**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

**Department of Communication Sciences and Disorders**

**Course Syllabus Fall 2021**

**CSD 600: Professional Issues & Ethics in Speech-Language Pathology**

Credits: 03

Class Meeting Time/Format: Friday, 1:00 pm – 3:50 pm, Live online via Zoom and supported by Canvas

**Instructor Information**

Robert Mayo, Ph.D., CCC-SLP, Professor

Email: r\_mayo@uncg.edu; 336-334-3022

**Graduate Teaching Assistant**

Hannah Connolly, B.S., Email: hkconnolly@uncg.edu

**Office hours:** I am available by appointment in online forums such as Hangout or Zoom. Additionally, schedule-permitting, I can meet with you for no more than 15 minutes via Zoom right after class. **Office location:** 314 Ferguson Bldg.

**Communication:** I will respond to your email correspondence within 24 hours when submitted between Monday and Thursday.  If your message is sent on Friday, Saturday, or Sunday, I will respond to you by the following Monday. In your email communications, please use your UNCG email account.

1. **For Whom Planned**

This is a 3-credit hour synchronous online course for 2nd year graduate students in Speech-Language Pathology. The course starts August 20, 2021 and will be completed by December 1, 2021.

1. **Description of This Course**

The topic areas we will discuss include:

* Issues related to employment settings, job exploration/preparation, credentialing, trends in service delivery, ethics, legal considerations, and professional advocacy in the field of speech-language pathology will be introduced.
* Information and resources that can be used for a professional lifetime.
* Professional activity, including advocacy for the profession and the clients/patients one serves, will be encouraged.
* Content that is in accordance with the American Speech-Language-Hearing Association’s (ASHA) Scope of Practice, Code of Ethics, Preferred Practice Patterns and guidelines for credentialing.

1. **Student Learning Outcomes (SLOs), How They Will be Assessed, and What You Will Do In and Out of Class to Build Your Knowledge and Understanding.**

Below is an alignment chart designed to show you how the learning objectives, class activities, and learning assessment methods match up

|  |  |  |
| --- | --- | --- |
| **Student Learning Outcomes**  ***What knowledge and skills will you demonstrate by the end of this course?***  **Upon completion of the course, students will be able to:** | **How Assessed and Measured**  ***How will your learning or demonstration of progress toward the objectives be assessed?*** | **Teaching and Learning Activities**  ***What class activities and resources will scaffold/build your understanding and support your learning?*** |
| SLO 1: Identify predictable ethical risks and prevention strategies for ethical violations in each job setting. | Quizzes. Exams. Small group oral presentations on identifying and solving ethical dilemmas (case studies). Online interaction/discussion with guest presenters. | Pre-class readings. Ethics case studies. Small group teamwork. Student-developed ethical simulations. Guest presentation by ASHA Office of Ethics Director. Websites |
| SLO 2: Contrast professional and business practices in different speech-language work settings. | Quizzes. Exams. Online interaction/discussion with guest presenters | Pre-class readings. Guest presentations. Websites. |
| SLO 3: Evaluate service delivery systems (e.g. schools, healthcare, private practice) | Student interviews of professional practitioners working in these settings. Group presentations. | Pre-class readings. Small group and full class discussion. Websites. Videos. |
| SLO 4: Formulate ways of protecting one's professional reputation through understanding of professional competency, liability, and employment-related litigation matters. | Group presentations. | Pre-class readings. Student-developed simulations. Websites. |
| SLO 5: Develop resumes, cover letters, and interview skills in preparation for employment process. | Peer review and feedback. Online interaction/discussion with guest presenter. | Pre-class readings. Guest presentation by HHS Career Services Center Liaison. Websites. Videos. |

1. **ASHA Standards for the Certificate of Clinical Competence Met by Completion of this Course (**[**ASHA, 2020**](https://www.asha.org/certification/2020-slp-certification-standards/)**)**
   1. **Standard IV-E:**
      1. The applicant must have demonstrated knowledge of standards of ethical conduct.
      2. Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current[**ASHA *Code of Ethics***](https://www.asha.org/policy/et2016-00342/)**.**
   2. **Standard IV-G**
      1. The applicant must have demonstrated knowledge of contemporary professional issues.
      2. Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues include trends in professional practice, academic program accreditation standards**,**[**ASHA practice policies**](https://www.asha.org/policy/)and guidelines, educational legal requirements or policies, and reimbursement procedures.
2. **Required Textbook and Technology Requirement**There is no textbook required for this course. To successfully complete this course, students will need a device (computer, tablet, etc.) will access to a reliable internet connection
3. **Required Readings**

Book chapters, journal articles, PowerPoint lecture slides, and professional document readings on relevant topics will be provided by the instructor and made available to students on the course Canvas site.   Among these important readings will be:

1. ASHA Code of Ethics: [Website](http://www.asha.org/Code-of-Ethics/) and [PDF Document](http://www.asha.org/uploadedFiles/ET2016-00342.pdf)

b.  ASHA Scope of Practice in SLP: [Website](http://www.asha.org/policy/SP2016-00343/) and [PDF Document](http://www.asha.org/uploadedFiles/SP2016-00343.pdf)  
c.  Statement of the ASHA Board of Ethics: <http://www.asha.org/Practice/ethics/BOE-Code-Enforcement/>

d.  ASHA Preferred Practice Patterns for the Professions of Speech-Language Pathology: [Website](http://www.asha.org/policy/PP2004-00191.htm) and [PDF document](http://www.asha.org/uploadedFiles/PP2004-00191.pdf)

e. Everyday Ethics Articles:

Do’s and Don’ts for Clinical Supervisors of Students (Euben, 2020, *Asha Leader*) [here](https://leader.pubs.asha.org/do/10.1044/everyday-ethics-dos-and-donts-for-clinical-supervisors-of-students/full/)

Avoiding Conflict-of-Interest Situations in Your Practice (Euben, 2020, *Asha Leader*) [here](https://leader.pubs.asha.org/do/10.1044/everyday-ethics-avoiding-conflict-of-interest-situations-in-your-practice/full/)

State Licensing and Practicing Speech-Language Pathology in Schools (Euben, 2020, *Asha Leader*) [here](https://leader.pubs.asha.org/do/10.1044/everyday-ethics-state-licensing-and-practicing-speech-language-pathology-in-schools/full/)

Pitfalls to Watch for When Using Electronic Health Records (Euben, 2020, *Asha Leader*) [here](https://leader.pubs.asha.org/do/10.1044/2020-0608-ethics-electronic-health-records/full/)

f. North Carolina Board of Examiners: [http://www.ncboeslpa.org](http://www.ncboeslpa.org/)

Read:

1. Article 22 (under the 'Statutes' link)
2. Scope of Practice Statements
3. Completing the Licensure Application A-Z (PowerPoint document)
4. ASHA Office of Ethics Resources Web Links for EthicsInformation: <http://www.asha.org/Practice/ethics/>.  Very useful for your graduate education and professional life.

**6. Academic Honor Code** Each student is required to read the UNCG Academic Integrity Policy on the Canvas course web page and the Student Conduct Policies and each student will affirm that s/he will honor those policies with a signature on all major work submitted for the course.

**7. Attendance Policy** Students are expected to attend all classes unless they have an excused absence.  Two unexcused absences will result in lowering of the final grade by one letter.

**8. Learning Differences/Disabilities** Students with documented learning differences or disabilities must meet with the instructor prior to the second class to discuss any accommodations that may be necessary. Please consult the UNCG Office of Accessibility Resource and Services for guidelines on documenting a learning difference/disability at <http://ods.uncg.edu/>

**ACCESSIBILITY OF COURSE CONTENT**

A major aspect of any learning activity is that learners should be able to access the content of a course such as information contained in lecture slides, the instructor's verbal comments, required readings,  content presented in videos, and learning assessments (e.g., tests, discussions, projects, etc.) among other features, in a manner that supports their learning needs and preferences.

To that end, I will provide flexibility in the ways information is presented using these guiding principles:

1. I will provide you with multiple means of taking in course information (e.g., in terms of text representations, video, images, animation).

2. I will provide you with multiple means of engaging in the course and expressing your ideas, opinions, and learning.

If, during your early review of the course content, you find that these principles could be enhanced to better serve your learning needs, please feel free to contact me so that we can collaborate to make the content more accessible.

**ASSESSMENT OF LEARNING**

Students are expected to check Canvas and email regularly to ensure that they are fully aware of all assignments, announcements and other class related information.  Failure to do so may limit your ability to complete the assignments and receive full credit for class participation.

Students will be evaluated on the completion and quality of their products.  Each assignment is deemed to be functional and beneficial to the student's preparation for the Clinical Fellowship (CF) Experience.

We will use formative and summative assessment activities in this course for you and I to track and evaluate your learning of the course concepts.  **Formative assessment**refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, small group work, and more. Formative assessment occurs throughout a class or course and seeks to improve student achievement of learning objectives through approaches that can support specific student needs. Formative assessments can be graded or ungraded. **Summative assessment**involves means of evaluating student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit or a course. As used in this course, summative assessments are graded.

The formative and summative assessments we will use in this class are:

|  |  |
| --- | --- |
| **Formative Assessments** | **Summative Assessments** |
| In-class discussions (ungraded) | Midterm examination (graded) |
| Small group case presentations (graded) | 'Call to Action' final paper (graded) |
| 'The Three Takeaways' assignments (graded) |  |

Students will be evaluated on the completion and quality of their products.  Each assignment is deemed to be functional and beneficial to the student's preparation for the Clinical Fellowship (CF) Experience.

There four graded course assignments worth a possible total point value of 300 points. These assignments are:

**(a) Two (2) In-Class Ethics Small Group Presentations (50 points each = 100 points):**

**These are group assignments**.  In both assignments, you will be given hypothetical case scenarios which may represent an ethical dilemma or challenge.  Through use of an **ethics template** and an **ethical flow chart** as guides, you will be tasked with determining if an ethical dilemma exists, the nature of the dilemma, if violations of any of the Principles of the ASHA Code of Ethics are present (and which specific Principles and Rules), and asked to provide your recommendations for resolution of the ethical dilemma. You and the members of your group will **present the scenarios in class** on the following dates: **Part 1: September 17th and Part 2: September 24th**. You will give your presentations using the template and flow chart documents containing the key elements and you will submit your completed work by uploading it as a Word document via the Canvas course site for grading and sharing with your classmates.

**Part 1 of the Assignment (due September 16th)**will require you to read two articles which I have provided on Canvas, 'Ethical Decision-Making in Dysphagia Management' by Sharp and Genesen (1996) and 'Ethical Issues Involving the Right Hemisphere Stroke Patient: To Treat or Not to Treat?’ by Cherney (2006). For more specific information on Part 1 of the assignment, be sure to look over the Lecture 5: ‘*In-Class Assignment: Ethical Scenarios Part 1: Read These Instructions’* content area in Canvas.  This is a 20-minute presentation.

**Part 2 of the Assignment (due September 23rd)**will require you to review a single case scenario that I will give you and the members of your group. For more specific information on Part 2 of the assignment, be sure to look over the Lecture 6: ‘*In-Class Assignment: Ethical Scenarios Part 2: Read These Instructions’* content area in Canvas. This is a 10-minute presentation.

**(b) 'The Three Takeaways' Assignments (5 points each x 6 class meetings = 30 points):**

These are **individual assignments** where you will list and briefly discuss three points that were important to you ('takeaways') from class meetings on each of the following six dates: **August 20, 27; September 3, 10; and October 1, 15**.

**(c) Midterm Examination (100 points):**

The Praxis Exam contains items on professional ethics and the questions on the CSD 600 Midterm Examination will be very similar to those on the Praxis.  There will be 25 items worth four (4) points each. The test will cover only professional ethics and standards content. This two-hour online exam will be available to you from **Thursday October 7th at 9:00 am** **until** **Friday October 8th at 5:00 pm**.

**(d) ‘Call-to-Action’ on a Professional Issue Paper (70 points):**

There are significant professional issues in the field of Speech-Language Pathology that need to be addressed by practitioners, educators, ASHA, students, and community stakeholders, among others.  If you were invited to speak to a panel consisting of the above-named entities **who had** **the resources and finances to support your efforts** to address one important professional issue, what would you say to that group? Stated another way, what would be the topic of your ‘Call to Action’? **In this fully two-page paper, with a third page containing your references (minimum of three references), you will identify a professional issue; provide background information on it; explain why the issue is relevant and needs to be addressed; explain your ideas for addressing it and why you should be provided with the resources and finances to put your ideas into effect; and state the professional ramifications (‘the costs’) of not addressing this issue.** Some examples of significant professional issues might be: how COVID-19 has impacted professional practice and practitioners; adolescents with communication disorders who are detained by or at increased risk for incarceration within the juvenile justice system; pseudoscience in speech-language intervention (e.g., nonspeech oral motor exercises, Fast Forward, ‘treatment apps’, etc.); Adverse Childhood Experiences (e.g., experiences children may have at home such as abuse, parental opiate addiction, human trafficking, etc.); persons with cognitive-linguistic disorders such as expressive aphasia who need access to the court system (e.g., to defend themselves against a charge or to testify on behalf of someone else). The paper cannot just be presented in ‘outlined’ or ‘bulleted’ form. You must use words for your content. More information on this assignment will be provided on the first day of the class.  Your paper is due on **December 1st by 5:00 pm** and you will submit it by uploading it to the course Canvas site. The Rubric I will use for your grading paper below can be found on the course Canvas site.

**Grading Scale**:  A = 300-290, B = 289-279, C = 278-268, Below 268 = F.

**ADDITIONAL INFORMATION**

1. **Information related to Covid-19:** <https://covid.uncg.edu/reminders-from-student-affairs/>
2. **Respect for Others:** UNCG is committed to equal opportunity in education and employment for all persons and will not tolerate any discrimination against or harassment of persons on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, political affiliation, genetic information, veteran status, disabling condition, or age. <https://policy.uncg.edu/university-policies/discriminatory_conduct/>
3. **Health and Wellness:** Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.
4. **Pronoun usage:** Pronouns are words that a person may use to identify themselves instead of their chosen name. For example, she/her/hers and he/him/his are typically feminine and masculine pronouns, respectively. However, some feel more comfortable with gender-neutral pronouns. The most common gender-neutral pronouns are they/them/theirs, used in the singular to refer to an individual in a way that isn’t gendered. Please let me know, if you prefer to be addressed by pronouns other than those typically used in the singular.