

Preface to the Third Edition

The purpose of this book is to describe the fundamentals of effective interviewing and counseling in speech–language pathology and audiology. To accomplish this purpose, we have integrated sources in the professional literature on interviewing and counseling, along with our experiences providing clinical services, supervising clinical practica, and teaching a variety of courses in communicative disorders, including interviewing and counseling classes. The basic principles and procedures of interviewing and counseling and the specific techniques and suggestions in this book are applicable to children and adults, to clients and caregivers, and to all settings in which clinicians provide service.

Professionals working with communication disorders have long recognized the importance of effective interviewing and counseling skills in clinical activities. Yet, as many authorities and clinicians have lamented for years, interviewing and counseling are neglected areas within most professional education programs. Many graduates go into clinical and educational services workplaces with neither coursework nor effective practicum experiences in interviewing and counseling. Too often, clinicians must learn how to interview and counsel on their own, in a “hit-and-miss” fashion, while on the job. Learning such essential skills this way is difficult for clinicians and is a disservice to many clients. Also, such a method of learning does not necessarily mean that the most effective methods of interviewing and counseling are discovered along the way.

This book is designed for use by students or professionals working with communication disorders. The first and second editions have been used as both primary and secondary texts in many communication disorders courses. They have been used in undergraduate- and graduate-level courses dealing with interviewing and counseling, in assessment and diagnostics courses, and in clinical methods coursework. The book also has been used with clinical practica, in internships, and in student teaching. Professionals, particularly those who never had specific coursework or practica in interviewing and



counseling, found that the book addressed a wide range of pertinent, practical topics. This third edition should be useful in these same ways; it treats a variety of situations clinicians face and describes methods and techniques applicable to students as well as professionals.

In this third edition, more than 100 new references have been added; over 90% of these were published between 2000 and 2004. We have also added practical case studies and examples to help readers with clinical application of the information. One phenomenon we observed as we have taught counseling over the years is that students often say, "That idea sounds good on paper, but what exactly would you *say* to the client? What exact words would you use in that circumstance?" In this edition, we use many more concrete, real-life examples of both appropriate and inappropriate wording that can be used in counseling and interviewing situations. We have also provided brief, real-life scenarios and questions, with space for students to respond with ideas based on the materials they have just read. We encourage instructors who use this book to have students share their responses with the class. This can be done in the whole-class context or in small groups. The questions can also be used as take-home essay questions for tests or assignments. Again, we have found that the mere description of general principles is not enough; students, as beginners, need concrete, "real-world" examples, especially if they have no clinical experience. We have used these real-life scenarios to help students apply and integrate information during the course of the class, and also to help them realize that counseling is a truly important area of our profession.

A short anecdote illustrates this point. Several years ago, the second author had dinner with Dawn H., who had been a student in the first author's counseling class at the university and who was doing her clinical fellowship year in a hospital. Dawn commented, "When I took Dr. Shipley's counseling class, I sorta half-listened and didn't think it was that important. You know, I thought it was one of those 'fluff classes.' But when I started working in the hospital setting, I *constantly* referred to Dr. Shipley's notes and textbook. I had no idea how important this information was to my work in the hospital. I mean, I counsel people every single day. Dr. Shipley's textbook is now so dog-eared I may have to buy a new copy!"

Students, especially if they are young and have had no clinical experience, frequently do not realize the importance of counseling clients and their families. If students and instructors discuss actual cases to which the information in the text is applicable, students will realize, even in their undergraduate work, that counseling is indeed an indispensable and foundational component of our profession.

Both of us have taught at the university level for a number of years. On our student evaluations, particularly in our counseling courses, students frequently make positive comments about the stories we tell—stories about actual clients and how the textbook information applies in the real world. Years later, students tell us that out of all they learned in our classes, what they recall most is the stories we told. Thus, we hope that the inclusion of more real-life cases in this third edition will help students who are learning how to deal effectively with people: the clients and their families who make our profession so rewarding.

Chapter 1 of this edition provides an overview of interviewing and counseling and their uses. Chapters 2, 3, and 4 address the prerequisites for effective interviewing and counseling, the factors that influence communication in interviewing and counseling situations, and the skills and techniques clinicians need to develop to become effective interviewers and counselors. Chapter 5 deals with specific techniques clinicians can use in obtaining information, and Chapter 6 deals with providing information. Chapter 7 addresses areas of counseling, and more information is included about the application of such therapeutic schools of thought as rational-emotive-behavioral therapy and cognitive therapy to situations in communicative disorders. Numerous examples are provided to help students apply these theories and methods to real life. Chapter 8 deals with working with linguistically and culturally diverse clients and their families. This edition also contains more multicultural references and illustrations in each chapter of the book.

In Chapter 9 we discuss difficult situations such as working with patients who are in the midst of grief or crises, or who are contemplating suicide. Chapter 10, in which we address issues pertaining to working with families of children with disabilities, is new in this third edition. Readers are given very specific information about dealing with issues such as contentious meetings with challenging parents, working with low-income families who have few resources, helping parents come to terms with having a child with disabilities, and more. Chapter 11, another new addition, was contributed by Dr. Larry Boles, an internationally recognized expert on aphasia. Dr. Boles discusses issues in working with older, neurologically impaired clients and their families, and he describes group therapy methods in detail. We are most pleased to have this new chapter contributed by a well-known scholar and clinician.

Chapter 12 deals with a number of ethical, procedural, and professional matters that affect interviewing and counseling activities. Many of these topics are discussed in relation to the Code of Ethics of the American Speech-Language-Hearing

Association. Chapter 13 contains a few final thoughts, particularly about learning to interview and counsel and about increasing one's skills in these areas. Checklists for learning and self-evaluating particular skills are found in several chapters.

The literature on interviewing and counseling in communication disorders is rather sparse, but a large body of information is available from disciplines such as counseling, psychology, social work, education, and even medicine. Thus, many of the fundamental principles and techniques addressed here are drawn from those fields as they apply to our disciplines.

One thing that readers will not find in *Interviewing and Counseling in Communicative Disorders* is a focus on particular communication disorders. Different disorders are mentioned in various places, but readers will not find specific sections on how to interview or counsel the client who is stuttering, who has a laryngectomy, or who is experiencing a hearing loss. Rather, this work focuses on how to interview and counsel effectively across disorders because interviewing fundamentals cut across disorders, age levels, and settings of practice. The precise content areas for interviewing and counseling with different disorders are easily adaptable to these basic skills. For example, students and professionals can draw on information from their coursework and experience with different types of articulation, fluency, hearing, language, and voice problems and directly apply this information to their interviewing and counseling activities.

It is our hope that readers, whether students or practicing clinicians, will come away with a wealth of practical ideas and information to support them as they work with persons with communication disorders and their families. Speech-language pathologists and audiologists frequently play a key role during the most vulnerable times of people's lives. The lives that clinicians touch may be forever altered by the supportive, healing interaction that takes place during interviewing and counseling sessions.