

**SLP 579 - Seminar in Professional Issues
Fall 2017**

Jean Neils-Strunjas, Ph. D., CCC-SLP, Professor & Department Head

Office: Academic Complex 104

Office hours: Class meetings, Fridays

Phone numbers: desk – 270.745.8998

Email: jean.neils-strunjas@wku.edu

Catalog Course Description: Current local, regional, and national issues that impact speech-language pathology service delivery. Includes requirements for state licensure and national certification.

Credits: 1

**Core Learning Objectives
Evaluation**

ASHA Certification Standard

Explain the organization of various professional associations and their role in public policy	III-D III-G	Discussion/Electronic Journal Class participation
Identify professional goals and competencies along with strategies to obtain and maintain them	III-H	Discussion/Electronic Journal Resume preparation
Demonstrate knowledge of public policy and its impact on reimbursement and service delivery	III-G	Discussion/Electronic Journal Class participation
Demonstrate understanding of the role of cultural diversity in the delivery of professional services	III-E III-G	Discussion/Electronic Journal Class participation
Explain and demonstrate understanding of ethical professional practice	III-E	Discussion/Electronic Journal Class participation

Required Reading: see the professional magazine, *Asha Leader*, <http://leader.pubs.asha.org/> and purchase and read one book of fiction of your choice that addresses cultural diversity.

Course Policies

Internet

Your secure WKU email address is the only one to which class correspondence will be sent. It is expected that you will check that account regularly. Further, you need to check the Blackboard site regularly in case additional assignments have been posted.

Modes of Instruction

Verbal and written discussion, and practice (resume).

Attendance, participation, and written assignments

Attendance and participation are essential for the successful completion of this course. Discussion is important. All assignments are due by 11:30 PM Central on Thursday nights. There will be a 10% per week penalty for late assignments.

Communication

Between 8:00 a.m. on Monday and 5:00 p.m. on Fridays, every effort will be made to answer emails within 24 hours unless an away notice is posted. Emails will rarely be answered on the Saturday or Sunday. The Instructor may not be able to respond when on professional travel and these dates will be announced or posted.

Requirements (total 300 points)

The course is a tutorial because it is not typically offered in the Fall semester. Therefore, much of the work will be student-directed and initiated. You will be required to 1) complete an electronic journal responding to topics listed at the end of the syllabus. These are due Thursday nights by 11:30 PM; however, you may work ahead and submit early at your discretion. Please note that for one of the prompts you will need to borrow or purchase a fiction paperback book to respond to the question—100 points; 2) You will be required to write and revise a cover letter and resume —30+40 points; 3) You will be required to search for two professional publications in the *ASHA Leader* (dated 2015-2017) for each of the topics listed under the “Discussion” heading below (130 points):

Discussion (100 Points)—Find, Read, and Present two publications in the *ASHA Leader* on the following topics from 2015 to present:

1. Professional Associations (state, ASHA)
2. Advocacy and impact on policy
3. Professional goals
4. Competencies
5. Reimbursement
6. Cultural Diversity

7. Ethical practice (2 weeks/20 points)
8. Resume writing
9. Letters to potential placements

Written Prompts for electronic Journal (130 Points):

Please write 2 paragraphs that discuss the following topics:

1. At the beginning of class, we talked about what would make a person happy or satisfied in a position. Often what brings you happiness is not directly related to your profession. Some people need to work in an environment where there is great deal of professional autonomy while others want a direct line of authority and lots of layers of it. What do you want – interior hall, lots of windows, solo practice, teamwork, variety, continuity, change, stability, something new every day, routine? Those are just examples to guide your thinking – the only thing that would get your entry not approved is if you use the terms: **speech-language pathology, anything about the competencies, CF, or anything directly related to the profession. I want you to think about the intangibles and the environment more than the specific duties.** If you say you want to work with kids....well, why? What does that do for you? Don't tell me you want to work with people in the acute stages of illness – tell me how that fulfills who you are and how that makes you feel.

2. The next step for you is finding employment as CF. **What are your thoughts about the CF?** In many settings, the **mentor** is assigned to the CF (mine was). In other settings, the CF chooses the mentor. In the past, the CF 'mentor' was called a CF 'supervisor'. **What do you think lead to a change in terminology? Do you feel that there is a difference for you? for the CCC-SLP? What do you envision needing or wanting in a mentor? Some SLPs have advocated that the CF process be discontinued. What are your thoughts about that?**

3. **What do you think contributes to ethical lapses in the profession and how can they be prevented?** Have you seen anything in your externships that could lead to ethical lapses? One component of the Code of Ethics is that you have to report anything if you think there is a violation. Not to do so, is in itself, a violation - yikes! Might you have to rat on a colleague? Certainly it's easy to say "I'd tell" likewise it's hard to say "I wouldn't tell".... so I'm not going to ask that. I'm curious though how you would decide what to do.

4. Both the standards for the CCC as well as the Scope of Practice have changed over the years. Remember that to be certified you need to meet the current standards (that's why you need to apply as soon as you can so that the standards don't change on you – your group is fine since the standards just changed on 9/1/14). **Compare the Scope to the standards then discuss how and why you think they changed. Do you foresee additional changes? If so, how and why? Think about the chicken/egg question: Which changes first - the scope or the profession or the standards?**

5. As noted a few times, **ASHA offers membership in Special Interest Groups. Review those on the ASHA web site. Suppose a kind soul were to pay for you to join one or two. Which might you join and why? Or might you say to the kind soul, use your funds for something else - I'm more of a generalist right now. If the latter is your choice, why do you feel that way?**

6. Facebook. Pinterest. Linked-In. Instagram. Twitter. Snap Chat....these and more have become a daily stop for people across the country (and world). Social media has grown and expanded from just being a way for people to keep in touch....it's now an instrument for businesses, religious communities, politicians and professionals like speech-language pathologists. **Discuss the role of social media in your education. Then talk about how (if?) you anticipate using it professionally. Are there more disadvantages or advantages? What are the cautions for you, your clients, and the professions? If you don't have a clue what I'm talking about as it relates to social media, do some research and write about why you are not interested in it.**

7. As an ASHA member, you have the opportunity (maybe even responsibility?) to actively participate in association activities that impact you and those you serve. **Review the ASHA website and discuss the areas where you think you can contribute to the advancement of the profession. Do you think your skill set is more with contributing to research? Participation in a committee? Leadership with a Special Interest Group or what? Other options? How and why can you serve best in which particular aspect of the profession? Might your service to the profession be more feasible for you at the state level or in some other way?**

8. Research is a critical piece of service delivery. Even if you are not engaged in clinical trial or laboratory based study, you are engaged in research. **You will rely on evidence to make decisions about approaches and strategies to use with your clients. But when a new product comes out or you hear about a new activity, you want to use it right? How can you – in the real world, not a class activity – ensure that you are following EBP while taking advantage of the materials in front of you?**

9. Think about your medical externship(s) and the personnel with whom you interacted while you were there. **Besides your supervisor, from which profession do you feel you learned the most? What if anything did you learn about our profession while you were there and most important, what did you learn about yourself? If you have not yet completed your medical externship, talk about the types of professions with whom you have worked in your educational placement.**

10. **A particular issue for SLPs is public policy and its impact on service delivery. Public policy impacts most of the funding for that services that SLPs**

provide. Talk about a professional state or local level issue and a federal (national) issue about which you feel strongly and identify the representative with whom you might correspond about the issue. For example, if I felt strongly about SLPs and charter schools in Kentucky, I would correspond with the state senator who chairs the Education committee. I wouldn't correspond with the mayor, because in my community, the mayor has no control over the schools. I also wouldn't involve the President because charter schools are a local, not national issue.

11. Provide a brief review of **Anne Fadiman's "The spirit catches you and you fall down"** or **Shulem Deen's "All who go do not return"** (you should be able to find these at a public library). Discuss cultural and cultural communication differences of the cultures presented in the fiction.



[All Who Go Do Not...](#)

by Shulem Deen

★★★★★ (465) \$9.99



[The Spirit Catches...](#)

by Anne Fadiman

★★★★★ (1012) \$8.25

12. You are completing your WKU graduate school experience just as other students are beginning theirs. **What advice do you have about successfully completing academic and clinical (internship and externship) aspects of this journey to the CC**

13. Of the above topics, which were your two favorite topics to write about and why?

Total Points =300 93-100% =A, 85-92.75=B, 77-84.75=C (grades will be posted on Bb)

Student Disability Services:

In compliance with university policy, students with disabilities who require accommodations

(academic adjustments and/or auxiliary aids or services) for this course must contact

the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Contact David Coffey at 270 745 5004 or david.coffey@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Grievance Procedures:

The University's Grievance Policy is specified at the following URL:

<http://www.wku.edu/StuAffairs/StuLife/handbook/2004pdf/16%20Student%20Grievance%20Procedure.pdf>

The Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology accredits the Department of Communication Disorders. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.