

SPEECHPATHOLOGY.COM

UNIVERSITY OF THE
PACIFIC | Benerd
College

Course Syllabus

EDUP 9484

Professional Issues

EDUP 9484

Professional Issues

Course Description

How speech-language pathologists (SLPs) practice is directly influenced by a number of factors from both inside and outside of the profession. These factors are dynamic and include things such as culture, laws and regulations, ethics, and a growing scientific evidence base. Professional issues in speech-language pathology comprise the foundation and framework for practice, and change over time. Staying up to date with professional issues is as critical for SLPs as staying current with clinical skills and expertise.

This course, presented by leading experts in speech-language pathology and allied professions, describes current professional issues for SLPs. It covers essential topics around ethics, supervision, counseling, and legal/regulatory compliance. It equips SLPs with strategies and resources to support best practices, ensure compliance with applicable laws and regulations, and to enhance their professionalism.

Content consists of SpeechPathology.com courses, which are available in various formats, including recorded (video) webinars, audio-only (podcast), and text. Each student will select relevant individual courses from SpeechPathology.com to total the required hours for the number of credits they wish to earn (1-4).

Course Credits: 1-4

Grading Scale

A = 90-100 | B = 80-89 | C = 70-79 | D = 60-69 | F= 0-59

Course Outcomes

Students will be equipped with strategies and resources to enhance their delivery of speech-language pathology services for preschool and school-age children with hearing loss, feeding and swallowing issues, voice disorders, stuttering, and complex communication needs.

| Course Objectives/Outlines | Evidence Achieved |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Describe ethical codes and guidelines for SLPs and list professional resources for support in resolving ethical dilemmas | Student will be assessed |
| List laws and regulations pertaining to SLP practice | Student will be assessed |
| Define interprofessional collaboration and describe strategies for an effective multidisciplinary approach | Student will be assessed |
| Describe strategies SLPs can use for working across cultures and generations | Student will be assessed |
| List key competencies for effective supervision | Student will be assessed |
| Discuss tools and counseling techniques that help with understanding students' needs | Student will be assessed |
| List and locate resources for SLPs to stay current on professional issues | Student will be assessed and submit a report |

Course Requirements

This course can be taken for 1-4 semester credits. Students will be graded on the completion of the online content (individual online courses) and their corresponding exams, as well as on the submission of a reflection report. Exams are open notes.

Final grade is based on:

Completing required number of hours of online courses - 60%

Exam scores for individual online courses - 20% (open book)

Reflection report - 20%

To receive 1 credit, you must:

- 1) Complete 15 hours of online SpeechPathology.com courses
- 2) Pass the exam for each online course with score of 80% or better (open notes)
- 3) Submit a 1-page (minimum 500 words), single-spaced narrative reflection report summarizing how the individual courses will contribute to your professional development
- 4) Submit a list of your completed online courses

To receive 2 credits, you must:

- 1) Complete 30 hours of online SpeechPathology.com courses
- 2) Pass the exam for each online course with score of 80% or better (open notes)
- 3) Submit a 1.5-page (minimum 750 words), single-spaced narrative reflection report summarizing how the individual courses will contribute to your professional development
- 4) Submit a list of your completed online courses

To receive 3 credits, you must:

- 1) Complete 45 hours of online SpeechPathology.com courses
- 2) Pass the exam for each online course with score of 80% or better (open notes)
- 3) Submit a 2-page (minimum 1000 words), single-spaced narrative reflection report summarizing how the individual courses will contribute to your professional development
- 4) Submit a list of your completed online courses

To receive 4 credits, you must:

- 1) Complete 60 hours of online SpeechPathology.com courses
- 2) Pass the exam for each online course with score of 80% or better (open notes)
- 3) Submit a 2.5-page (minimum 1250 words), single-spaced narrative reflection report summarizing how the individual courses will contribute to your professional development
- 4) Submit a list of your completed online courses

SpeechPathology.com courses completed prior to enrollment in this course may not count toward these requirements.

Reflection Report

After completing all individual online courses, you will write a reflection report summarizing how the course content has enhanced your professional development. The reflection report must answer the following prompt:

Describe how the information you learned in this course will contribute to your work as a speech-language pathologist. Include examples from the SpeechPathology.com courses you completed.

Your reflection report must be typed (not handwritten), in narrative style, and free of spelling and grammatical errors as expected for graduate-level academic work.

The required length of the reflection report is based on the number of credits you want to earn (1-4).

- 1 college credit = Minimum 500 words
- 2 college credits = Minimum 750 words
- 3 college credits = Minimum 1000 words
- 4 college credits = Minimum 1250 words

The reflection report will be evaluated on the following criteria:

- Includes the minimum required word count
- Addresses the prompt
- Includes example(s) from courses
- Communicates clearly

The reflection report must be submitted by the deadline indicated in your confirmation email.

Course Content

The content for the course comprises individual online SpeechPathology.com courses on the following topics: [Ethics](#), [Supervision](#), [Counseling](#), [Professional Issues](#), [Compliance and Regulatory](#). You'll choose the individual courses in your preferred format(s) to best suit your professional development and learning needs. A CEU membership to SpeechPathology.com (\$99 per year) is required to access the courses.

SpeechPathology.com courses that you've completed prior to your registration/enrollment in this graduate-level credit course cannot be used toward graduate-level credit. If you register for more than one graduate-level credit course, you must take new (unique) SpeechPathology.com courses to fulfill the required hours.

Bibliography

- Ault, A. (2018, January 17). *Survey: 42% of physicians report burnout, some cite depression*. Medscape. <https://www.medscape.com/viewarticle/891411>
- Adler, R. F., Adepu, S., Bestha, A., & Gutstein, Y. (2015). Remind me: Minimizing negative effects of multitasking. *Procedia Manufacturing*, 3, 5459-5466.
- American Speech-Language-Hearing Association (ASHA). (2020). *Issues in ethics: Ethical use of social media*. ASHA. <https://www.asha.org/Practice/ethics/Ethical-Use-of-Social-Media/>
- Anguilar, S. M., & Ostergren, J. A. (2016). Finding answers regarding the 2 R's of speech-language pathology assistants (SLPA) supervision: Regulations and recommendations. *ASHA Wire, Perspectives of the ASHA Special Interest Groups* 11, 86-91.
- Ashkenus, R., & Manville, B. (2018, November 7). *The fundamentals of leadership still haven't changed*. Harvard Business Review. <https://hbr.org/2018/11/the-fundamentals-of-leadership-still-havent-changed>
- Bankaitis, A. U. (2018). Infection control. In B. Taylor (Ed.). *Audiology practice management* (3rd ed., chapter 8). Thieme Medical Publishers.
- Bhatti, A. (2018). Cognitive bias in clinical practice-nurturing healthy skepticism among medical students. *Advances in Medical Education and Practice*, 9, 235- 237.
- Boyle, M. P., & Fearon, A. N. (2018). Self-stigma and its associations with stress, physical health, and health care satisfaction in adults who stutter. *Journal of Fluency Disorders*, 56, 112-121. <https://doi.org/10.1016/j.jfludis.2017.10.002>
- Brach, C. & Harris, L. M. (2021). Healthy people 2030 health literacy definition tells organizations: Make information and services easy to find, understand and use. *Journal General Internal Medicine*, 36(4), 1084-1085. <https://doi.org/10.1007/s11606-020-06384-y>
- Brown, B. (2012). *The power of vulnerability: Teachings on authenticity, connection and courage*. Sounds True.
- Bujnowska, A., Rodríguez, C., García, T., Areces, D., & Marsh, N. (2019). Parenting and future anxiety: The impact of having a child with developmental disabilities. *International Journal of Environmental Research and Public Health*, 16(4), 668. <https://doi.org/10.3390/ijerph16040668>
- Bullock, L., Stanyon, M., Glaser, D., & Chou, S. (2019). Identifying and responding to child neglect: Exploring the professional experiences of primary school teachers and family support workers. *Child Abuse Review*, 28(3), 209-224. <https://doi.org/10.1002/car.2558>
- Cadwgan, J., & Goodwin, J. (2018). Helping parents with the diagnosis of disability. *Paediatrics and Child Health*, 28(8), 357-363.
- Centers for Disease Control and Prevention (2017). Preventing suicide: A technical package of policy, programs, and practices. <https://www.cdc.gov/violenceprevention/pdf/suicideTechnicalPackage.pdf>

Cheng, S., Tsui, P. K., & Lam, J. (2015). Improving mental health in health care practitioners: Randomized controlled trial of a gratitude intervention. *Journal of Consulting and Clinical Psychology, 83*(1), 177-186.

Cohn, E. R., & Cason, J. (2019). Ethical considerations for client-centered telepractice. *Perspectives of ASHA Special Interest Groups, 4*(4), 704-711.

Cook, K., Tillard, G., Wyles, C., Gerhard, D., Ormond, T., & Mcauliffe, M. (2019). Assessing and developing the written reflective practice skills of speech-language pathology students. *International Journal of Speech-Language Pathology, 21*(1), 46-55.

Christensen, R. O. (n.d.). *What reading is essential for your career? A glossary!* KT Project.
<https://ktproject.ca/what-reading-is-essential-for-your-career-a-glossary/>

de Haan, E. (2019). *Critical moments in executive coaching: Understanding the coaching process through research and evidence-based theory*. Routledge Taylor & Francis Group.

Dweck, C. (2016). *Mindset: The new psychology of success*. Ballantine Books.

Erdman, S., Colker, L., & Winter, E. (2020). Preventing compassion fatigue: Caring for yourself. *Young Children, 75*(3), 28-35.

Fernández-Ávalos, M. I., Pérez-Marfil, M. N., Ferrer-Cascales, R., Cruz-Quintana, F., & Fernández-Alcántara, M. (2020). Feeling of grief and loss in parental caregivers of adults diagnosed with intellectual disability. *Journal of Applied Research in Intellectual Disabilities, 34*(3), 712-723. <https://doi.org/10.1111/jar.12842>

Figley, C. R. (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. Brunner-Routledge.

Figley, C. R. (Ed.) (2002). *Treating compassion fatigue*. Brunner-Routledge.

Fredriksen-Goldsen, K. I., Kim, H. J., Shui, C., & Bryan, A. E. B. (2017). Chronic health conditions and key health indicators among lesbian, gay, and bisexual older US adults, 2013 - 2014. *American Journal of Public Health, 107*(8), 1332- 1338. <https://doi.org/10.2105/ajph.2017.303922>

Frellick, M. (2019, January 19). *Burnout rises above 50% in some specialties, new survey shows*. Medscape.
www.medscape.com

Furtner, M. R., Tutzer, L., & Sachse, P. (2018). The mindful self-leader: Investigating the relationships between self-leadership and mindfulness. *Social Behavior and Personality, 46*(3), 353-359. <https://doi.org/10.2224/sbp.6521>

Gardner, J. M. & Allen, T. C. (2019). Keep calm and tweet on: Legal and ethical considerations for pathologists using social media. *Archives of Pathology and Laboratory Medicine, 143*(1), 75-80.

Goldhammer, H., Smart, A. C., Kissock, L. A., & Keuroghlian, A. S. (2021). Organizational strategies and inclusive language to build culturally responsive health care environments for lesbian, gay, bisexual, transgender, and queer people. *Journal of Health Care for the Poor and Underserved, 32*(1), 18 - 29. <https://doi.org/10.1353/hpu.2021.0004>

Goldin, A., Weinstein, B. E., & Shiman, N. (2020) How do medical masks degrade speech perception? *Hearing Review, 27*(5), 8-9.

Hardavella, G., Aamli-Gaagnat, A., Saad, N., Rousalova, I., & Sreter, K. B. (2017). How to give and receive feedback effectively. *Breathe*, 13(4), 327–333. <https://doi.org/10.1183/20734735.009917>

Heyer, R. (2015). Learning through reflection: The critical role of reflection in work-based learning (WBL). *Journal of Work Applied Management*, 7(1), 15-27.

Hiyoshi-Taniguchi, K., Becker, C. B., & Kinoshita, A. (2018). What behavioral and psychological symptoms of dementia affect caregiver burnout? *Clinical Gerontologist*, 41(3), 249–254. <https://doi.org/10.1080/07317115.2017.1398797>

Joshua, T. G., Williams, W. O., Benton, S., & Uhl, G. (2020). Evaluation of an HIV prevention intervention for women living with HIV. *AIDS Care*, 32(7), 835-842. <https://doi.org/10.1080/09540121.2019.1659910>

Kachan, D., Olano, H., Tannenbaum, S. L., Annane, D. W., Mehta, A., Arheart, K. L., Fleming, L. E., Yang, X., McClure, L. A., & Lee, D. J. (2017). Prevalence of mindfulness practices in the US workforce: National Health Interview Survey. *Preventing Chronic Disease*, 14, E01. <https://doi.org/10.5888/pcd14.160034>

Kelinhans, K. A., Brock, C., Bland, L. E., & Berry, B. A. (2020). Deliberate supervision: Practical strategies for success. *Perspectives of the ASHA Special Interest Groups*, 5, 206-215.

Kinsella, B. (2018, June 27). *It's time for us to have a real conversation about suicide in America*. Task & Purpose. <https://taskandpurpose.com/news/america-veterans-suicide-crisis-dialogue/>

Klompas, M., Baker, M., & Rhee, C. (2021). What is an aerosol-generating procedure? *Journal of the American Medical Association*, 156(2), 113-114. doi:10.1001/jamasurg.2020.6643

Korteling, J. E., Brouwer, A. M., & Toet, A. (2018). A neural network framework for cognitive bias. *Frontiers in Psychology*, 9,1-12.

Ladyshevsky, R. K., & Sanderson, B. (2021). Peer coaching and health science practicums: Best practices of experienced clinical educators. *International Journal of Evidence Based Coaching and Mentoring*, 19(1), 44-60.

Lee, A., Gibbon, F. E., & Spivey, K. (2017). Children's attitudes toward peers with unintelligible speech associated with cleft lip and/or palate. *The Cleft Palate-Craniofacial Journal*, 54(3), 262-268. <https://doi.org/10.1597/15-088>

Lehrer, J. (2009). *How we decide*. Houghton Mifflin Harcourt.

Luterman, D. (2017) *Counseling persons with communication disorders and their families* (6th ed.). Pro-Ed.

McKee, M., Meade, M., Zazove, P., Stewart, H., Jannausch, M., & Ilgen, M. (2019). The relationship between hearing loss and substance use disorders among adult in the U.S. *American Journal of Preventive Medicine*, 56(4), 586-590.

Muattarxon Qahramonjon qizi, S. (2021). The importance of terminology in today's society. *International Journal of Engineering and Information Systems*, 5(2), 204–205.

Ostergren, J., & Aguilar, S. (2015). Speech-language assistant supervisor survey. *Contemporary Issues in Communication Science and Disorders*, 42, 226-245.

Power-deFur, L. (2020). What do I do now? Resolving school-based ethical challenges. *Perspectives of ASHA Special Interest Groups*, 5, 282-289.

Procaccini, S. J., McNamara, K. M., & Lenzen, N. M. (2017). Leading the way with supervision training: Embracing change and transforming clinical practice. *Perspectives of the ASHA Special Interest Groups*, 2(11), 42-46.

Rauvola, R. S., Vega, D. M., & Lavigne, K. N. (2019). Compassion fatigue, secondary traumatic stress, and vicarious traumatization: a qualitative review and research agenda. *Occupational Health Science*, 3, 297-336.

Rawool, V. (2016). Audiological implications of the opioid epidemic. *The Hearing Journal*, 10, 11-12.

Salvagioni, D., Melanda, F. N., Mesas, A. E., González, A. D., Gabani, F. L., & Andrade, S. M. (2017). Physical, psychological and occupational consequences of job burnout: A systematic review of prospective studies. *PLoS one*, 12(10), e0185781. <https://doi.org/10.1371/journal.pone.0185781>

Schneier, B. (2015). *Secrets & lies: Digital security in a networked world*. Wiley.

Schulz, A. S., Bloom, J., & Kinnunen, U. (2017). Workaholism and daily energy management at work: associations with self-reported health and emotional exhaustion. *Industrial Health*, 55(3), 252-264. <https://doi.org/10.2486/indhealth.2016-0150>

Seal, B. C., & Power-deFur, L. (2020). *Speech-language pathologists as expert witnesses*. ASHA Press.

Sterling-Orth, A., Schraeder, T., & Courtade, G. (2017). *Guide to clinical supervision*. The Cognitive Press.

Sulmasy, L. S., Bledsoe, T. A., & American College of Physicians Committee on Ethics, Professionalism, and Human Rights (2019). *American College of Physicians ethics manual* (7th ed.). *Annals of Internal Medicine*, 170(2). <https://www.acpjournals.org/doi/10.7326/M18-2160>

Tadic, V., Ashcroft, R., Brown, J. B., & Dahrouge, S. (2020). The role of social workers in interprofessional primary healthcare teams. *Healthcare Policy*, 16(1), 27-42. <https://doi.org/10.12927/hcpol.2020.26292>

van der Kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Publishing Group.

Waller, J., Sandford, M., & Caswell, T. (2018) Building competencies in clinical supervision: Outcomes of integrating self-assessment resources from the American Speech-LanguageHearing Association's Ad Hoc Committee on Supervision Training. *Perspectives of the ASHA Special Interest Groups SIG*, 3(11), 4-20.

Wheat, K. (2018). Supervising for success. *The ASHA Leader*, 23(2).

Wiggins, G. (2012). Seven keys to effective feedback. *Educational Leadership*, 70(1), 11-16.

Yon, Y., Ramiro-Gonzalez, M., Mikton, C., Huber, M., & Sethi, D. (2019). The prevalence of elder abuse in institutional settings: A systematic review and meta-analysis. *European Journal of Public Health*, 29(1), 58-67. <https://doi.org/10.1093/eurpub/ckv093>

Instructor / Contact Information

Instructor:

Katie Ondo, MA, CCC-SLP, CHSE

SpeechPathology.com Graduate Credit Program Administrator:

Ellie Jansen

gradcredit@speechpathology.com | 763-203-8278