Meeting Time: Thursdays, 12:30-1:30  
Room: Cesar Chavez Building, Room 104  
Instructor: Mary Alt, Ph.D., CCC-SLP  
Office Hour: By appointment (Room 318)  
Contact Information: malt@email.arizona.edu, 626-6180  
Required Readings: Found on D2l  
Website: Access via Desire 2 Learn  
http://d2l.arizona.edu/  
Regular check-in on website required

Course Description: This course is intended for graduate students. Topics covered include professional issues in speech language pathology and audiology including: ethics, scope of practice, clinical practice, certification and licensure, legislation.

Course Objectives: By the end of this class, students should be able to:
- Demonstrate knowledge of professional and ethical issues relevant to speech language pathologists and audiologists.
- Demonstrate the ability to respectfully engage in a debate about professional issues.
- Demonstrate knowledge about scope of practice, ethics, guidelines and position statements, and certification and licensure issues as determined by ASHA and AAA.
- Demonstrate awareness of variables related to professional practice in different clinical settings.
- Demonstrate knowledge of laws related to the practice of speech language pathology and audiology.
- Create a professional resume, application letter, and show the ability to successfully engage in a job interview.
- Deliver an oral presentation on matters related to professional issues in speech language pathology or audiology.

Teaching Format: Lecture, Student-Led Presentations, and Discussions
Required Knowledge: No pre-requisites.

STATEMENT ON ACADEMIC INTEGRITY
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/codeofacademicintegrity/ for information on the Academic Code of Integrity and the Policy Against Plagiarism.

Attendance Policy: Attendance is expected at all classes and missing more than 2 classes without an excuse will drop student’s grade by one letter. Any student who misses his/her presentation will lose 10 points. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored.
Classroom Behavior: Please turn all cell-phones and pagers to mute/vibrate during class. The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: http://policy.web.arizona.edu/~policy/threaten.shtml.

SCHEDULE:

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GRADES: Grades are based on the following assignments. Detailed descriptions of the assignments including grading rubrics will be posted on the web page and discussed in class. No make-up assignments or extra credit assignments will be provided in order to raise a grade. Late assignments will be subject to point deductions as detailed in each assignment’s rubric. Students may arrange for make-up work if they have a legitimate, documented excuse for missing class and the assignments associated with that class period. Incomplete work will not be graded. However, a student may take an incomplete in the class if the instructor agrees and the situation meets the requirements in the University’s policy for incompletes.

Re-grading Policy: Re-grading is not expected to be a standard practice. All points deducted will be clearly linked to each assignment’s rubric. However, if a student has a specific issue, he or she can schedule an appointment to discuss the situation with the instructor. Students should be prepared to provide evidence for their viewpoint. Re-grading requests must be submitted no more than one week after feedback for an assignment has been provided.

Assignment Format: The standards and guidelines for all assignment submissions and formats can be found on the individual rubrics/instructions posted on the course d2l webpage for this class. Any questions about format/instruction should be directed to the instruction prior to the deadline for the assignment.
Student-Led Presentation (40 points): Each student will be part of a team that leads an in-class presentation and discussion.

Participation (5 points): Students are expected to participate in class discussions. Students will earn .5 points per substantive comment/question during discussions.

Interview Questions (5 points): Each student team will generate questions that might be asked during an interview, and questions they would like to ask during an interview.

Resume (20 points): Students will create a first and final draft of a resume.

Paper (10 points): Students will write a short paper on the topic of supervision OR towards the ASHA student ethics essay contest: http://www.asha.org/Practice/ethics/essay_award/

Presentation Reflections (20 points): Students will provide reflections on at least 10 of the topics covered in class by the last day of class.

CFY/Externship Project (20 points): Students will research their ‘dream’ job and create a packet of information related to the search, including an application letter.

TOTAL POINTS = 120
A  108-120
B  96-107
C  84-95
D  72-83
E  <72

Accessibility and Accommodations
It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. email: uadrc@email.arizona.edu, http://drc.arizona.edu/. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. The need for accommodations must be documented by the appropriate office.

Confidentiality of Student Records
Students can expect their records to be confidential as per University policy http://www.registrar.arizona.edu/ferpa/default.htm

Subject to Change
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.
### Learner Outcomes for SLHS Coursework Relative to ASHA 2014 Standards

| Learner Outcomes                                                                 | IV-B | IV-C 1 | IV-C 2 | IV-C 3 | IV-C 4 | IV-C 5 | IV-C 6 | IV-C 7 | IV-C 8 | IV-C 9 | IV-D | IV-E | IV-F | IV-G | IV-H | V-A | V-B | V-B | V-B |
|----------------------------------------------------------------------------------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------|------|------|------|------|------|------|------|------|------|
| 1. Demonstrate knowledge of professional and ethical issues relevant to speech language pathologists and audiologists. |      |        |        |        |        |        |        |        |        |        |      | X    | X    |      |      |      |      |      |      |      |
| 2. Demonstrate the ability to respectfully engage in a debate about professional issues. |      |        |        |        |        |        |        |        |        |        |      |      |     |      | X    | X    |      |      |      |      |      |
| 3. Demonstrate knowledge about scope of practice, ethics, guidelines and position statements, and certification and licensure issues as determined by ASHA and AAA. |      |        |        |        |        |        |        |        |        |        |      | X    | X    | X    | X    |      |      |      |      |      |      |
| 4. Demonstrate awareness of variables related to professional practice in different clinical settings. |      |        |        |        |        |        |        |        |        |        |      | X    | X    | X    |      |      |      |      |      |      |      |
| 5. Demonstrate knowledge of laws related to the practice of speech language pathology and audiology. |      |        |        |        |        |        |        |        |        |        |      | X    | X    |      |      |      |      |      |      |      |      |
| 6. Create a professional resume, application letter, and show the ability to successfully engage in a job interview. |      |        |        |        |        |        |        |        |        |        |      |      |     | X    |      |      |      |      |      |      |      |
| 7. Deliver an oral presentation on matters related to professional issues in speech language pathology or audiology. |      |        |        |        |        |        |        |        |        |        |      | X    | X    | X    | X    |      |      |      |      |      |      |

Standard IV-B: Basic Processes
The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: Knowledge in nine major areas
The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
   1. articulation
   2. fluency
   3. voice and resonance, including respiration and phonation
   4. receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing
   5. hearing, including the impact on speech and language
   6. swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)
   7. cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
   8. social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
   9. augmentative and alternative communication modalities

Standard IV-D: Principles of Prevention, Assessment, and Intervention
For each of the areas specified in Standard IV-C, the applicant must have demonstrated current 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.

Standard IV-E: Ethical Conduct
The applicant must have demonstrated knowledge of standards of ethical conduct.
Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F: Research
The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

Standard IV-G: Professional Issue in Practice
The applicant must have demonstrated knowledge of contemporary professional issues.
Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.
Standard IV-H: Professional Issues - Credentials
The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V-A: Communication skills
The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. Implementation: The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

Standard V-B: Clinical competencies
The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:
1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet client/patient needs.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation.
   g. Refer clients/patients for appropriate services.
2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
   b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients'/patients' performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
   f. Complete administrative and reporting functions necessary to support intervention.
   g. Identify and refer clients/patients for services as appropriate.
3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.
Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.