

**Department of Communicative Sciences and Deaf Studies  
California State University, Fresno**

**CSDS 209 – 1 unit**

**PROFESSIONAL ISSUES IN COMMUNICATIVE DISORDERS—SEMINAR**

Instructor:

Phone:

E-mail:

Office Hours:

Office Location:

Course Time:

Location:

**COURSE DESCRIPTION**

This course is designed to provide necessary information and discuss pertinent issues related to professional issues in speech-language pathology in preparation for a career as a speech-language pathologist. Students must also be enrolled in CSDS 257 or CSDS 267 as a co-requisite course.

**This course fulfills the following ASHA standards: Standards IV-E, IV-G, and IV-H**

**TEXT**

Hegde, M. N. & Kuyumjian, K. (2020). *Clinical methods and practicum in speech-language pathology* (6<sup>th</sup> ed.). San Diego, CA: Plural Publishing Inc.

Additional course handouts to be distributed via e-mail, Canvas, or hard copy by the instructor. ***Each student must check his or her e-mail or Canvas for course handouts the Monday prior to each class.***

**GRADES**

Grades are awarded consistent with the CSUF grading policy. The following is a breakdown of the possible points available in this course, and the corresponding grades:

Oral/Written Assignment	30 Points	90-100 Points: A
Attendance/Participation Points (15 Classes @ 2 points each)	30 Points	80-89 Points: B
Final	<u>40 Points</u>	70-79 Points: C
	Total 100 points	60-69 Points: D
		below 60 Points: F

***Attendance:*** Since this course meets only once per week, attendance and participation is mandatory. For each class a student misses, he/she will be penalized 2 points from his/her overall grade. ***Absences will be excused by the instructor only in special circumstances.*** If a class is cancelled by the instructor, no students will be penalized attendance points. Students must also be on time for class. Students are penalized 1 point for each class they arrive tardy. Class

participation is mandatory as there will be discussions, short assignments, and presentations in class.

**Oral/Written Assignment:** Students will be required to work in small groups to prepare a short in-service on a given topic related to a professional practice issue as designated on ASHA's website <http://www.asha.org/slp/practice-issues/>. The written PowerPoint will be emailed to the instructor on **03/30/20** by **6:00 p.m.** Presentation details will be provided during one of the first lecture sessions. **If a student fails to complete the assignment, or turns in the assignment late, zero points will be awarded. No make-up assignment will be provided.**

**Examination:** The Final will take place during the allotted 2-hour time frame as stipulated by the University. The final examination consists of matching, true/false, and short answer questions relating to class lectures and presentations in addition to a participation final. Students will be asked questions in an interview-style roundtable facilitated by the instructor regarding questions pertaining to professional issues in speech-language pathology.

## **COURSE OBJECTIVES**

Students will demonstrate the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders.

1. Students will demonstrate knowledge of the principles and rules of the American Speech-Language-Hearing Association's (ASHA) Code of Ethics emphasizing collaboration, evidence-base practice, and assessment/services of linguistically diverse students (CTC Program Design Standard 2, 4; Speech-Language Pathology Services Credential Standard 5)
2. Students will demonstrate knowledge of contemporary issues as well as local, state, and national regulations/policies and legislation relevant to professional practice [i.e., regulations regarding qualification for special education services, special education law/relevant legislation, the Individualized Education Program (IEP) process, Procedural Safeguards, various service delivery options, the Health Insurance Portability and Accountability Act (HIPAA), etc.] (CTC Program Design Standard 2, 5, 8; Speech-Language Pathology Services Credential Standard 5)
3. Students will demonstrate knowledge of entry level and advanced certification as well as knowledge of licensure and other relevant professional credentials (i.e., state licensure, ASHA Certification in Speech-Language Pathology, and the Speech-Language Pathology Services Credential in California). (CTC Program Design Standard 5).
4. Students will demonstrate knowledge of professional contemporary issues in areas not limited to: trends in professional practice, application of evidence based practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures [i.e., Medi-Cal Local Educational Agency Billing Option Program, School Medi-Cal Administrative Activities/Random Moment Time Survey (SMAA/RMTS), International Classifications of Diseases (ICD codes), Medicare, etc.] (CTC Program Design Standard 3, 5, 8; Speech-Language Pathology Services Credential Standard 5)

## STUDENT LEARNING OUTCOMES

As a result of having taken this class, students will be able to:

- Apply principles and rules of the American Speech-Language-Hearing Association (ASHA) Code of Ethics to various clinical scenarios.
- Describe professional contemporary issues relevant to the field of speech-language pathology and explain how those issues impact the field.
- Describe regulations and policies of various local, state, and national agencies and explain how those regulations and policies impact professional practice.
- Describe certification, licensure, and credentialing requirements for speech-language pathologists.

## TENTATIVE COURSE SCHEDULE

Date	Topic	Readings
<b>Week 1</b> 01/21/20	Syllabus and Assignment Discussion Professional Issues in SLP: School-Based Setting <i>Beginning of the year activities</i> <ul style="list-style-type: none"> <li>• <i>Teacher In-service</i></li> </ul>	Text pp. 46-82
<b>Week 2</b> 01/28/20	Professional Issues in SLP: Across Settings <i>ASHA's Code of Ethics</i> <i>ASHA's Scope of Practice (Practice Policies and Guidelines)</i> <i>ASHA's Accreditation Standards</i>	Text pp. 85-112; 195-198 <i>ASHA Code of Ethics and Scope of Practice</i>
<b>Week 3</b> 02/04/20	Professional Issues in SLP: Across Settings <i>Getting a Job</i>	No readings
<b>Week 4</b> 02/11/20	Professional Issues in SLP: School-Based Setting <i>Eligibility</i> <ul style="list-style-type: none"> <li>• <i>Discussion of state and federal laws</i></li> <li>• <i>California Regulations on Eligibility for IEPs</i></li> <li>• <i>Trans-disciplinary Collaboration</i></li> </ul>	No readings
<b>Week 5</b> 02/18/20	Professional Issues in SLP: School-Based Setting <i>The IEP</i> <ul style="list-style-type: none"> <li>• <i>IEP Development and Delivery</i></li> <li>• <i>Case Management vs. Duplicated students</i></li> <li>• <i>Collaboration with Educators and Family members</i></li> <li>• <i>Time Lines</i></li> <li>• <i>IEP Meeting Agenda</i></li> </ul>	Text pp. 175-190
<b>Week 6</b> 02/25/20	Professional Issues in SLP: School-Based Setting <i>Caseload and Service Delivery Options</i> <ul style="list-style-type: none"> <li>• <i>Direct Service, Consultation, and Collaboration, Co-Teaching</i></li> <li>• <i>Pull-out &amp; Push-in Models</i></li> </ul> <i>Special Education Information System</i>	Text pp. 151-153, 48-55
<b>Week 7</b> 03/03/20	Professional Issues in SLP: Across Settings, <i>Guest Lecturer: Shellie Bader</i>	Text pp. 130-142
<b>Week 8</b> 03/10/20	Professional Issues in SLP: School-Based Setting <i>Guest Lecturer: Leanne Esmay</i>	No readings
<b>Week 9</b> 03/17/20	Professional Issues in SLP: Medical-Based Setting <i>Guest Lecturer: Rachelle Garcia</i>	No readings

<b>Week 10</b> 03/24/20	Professional Issues in SLP: Across Settings, <i>Documentation and Reimbursement</i> <ul style="list-style-type: none"> <li>• <i>Monitoring of Services</i></li> <li>• <i>SOAP Notes</i></li> <li>• <i>RtI Considerations</i></li> <li>• <i>Confidentiality Laws</i></li> <li>• <i>Record Retention</i></li> <li>• <i>Billing</i></li> </ul>	Text pp. 185-192
<b>Week 11</b> 03/31/20	Oral presentations ( <b>All Presentation Assignments Due turned in via e-mail by 03/30/20 by 6:00 p.m.</b> )	Text pp. 198-203, 112-116, 9, 34, 63-64
<b>Week 12</b> 04/07/20	<b>No Class: Spring Break</b>	
<b>Week 13</b> 04/14/20	Oral presentations, Continued	Text pp. 198-203, 112-116, 9, 34, 63-64
<b>Week 14</b> 04/21/20	Professional Issues in SLP: Required Professional Experience (RPE) <i>State License</i>	Text pp. 11, 20, 129, 79, 107, 135
<b>Week 15</b> 04/28/20	Professional Issues in SLP: Clinical Fellowship Year (CFY) <i>ASHA CCC's, Entry Level and Advanced Certification</i>	Text pp. 14-19
<b>Week 16</b> 05/05/20	Professional Issues in SLP: Speech Language Pathology Services (SLPS) Credential <i>Guest: Sherri Nakashima (Credential Analyst)</i>	Text pp. 20-21, 47-48
<b>Final</b> 05/12/20	<b>Final Exam on Tuesday, May 12<sup>th</sup>, 5:45 p.m.-7:45 p.m.</b> (will take the full 2-hour period)	

### **Subject to Change**

This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

### **University Policies**

For information on the University's policy regarding cheating and plagiarism, refer to the *Schedule of Courses* (Legal Notices on Cheating and Plagiarism) or the *University Catalog* (Policies and Regulations).

**Students with Disabilities:** Upon identifying themselves to the instructor and the University, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities (278-2811).

**Audio and Video Recordings:** Audio and video recordings of class lectures are prohibited unless the instructor gives explicit permission to do it. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service.

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also

include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning of other students will not be tolerated."