# Course Prefix, Section number, Title:  CSD 390, (section number), SLPA Professional Issues

# Term/Year: Total Units of Course Credit:  (Semester/year) 3 credits

# Course Pre-requisite(s): None

# Instruction Mode: Online, Asynchronous

# Instructor Contact Information

| **Instructor**Kristan Culbertson | **Office Location and Hours**CHHS, Building #66, Room 238A (not in use at this time)Campus: Virtual hours only at this timeVirtual: To be determined by student poll |
| --- | --- |
| **E-mail\***[Kristan.Culbertson@nau.edu](http://kristan.culbertson@nau.edu) \*See *Course Communication Policies* below | **Phone\***Office: (928) 523-8619 Cell: (928) 550-0056  \*See *Course Communication Policies* below |

## Course Purpose

The purpose of this course is to understand the roles and responsibilities of speech-language pathology assistants (SLPAs) across employment settings. Focuses will include student and patient rights, professional and ethical behaviors, and scope of practice for SLPAs as specified by the American Speech-Language-Hearing Association (ASHA) and individual states. The course will include an overview of the educational service system, the health care industry, and the roles of SLPAs and related personnel within these settings. The course will address obtaining an SLPA state license, maintaining a license, and the supervisor/supervisee role in professional practice.

## Taking a Peek Behind the Curtain

CSD 390 is designed to prepare you for SLPA practice through many activities that involve professional practice for the SLPA. Straying from the traditional model of pedagogy delivered in an online course, this course is considered a “flipped classroom.” This means you will be actively learning and engaged in numerous collaborations with the instructor and your classmates and conducting research on a variety of SLPA topics with the guidance of the instructor. You are expected to take responsibility for your learning. The instructor will provide guidance and support needed for you to be successful in this course.

Rather than giving full lectures that cover what you’ve already read, you will notice that the design of the learning activities, instructor guidance/feedback, and collaboration with your classmates provides the opportunity for effective learning and knowledge of the content. You will engage in critical thinking and application in a variety of ways: assess your own learning, participate in peer grading, and engage in collaborative learning. Each topic you will explore scaffolds to the next topic. In this way you “dive deeper” in your learning the content covered. This course requires effective time management, following complex instructions, and attention to detail. These aspects are essential as a practicing SLPA/SLP.

You’ll see that there is no midterm or final exam in this class. Your activities/assignments are the means to assess “you’re getting it.” There are two quizzes which are provided to check your understanding. More on that below.

Because of the rigorous learning expectations for each module, each module will be accessed when the module is being worked on. This “gatekeeper” course structure will assist you with time management, ensure that you will devote your energies to the current module material, and hopefully keep you from being overwhelmed with the intensity of the course. We could all use a little less stress these days!

## Student Learning Outcomes

Being an active and engaged learner in this course, you will:

1. Apply the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), Federal Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and other applicable state and federal laws to individual cases and explain the options and impacts related to an individual’s rights in educational and healthcare settings.
2. Identify and describe the legal and ethical/professional constraints related to confidentiality commonly found in both educational and health care settings.
3. Utilize research supported conflict-resolution strategies for ethical, cultural, and professional conduct issues the SLPA may encounter in a variety of work settings.
4. Describe the Speech Language Pathology Assistant (SLPA) scope of responsibilities as defined by both the American Speech-Language-Hearing Association and specific states.
5. Identify and describe the requirements necessary to obtain and maintain a SLPA license in various states.
6. Discuss the primary educational service delivery settings the SLPA may be gainfully employed, including relevant professionals and their roles in service delivery.
7. Identify and describe health care settings served by SLPAs, including relevant professionals and their roles in service delivery.

## CSD 390 Core Concepts:

Course Core Concepts Based on [ASHA’s Assistant’s Code of Conduct](https://www.asha.org/policy/Assistants-Code-of-Conduct/)

* Speech Language Pathologist Assistants are responsible to comply with statutory rules and regulations of state licensure.
* Speech Language Pathologist Assistants must understand their roles in various employment settings.
* Speech Language Pathologist Assistants must maintain collaborative and harmonious interprofessional and intraprofessional relationships.
* Speech Language Pathologist Assistants must demonstrate honesty, transparency, integrity, and compassion in their professional and public relationships.

## Assignments/Assessments of Course Student Learning Outcomes

CSD 390 consists of short videos to demonstrate/explain concepts pertinent to the module’s content, podcasts, assigned readings, collaborative learning assignments, discussions/journals. The learning outcomes listed above will be assessed through class discussions, asynchronous presentations, online exercises and assignments using Google docs, and an electronic quiz. The student's final grade will be computed based on the sum of the total points for the assignments/activities and final project.

Each Module contains all of the necessary readings, videos, and assignment links to discussions, google docs, journals. You do not need to go outside of the module to search for links, etc. to complete the module requirements.

### “Self-Reflection” journals

Each module includes a “Self-Reflection” journal. You will use information from these journals to complete your Final Project. In Brown, Roediger, and McDaniel’s study (as cited in Darby & Lang, 2019) “Reflection can…lead to stronger learning.” Self-reflection is also a practice used daily by SLPs and SLPAs. You use 3 cognitive activities of reflection : retrieval, elaboration, generation related to the module’s learning outcomes. I encourage you to go back to these journals throughout the semester to reflect, elaborate, etc. as you learn new material relevant to a previous module’s information. You will find that the course is scaffolded such that you build upon knowledge from previous modules.

### “Collaborative Learning” Activities

The SLPA Licensure/Certification Activity and Scope of Practice Activity are considered “collaborative learning” activities. This means that they require you to interact with the instructor and your classmates to demonstrate mastery of the concepts in order to successfully finish the activity and earn points. It is recommended you begin working on the activities the first day the module opens and submit your work as early as possible in order to work with the instructor and obtain feedback. Review the rubrics for grading expectations. In order to get timely feedback, I encourage you to turn in your work early. You must at least turn in initial work by the Wednesday prior to the due date to ensure you can make revisions needed to earn the points. Feedback will come in a variety of modes for this class in effort to enrich your learning experience. We may do an audio/video response, we may have a phone conference so we can talk more in-depth, message, announcement, or videoconference.

### Technology

We will be using Google docs for some activities. These Google docs will still be available after the course closes as long as you have your NAU user ID (e.g. kef67@nau.edu). You may find these documents to be valuable resources in the future. Depending upon the technology, I recommend you look for the preferred browser. Using the preferred browser can make all the difference in accessing videos, etc.

Be sure to contact the NAU Student Technology Center with help using Google docs or any technology difficulties you may have with this course. The instructor’s role is to provide the content necessary, not instruct you on how to use the technology required.

### Groups

You will be engaging in two group assignments, but you will be graded individually. The Scope of Practice Activity in Module 2, and the Case Studies Activity in Module 4 involve groups.

### Quizzes

Quizzes are open book, multiple choice, with three attempts to take them and the highest score of your attempts being the score you receive. They are timed with a limit of 150 minutes each attempt. See Course Policies #5 below regarding taking a quiz late.

You will refer to the syllabus or Due Dates Announcement to access due dates, and exam due dates. Please read the Announcement regarding why the Calendar is not used in this class. The syllabus is the ultimate source for due dates.

### What time of day do quizzes, activities/assignments, and journals/discussions open and close?

They open at 12:30 a.m. Phoenix, AZ. time on the day indicated as available or open. They close at 11:59 p.m. Phoenix, AZ. time on the due date given in the syllabus. If you are in a different time zone, be sure to meet the Phoenix, AZ. time zone deadline.

## Grading System

### The points possible for this class are as follows:

### Getting Started

Do the ***Let’s Get Acquainted*** discussion. You are encouraged to do a 2 minute or less video, provide a picture, use powerpoint, etc. to introduce yourself. Doing a video will prepare you for subsequent assignments that include using a video. You can use Kaltura, YouTube, AdobeSpark, etc. to do your video. **This discussion is worth 15 points.**

### Module 1

### SLPA State Licensure

* Watch short lecture video.
* Research and read SLPA state licensure/certification rules and regulations in one state you may possibly become gainfully employed as an SLPA.
* Read additional module content material.
* Complete Assignment: Read and apply the rubric for your state’s topics. Identify, describe, and summarize the following for your state: Licensure or certification requirements, also known as rules and regulations, needed in order to apply for an *initial* license or certification; licensure or certification requirements regarding *maintaining* your license or certification (this also includes renewing your license or certification and continuing education; the SLP's requirements for SLPA supervision while the SLPA is doing fieldwork or clinical interaction before getting licensed or obtaining certification; the SLP's rules and regulations regarding SLPA supervision in the work place. **This part of the SLPA Licensure/Certification activity is worth 75 points**.
* Participate in joining your classmates to discuss SLPA licensure/certification in a Collaborate Ultra session or you may choose the alternative and do a paper. If you choose to join us in a Collaborate Session, the instructor will participate with you and your assigned group in a scheduled Collaborate Ultra session to discuss what we learned about SLPA licensure. **This part of the SLPA Licensure/Certification activity is worth 25 points.**
* Do a self-reflection journal post on what you learned about SLPA state licensure. This information will also be used in your end of the session Final Project. **This activity is worth 25 points.**

### Module 2

### Role of the SLPA

* Watch short lecture video.
* Read the Scope of Practice material in module.
* Participate in Scope of Practice Activity: This is a collaborative learning activity. The instructor will ensure that you demonstrate knowledge of the concepts. Feedback will be provided in the Google doc and in the classroom. Identify and describe the following as they pertain to the Speech Language Pathologist-Assistant (SLPA) when licensed: Clerical/ Administrative Skills, Conduct in the Work Setting, Interpersonal Skills, Technical Skills Prescribed by the Supervising SLP. **This activity is worth 50 points.**
* Conduct self & peer grading for the Scope of Practice activity. This is an exercise in self-reflection, metacognition, and understanding of concepts as you grade yourself and your peers. Your grading won't affect your overall grade for the Scope of Practice Activity. **This activity is worth 20 points**, 10 points for grading yourself and 10 points for grading your peers.
* Do a self-reflection journal post on what you learned about your role as an SLPA. This information will also be used in your end of the session Final Project. **This activity is worth 25 points.**

### Module 3

### SLPA Employment Settings

* Watch short lecture video.
* Read assigned textbook information.
* Watch “The Speaking Beauty” video.
* Complete and submit a 2-3 minute video that discusses the primary educational service delivery settings the SLPA may be gainfully employed, including relevant professionals and their roles in service delivery and Identify and describe health care settings served by SLPAs, including relevant professionals and their roles in service delivery. **This activity is worth 100 points**.
* Do a self-reflection journal post on what you learned about employment settings and relevant professionals the SLPA may work with. This information will also be used in your end of the session Final Project. **This activity is worth 25 points.**

### Module 4

### Client Rights

* Watch short lecture video.
* Read assigned module information.
* Watch assigned module videos
* Complete a group project using Google Docs as we look at court cases within the parameters of ADA, IDEA, FERPA, and HIPPA. Your group will explain the options and impacts related to an individual’s rights in educational and healthcare settings and identify and describe the legal and ethical/professional constraints related to confidentiality commonly found in both educational and health care settings. **This activity is worth 100 points.**
* Do a self-reflection journal post on what you learned about client’s rights. This information will also be used in your end of the session Final Project. **This activity is worth 25 points.**

### Module 5

### Professional Conduct

* Watch short lecture video.
* Read the assigned module information.
* Do the ASHA’s National Certification quiz. **This quiz is worth 20 points**.
* Do the ASHA Code of Ethics (COE) quiz. **This quiz is worth 20 points.**
* Do the Ethics Conflict-Resolution journal. **This activity is worth 50 points**.
* Do a self-reflection journal post on what you learned about the SLPA’s professional conduct expectations. This information will also be used in your end of the session Final Project. **This activity is worth 25 points.**

Final Project

Submit a 3-5 minute video synthesizing what you’ve learned about professional issues regarding the SLPA. You will be using your Self-Reflection journal information to complete this project. **This activity is worth 250 points.**

### Points Breakdown:

*Let’s Get Acquainted Discussion* : 15 points

*Module 1*

SLPA Licensure/Certification Activity: 75 points possible

Ultra Collaborate Session OR Alternate Assignment: 25 points possible

*Module 2*

Scope of Practice Activity: 50 points possible, Grade Yourself/Grade Your Peers 20 points possible

*Module 3*

Video of SLPA employment settings: 100 points possible

*Module 4*

ADA, IDEA, FERPA, HIPPA Case Studies Activity: 100 points

*Module 5*

Ethics Journal: 50 points possible

Quizzes (2): 20 points each, 40 points possible

*Modules 1,2,3,4,5*

Self-Reflection Journals: 25 points each= 125 points possible

*Final Project*: 250 points possible

Total points: 850

GRADE POINT SCALE: The grade point scale is based on 850 possible points.

Assignment of letter grades is based upon the percentage of the total points a

student earns, as follows:

A = 89.5% to 100%

B = 79.5% to 89.4%

C = 69.5% to 79.4%

D = 59.5% to 69.4%

F = <59.4%

The NAU Academic Grading Policy can be found at

<https://www5.nau.edu/policies/Client/Details/67>

## Readings and Materials

Required Textbook:

Ostergren, Jennifer A. (2019). Speech-language pathology assistants: A

resource manual (2nd ed.). San Diego, CA: Plural Publishing.

Recommended Textbook:

Kraemer, R. & Bryla, J. (2018). Clinical workbook for speech-language pathology

assistants. San Diego, CA: Plural Publishing.

## Tentative Schedule

| Topics | Readings, Assignments, & Deadlines |
| --- | --- |
| Week 1 | |
| Getting Started | **Read**: Syllabus  **Ask:** Contact Mrs. Culbertson if you have any questions about the syllabus.  **Do**: Virtual Hours Poll **Due by \*\*\*, 11:59 p.m.**  **Do:** Let’s Get Acquainted Discussion. Worth 15 points. **Due by \*\*\*, 11:59 p.m.** |
| Weeks 2-4 | |
| Module 1  SLPA State Licensure | **Read**: Module Overview  **Watch:** Mini Lecture  **Read:** Assigned Reading in Module 1  **Choose:** Choose a state you might be gainfully employed as an SLPA.  **Submit:** Step 1 of your SLPA Licensure/ Certification Activity. You’ll find the journal to submit this found in Module 1. **Due by \*\*\*,11:59 p.m.**  **Research & Read:** Research the topics for your chosen state. Look at the SLPA Licensure/Certification rubric topics (10) to research. The rubric is found in “My Grades” in your Course Navigation Menu.  Journal to submit found in Module 1.  **Read/Respond/Revise:** Look in your journal for the Instructor’s feedback in the “Comments” box to see if revisions are needed as you’re doing Step 1 and Step 2 of your SLPA Licensure/Certification Activity.  **Submit:** Step 2 of your SLPA Licensure/ Certification Activity. You’ll use the same journal use you used for Step 1 to submit this in Module 1. **Due by \*\*\*,11:59 p.m.**  **Do:** Self-Reflection Journal. **Due by \*\*\*.**  **Sign Up**: Sign up for the synchronous Collaborate Ultra session in the Google doc. If you choose to do the alternate assignment you will specify that on the sign-up sheet. The sign-up sheet is found in Module 1 and will be available the first week of class. **Sign up by \*\*\*,11:59 p.m. Due dates for the Collaborate or Alternate assignment are flexible and dependent upon when you complete your session/paper.** |
| Weeks 5 & 6 | |
| Module 2  Role of the SLPA (or the SLPA’s Scope of Practice)  \*\*\*You will be still working on an assignment from Module 1 (Collaborate Session/Alternate assignment) | **Read**: Module Overview  **Watch:** Mini Lecture  **Read:** Assigned Reading in Module 2  **Review**: Collaborative Learning Activities in this syllabus.  **Look**: Go to your Group’s google doc to find your topic. Read all of the starting information and the Instructions.  **Do:** Go to the ADHS website link to research your topic.  **Apply:** Use the Technical Proficiency Checklist to apply skills in each of the four areas to your ADHS topics in your Scope of Practice Activity google doc.  **Do:** Scope of Practice Activity in Google doc. Look for instructor feedback in the google doc.  **Due by \*\*\*,11:59 p.m.**  **\*\*\*Do:** Grade Yourself, Grade Your Peers journal. **Due by \*\*\*,11:59 p.m.**  **Do:** Self-Reflection Journal. **Due by \*\*\*,11:59 p.m.**  **Participate:** Module 1 Collaborate Ultra Session if you’re signed up. |
| Weeks 7-9 | |
| Module 3  SLPA Employment Settings | **\*\*\* Do:** Grade Yourself, Grade Your Peers journal from Module 2. **Due by \*\*\*,11:59 p.m.**  **Read**: Module Overview  **Watch:** Mini Lecture  **Read:** Assigned Reading in Module 3  **Watch:** Module Videos  **Do:** 2-3 minute video of Employment Settings/Relevant Professionals. **Due by \*\*\*,11:59 p.m.**  **Do:** Self-Reflection Journal. **Due by \*\*\*,11:59 p.m.** |
| Weeks 10 -11 | |
| Module 4  Client’s Rights | **Read**: Module Overview  **Watch:** Mini Lecture  **Watch:** Assigned module videos  **Do:** Group Project using Google Docs; look at court cases within the parameters of ADA, IDEA, FERPA, and HIPPA. **Due by \*\*\*,11:59 p.m.**  **Do:** Self-Reflection Journal. **Due by \*\*\*,11:59 p.m.** |
| Weeks 12-14 | |
| Module 5  Professional Conduct | **Read**: Module Overview  **Watch:** Mini Lecture  **Do:** ASHA Nat’l Certification quiz. **Due by \*\*\*,11:59 p.m.**  **Do**: the ASHA Code of Ethics (COE) quiz. **Due by \*\*\*,11:59 p.m.**  **Do**: Ethics Conflict-Resolution journal. **Due by \*\*\*,11:59 p.m.**  **Do:** Self-Reflection Journal. **Due by \*\*\*,11:59 p.m.** |
| Finals Week | |
| Final Project Due During Finals Week | **Complete and Submit:** Final Project. **Due by \*\*\***  **11: 59 p.m.** |

## TIPS for Succeeding in the Course:

* READ AND RE-READ THE SYLLABUS. The syllabus contains the expectations for this course. It is time well spent to read, understand, and ask me questions if you don’t understand an expectation.
* It is expected that for every credit hour of a course, you spend 3 hours in the course each week, e.g. a 3 credit course=9 hours/week. This expectation comes from the Arizona State Board of Regents (ABoR).
* Do not wait until the due date and/or hours before quizzes, exams, observation reports are due. You run the risk of losing those points.
* Consult the Student Tech Center if you’re having technical trouble. Look in the “Start Here” folder on how to contact them.
* Please feel free to contact the instructor if you have any questions. That’s why I’m here! I’m happy to help with questions, concerns, etc. about the course or content.
* I understand life happens. I’ve been there too. I thought I would add this so each of you knows that I totally support you in whatever decisions you make in earning your grade for this class. If a situation comes up that is making it difficult to complete work in the class, please contact me so we can discuss options. I don’t give grades, you earn your grade.
* My hope for you is that you will find this course intellectually aerobic as well as having some fun with online learning. You might consider asking yourself this important question as you spend long hours preparing in this course, “If I had a stroke and needed an SLP/SLPA, would I want someone like me for a therapist?” At the 300-400 level of coursework, it’s time to start thinking and acting like a professional in the field. I look forward to helping you with this transition in a positive and supportive way if needed. It is your responsibility to let me know if you need additional support. This is in line with your future SLP-SLPA relationship, too, so we can practice here!

## Course Communication Policies

* There are variety of ways we can communicate in this course. You will receive Announcements regularly and will occasionally receive a “No-Reply” Announcement in your NAU email. Please do not respond to those emails and instead contact me through your Blackboard course messages or by phone. Use the course messages system in the BB Learn course to ask questions, give comments or concerns regarding all course related content issues. I look forward to our communication in the class and I encourage you to reach out to me when needed. That’s why I’m here!
* I have provided my cell phone number so that you can call or text me if needed. I am not in my campus office at this time during the COVID-19 pandemic. If you choose this option, I prefer text messages for most issues, e.g. missing a deadline, quiz, or virtual video conference appointment.
* Questions regarding an assignment can be addressed in a course message to me or by making an appointment for us to meet either by phone, video conference, or in person.
* If calling or texting me, please be sure to give your name, which course you are in, and a brief description of what you have questions about so I can be better prepared to answer them.

## Course Policies

Students are expected to:

1. Attend class via the internet at least 3-4 times weekly. During this time, you should check course announcements, e-mail, calendar, discussions, assignments, and other tools used in the course. Many of the class activities are interactive and they are impossible to make-up after they have been completed. Simply reading the material does not equal being an active class participant! For a three credit course, you are expected to spend at least 9 hours a week on the course.
2. Participate fully in class assignments and discussions.
3. Complete assignments by the due date.
4. Students are responsible for regular online communication and submission of assignments according to scheduled deadlines.
5. Review the course syllabus, assignment guidelines, and due dates before asking questions that have already been explained in the course materials.
6. Submit original work. Plagiarism of copy-written materials and/or other individual’s work will not be tolerated. Review NAU’s policies regarding academic dishonesty. Plagiarism and cheating are serious offenses at the university/college level.
7. Demonstrate professional conduct. This includes posting well thought out comments and questions as well as respectfully responding to other classmates. Mutually respectful dialogue and professional written and verbal communication should be used throughout the course. For example, use complete sentences in all communication, proof written messages (e-mails and discussion posts) for spelling and grammatical errors before submitting.

## Syllabus Policy Statements

<https://nau.edu/university-policy-library/wp-content/uploads/sites/26/Syllabus-Policy-Statements.docx>

Additional policies specific to measures and practices associated with the institutional response to the COVID-19 outbreak are in place for Fall 2020. Details are available in the institutional Syllabus Policy Statements (linkto*:*[*https://nau.edu/wp-content/uploads/sites/26/Syllabus-Policy-Statements.pdf*](https://nau.edu/wp-content/uploads/sites/26/Syllabus-Policy-Statements.pdf)

## ASHA AND STATE COMPETENCIES

ASHA has standards of competence for speech-language pathologists (SLPs) and suggested guidelines for speech language pathology assistants (SLPAs). Review the [American Speech Language-Hearing Association](http://www.asha.org/default.htm) (ASHA) web page to become familiar with these competencies. This course was designed to equip you (an SLP or SLPA) with a component of these competencies.

The state of Arizona requires certain competencies and coursework for speech professionals and paraprofessionals beyond this course. For additional information regarding licensure contact the Arizona Department of Health Services- Special Licensing Division. If you are obtaining SLPA licensure in Arizona or another state, it is your responsibility to know what your state requires for licensure. NAU’s SLPA Certificate program may or may not meet your state’s requirements. Be sure to see our SLPA Certificate Program website for information on this.