Professional Issues in Speech Language Pathology  
ASLS 516 (2 credits)  
Spring 2016  
Instructor: Robyn A. Ziolkowski, PhD, CCC-SLP  
University of Northern Colorado  
College of Natural and Health Sciences  
School of Human Sciences  
Audiology and Speech-Language Sciences Program

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<tr>
<th>Contact Information</th>
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<tr>
<td><strong>Office Hours</strong></td>
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<td><strong>Office Location</strong></td>
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| **Contacting the Instructor** | robyn.ziolkowski@unco.edu  
  office: 970-351-1201 |

*Please allow at least 48 hours for the instructor to respond to your email request. I will not respond to email over the weekend, therefore an email sent after 5:00 on Friday will not be answered until Monday or Tuesday morning. Please look over your syllabus to find the answer to your questions prior to contacting the instructor.

You are always welcome to stop by my office, or call during my office hours to speak with me. I welcome the opportunity to get to know you. If my office hours are not convenient for you, please call or email for an appointment. I am in my office much more frequently than the posted hours. I am here to help you succeed.

**Course Description**
Professional issues in speech-language pathology as they relate to public schools, medical settings and private practice. Topics: legislative issues, ethics, business practices, public school issues and third party reimbursement issues.
Course Objectives
Upon successful completion of this course, you will be able to:

1. Describe key aspects of the history of speech-language pathology.
2. Interpret the ASHA Code of Ethics in different professional situations, and compile reasonable strategies for working to solve ethical dilemmas.
3. Compare and contrast public law as it relates to various populations and employment settings,
4. Identify key components of the laws as they relate to service delivery,
5. Describe a variety of service delivery models for different employment settings,
6. Identify critical issues in the area of third party reimbursement in public schools including Medicaid,
7. Identify key issues of scheduling, service delivery, business practices and reimbursement in private practice.
8. Apply knowledge of policies and procedures to lobbying efforts in communication disorders.
9. Identify critical issues related to third party reimbursement in private practice and medical settings.
10. Discuss and demonstrate successful interview strategies.

Course Purpose:

Professional is not a label you give yourself – it’s a description you hope others will apply to you…David H. Maister

Your purpose in this class is to understand that what you do clinically is influenced by political, social, educational, health care, and economic factors. Your professional identity is enhanced when you understand the factors that define what you do, with whom, for how long, and at what cost. With this information you can assume a more proactive, rather than passive, role within the profession of speech language pathology. We will be discussing such topics as ethics, documentation, cultural diversity, economic issues, productivity in specific settings, and advocacy.

This semester we will read, discuss information, share thoughts and ideas, and immerse ourselves in the study professional issues in speech language pathology. This is both an individual and group effort. As independent learners, we each have a responsibility to ourselves as well as other class members to extend our knowledge and to apply it to problems and solutions. It is expected that each person read the pertinent chapters/articles, participate in discussions, and complete assignments on the specified dates.

Required Texts:


Other readings will be assigned.
## Course Requirements

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<th>Grade Categories</th>
<th>Description</th>
<th>Total Points</th>
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| Discussion Leader      | Discussion Leader - It is expected that students read chapters prior to the classes which they are assigned. Leading discussions, presentations, and in-services are required for all SLPs. In order to develop these skills, all students will be a discussion leader of the assigned readings. Discussion leaders will work together to complete the following:  
1. Discussion leaders need to submit a 1-2 page outline related to your understanding of the key points of the chapter. This will be submitted via email to Dr. Z by Thursday at 11:59pm.  
2. Discussion leaders will create a learning activity to be posted on the Discussion Board (on BB). This activity should be creative and should reinforce the assigned weekly reading.  
3. Discussion leaders will be in charge of facilitating the discussions for the week. They must respond in a timely and reflective manner to all postings made throughout the week. | 20           |
| Discussion Post and 2 Replies | Weekly participation for Discussion Board: You are required to 1) complete the posted activity for your initial post and 2) respond to two classmates. Your responses should be reflective of your knowledge from the chapter readings and experiences, not just stating agreement with the post. If you are in disagreement, please remember to utilize professional words and a kind tone. | 20           |
| Mission Statement      | Mission Statement: A mission is statement is... “the basis for making major, life-directing decisions in the midst of the circumstances and emotions that affect our lives.....” You will construct a mission statement that reflects your values, culture, and vision. More details posted on BB. | 20           |
| Mock Interview Evaluation | Mock Interview Evaluation: It is incredibly important for students to practice going through a naturalization interview, as it helps them gain confidence, makes them more comfortable in the actual interview. You will have the opportunity to prepare for and participate in a mock interview with career services. More details posted on BB. | 20           |
| Letter for Lobbying    | Letter for Lobbying: ASHA’s mission is to empower and support audiologists, speech-language pathologists, and speech, language, and hearing scientists through: advancing science, setting standards, fostering excellence in professional practice, and advocating for members and those they serve. This assignment is designed so you can assist ASHA with their mission to advocate for members and those they serve. More details posted on BB. | 20           |
| Educational Philosophy Statement | Educational Philosophy Statement: Write your philosophy of education. This is a one page (no more, no less!) statement of your personal beliefs about teaching and learning, but | 20           |
written in the context of speech-language pathology. It requires a great deal of soul searching, wrestling with the essences of what is important to you. This personal philosophy statement will be important to you as you create your educational portfolio, present yourself in job interviews, and select a setting that fits you. More details posted on BB.

| Book/Article Review | Book/Article Review: The purpose of this unit is to explore mainstream resources for building your professional skills. You may choose a book from the list provided or come up with one on your own. Another option is to read a series of articles related to a professional topic. All book choices or article series must be approved in advance. | 20 |

| Reaction paper: ASHA courses. | Reaction paper: ASHA courses After viewing the two ASHA short courses, you will write a 1-2 page reaction paper. Details on BB | 20 |

| Final Exam | Final Exam: This test will have 25 questions, each worth 2 points. It is designed to evaluate your knowledge from the lectures and readings across the course. It is timed. | 50 |

| Total | 210 |

**Additional Policies**

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<tr>
<th>Method of Evaluation</th>
<th>The following scale will be used to determine final letter grades:</th>
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<tbody>
<tr>
<td>Letter Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.99</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>84-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
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<tr>
<td>C</td>
<td>74-76.99</td>
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<tr>
<td>C-</td>
<td>70-73.99</td>
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<tr>
<td>D</td>
<td>60-69.99</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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<p>| Time Commitment | For 2 credit courses, you are expected to spend approximately 9 hours each week on meetings, readings and assignments. It is likely that you will spend more time than this in some weeks and less in others. Please plan accordingly. |</p>
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<th>Community Principles</th>
<th>Some of the material in this course may invoke sensitive feelings. All students are expected to respect any disclosure and/or sensitive discussion items of other students.</th>
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| Due dates and participation | Unless otherwise stated, assignments are due in Blackboard by 11:59pm Mountain Time Zone on the due date.  
- If you do not submit an assignment on time you will lose 20% points per day late. If you do not take the quizzes or final exam during the period each is open you will receive a zero. If you submit a quiz or final exam after the time has expired you will lose 20% of the total possible points. For each additional 5 minutes the quiz is submitted past the time limit you will lose an additional 10 points.  
An excused absence will be granted only for medical reasons or for a death in the immediate family. Proper written documentation of such circumstances will be required to avoid grade deductions. It is the responsibility of the student to provide the instructor with proper documentation in writing within 48 hours of the absence in order for consideration.  |
| Blackboard | In this course, you are required utilize Blackboard to submit assignments online, take online quizzes, and access materials online. Competency using technology such as Blackboard is essential in your future career success no matter the profession.  
Blackboard is an online course management system (accessed through https://unco.Blackboard.com) which will be used in this course.  
Blackboard Support:  
*General support for students experiencing technical difficulties relating to Blackboard can be obtained from the Technical Service Center at 970-351-4357 (i.e., password and log in problems and the UNC network status)  
*Student Support Resources: [http://www.unco.edu/Blackboard/student.html](http://www.unco.edu/Blackboard/student.html) provides tutorials and step-by-step directions for everything you need to complete this course.  
If you experience technical difficulties during a timed quiz or exam you should call tech support IMMEDIATELY. You will need to provide documentation of the issue in order for the instructor to make any accommodations. It is the responsibility of the student to make sure your internet connection is adequate enough to complete timed quizzes/exams. |
| **Rules/Protocols of Communication for Blackboard** | 1. **SUBJECT LINE:** Make sure your last name and topic of assignment is listed in the subject line of all postings. If you are posting as a group, please use all last names. Here is an example: Ziolkowski_Teacher Professional Development Inservice. In some cases, the professor may ask you to post with your group number. Here is an example: Group 1_Teacher Professional Development Inservice.

Please use the same naming convention when naming the documents you are submitting. All submitted documents should end in .doc or .docx.

2. Before posting an assignment, discussion, or other forum within Blackboard, always make sure your posting has no grammar, punctuation or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area. You will lose points at the discretion of the instructor for errors in spelling, grammar and/or punctuation.

3. No shorthand notation or acronyms (such as "TTYL", "LOL", or "IMO") may be used at any time for this course. |

| **Academic Integrity** | All members of the UNC community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity of our academic climate. University policies and guidelines will be followed regarding academic integrity. For additional information, please see the Dean of Student’s website, student code of conduct http://www.unco.edu/dos/assets/pdf/StudentCodeofConduct.pdf#nameddest=SC_integrity

Work that violates these values is incompatible with the goals of this class and will not be tolerated. Students who are found responsible for a violation of the Academic Misconduct Policy will receive a failing grade for the test or assignment. Students have the right to appeal and may do so by following the procedures described in the Academic Appeals policy. |

| **SafeAssign** | In this course, we will be employing SafeAssign software as a tool for identifying plagiarism. SafeAssign is useful in helping to determine whether or not a writer is relying too heavily upon sources and whether a writer has given appropriate credit to an author or source. Students agree that by taking this course that all required papers will be reviewed by SafeAssign and acknowledge that the papers will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism. |
Accommodations for the Differently-abled

Students who believe they may need accommodations in this class are encouraged to contact the Disabilities Student Support Center (970)351-2289 and the instructor as soon as possible to ensure that such accommodations are implemented in a timely fashion.

COURSE OUTLINE:

1. The History of the Profession
   a. Readings: What do you know about your profession’s history? (article attached online), L & H Ch. 2

2. Ethics
   a. Medical
   b. School
   c. Private practice
   d. Other
   e. Readings: ASHA Code of Ethics, L & H Ch. 5

3. Overview of Professional Resources
   a. ASHA Scope of Practice
   b. ASHA Position Statements
   c. Professional agencies
   d. Licensure and Certification
   e. Continuing education & Professional development
   f. Upcoming issues
   g. Readings: ASHA Scope of Practice, ASHA website papers, L & H Chs. 1, 3, optional chapter 4.
   h. Assignment: Book/article review

4. Preparing for Internships and Employment
   a. Resumes
   b. Campus & Professional resources
   c. Readings: L & H, Ch. 8

Meline, T., & Mata-Pistokache, T. (2003). The perils of Pauline’s e-mail: Professional issues for audiologists and speech-language pathologists. Contemporary Issues in Communication Science and Disorders, 30, 118-122. doi:1092-5171/03/3002-0118
   d. Assignments: Mock interview, mission statement

5. Issues related to private practice
   a. Models of service delivery
   b. Pros and cons
   c. Record keeping
   d. Third party reimbursement
   e. Reading: Ch. 17
   f. Guest speaker: TBA

6. Policies, procedures and legislation
   a. Current legislation
   b. How to promote your profession and advocate for clients
   c. Readings: Ch.18 & 19
   d. Assignment: Lobbying letter
7. Legal and insurance issues in public schools
   a. Public Education Laws
   b. Civil right laws
   c. Medicaid billing
   d. IEP software
   e. Readings: Ch. 15, ASHA resources.
   f. ASHA Medicaid in Public Schools

8. Issues related to public school service
   a. Transition
   b. Using support personnel
   c. Record keeping issues
   d. SLP Day-to-day
   e. Work load/caseload/scheduling issues
   f. Readings: Ch. 15, 16
   g. ASHA Public School Documentation
   h. Assignment – Educational philosophy statement & reaction paper

9. Insurance in the medical arena
   a. Medicare/Medicaid
   b. Health Care Legislation
   c. Trends in health care
   d. Readings: Ch. 13; Optional Ch. 14

10. Other areas of practice
    a. Expert witnesses
    b. Professionalism
    c. Readings: TBA