, 2016.
6. **Jerger, J., & Hayes, D.** *Diagnostic Audiology*. San Diego: Singular Publishing, 1991.

Module 3: Therapeutic Approaches and Interventions

7. **DiLollo, A., & Neimeyer, R. A.** *Counseling in Speech-Language Pathology and Audiology: Reconstructing Personal Narratives*. San Diego: Plural Publishing, 2014.
8. **Montano, J. J.** *Counseling in Audiologic Practice: Helping Patients and Families Adjust to Hearing Loss*. Clifton Park: Cengage Learning, 2013.
9. **Wong, L. L. N., & Hickson, L.** *Evidence-Based Practice in Audiology: Evaluating Interventions for Children and Adults with Hearing Impairment*. San Diego: Plural Publishing, 2012.

Module 4: Interdisciplinary Teamwork and Client-Centered Care

10. **Bronstein, L. R., & Abramson, J. S.** *Interdisciplinary Collaboration: Lessons Learned from Practice to Research*. New York: Oxford University Press, 2014.
11. **Rogers, C. R.** *Client-Centered Therapy*. Boston: Houghton Mifflin, 1951.
12. **Rollnick, S., Miller, W. R., & Butler, C. C.** *Motivational Interviewing in Health Care: Helping Patients Change Behavior*. New York: Guilford Press, 2008.

Module 5: Practical Application and Future Directions

13. **Paul, R., & Norbury, C. F.** *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating* (4th ed.). St. Louis: Elsevier Health Sciences, 2012.
14. **Shames, G. H., & Anderson, N.** *Counseling in Speech-Language Pathology and Audiology: Reconstructing Personal Narratives*. San Diego: Plural Publishing, 2014.
15. **Hull, R. H.** *Introduction to Aural Rehabilitation*. San Diego: Singular Publishing, 1997.

CLASSROOM POLICIES

Professional Conduct in Classroom

Developing professionalism means arriving on time to the classroom, maintaining classroom decorum, such as being seated within the first two minutes, being respectful to the instructor, peers, conflicting opinions, and submitting assignments on time. As a student of this course you are expected to integrate these skills into your daily behaviour as maintaining professionalism is an essential component of the course. It is essential that we pursue higher ideals which means incorporating behaviours such as listening to others when they are contributing, being sensitive to other individuals and diversity, and supporting the overall learning environment. Disrupting the learning environment by arriving after a two-minute window from the designated start time would mean that the student will be refused entry/attendance. It is also expected that the student contributes in classroom discussions, activities, and presentations to enhance the overall learning environment.

Attendance Policy

Students are expected to attend all classes (100% attendance). Students that are regularly absent cause a disruption to the learning environment and limit their own potential. A student who fails to attend a class is expected to inform the Course Instructor, beforehand, orally or in writing, the reason for their absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

Punctuality

Students are expected to be seated and prepared inside the class at the scheduled class time. Regular late comers will be denied entry. Both late comers and early departures disrupt the learning

environment and would be penalized. A student who might feel like that they might be late for a class is expected to inform the Course Instructor, beforehand, orally or in writing, the reason for the same.

Respectfulness

Students must maintain the integrity of the classroom which means respecting peers, faculty, and staff. It is essential that the student is attentive and sensitive about the words that they use and its impact on others. Students who harm the decorum of the classroom will be asked to leave the classroom and marked absent for the day.

Electronic Devices

Electronic devices such as laptops, headphones, mobiles phones are known to be major distractions for learning. Therefore, students will be permitted to use electronic devices only at the behest of the course instructor.

Notes on Plagiarism

Plagiarism is not acceptable! Please refrain from copying and pasting paragraphs and sentences from your reading materials. This include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! It is necessary to cite all material that is not the student's original work. Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism. Sharing or using past work is also counted as plagiarism.

Academic learning is founded on ideals of honesty, integrity, and civility and students are expected to display these ideals at all times. Serious consequences could result when the ideals of academic behaviour are violated.

Safe Space Pledge

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

Disability Support and Accommodation Requirements

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee dsc@jgu.edu.in. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.

The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.

All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.