CSD 6510 Professional Issues and Business Practices
Spring 2020 Thursdays 3:30-5:10
Swaid 215

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Catalog description:
Seminar designed as a comprehensive integration and analysis of the discipline of speech-language pathology. Issues related to licensure, certification, and employment opportunities and settings will be discussed. In addition, topics regarding professional duties (ie, role and importance of professional organizations, supervision of students and support personnel, Interprofessional practice, and “top of the license” practice) will be studied.

Relationship to Harding University Liberal Arts Curriculum:
The Liberal Arts Program reflects the principles contained in the University mission statement and provides a foundation of study in all fields. The Department of Communication Sciences and Disorders curriculum incorporates several of these principles in each course offered. The principles included in CSD 6510 are as follows:

- ULO #2 Communication – Students will demonstrate effective communication (e.g. written, non-written, spoken)
- ULO #3 Critical Thinking – Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.

Course Objectives:
1. Demonstrate knowledge about scope of practice, ethics, guidelines and position statements, and certification and licensure issues as determined by the American Speech Language and Hearing Association. (CAA Standard 3.1.6B)
2. Demonstrate understanding of variables related to professional practice in various clinical settings. (CAA Standard 3.1.6B)
3. Create a professional resume and demonstrate ability to successfully participate in a job interview. (CAA Standard 3.1.1B)
4. Understand the roles and importance of professional organizations in advocating for rights to access speech-language pathology services. (CAA Standard 3.1.1B)
5. Understand the role of clinical teaching and supervision of students and other support personnel. (CAA Standard 3.1.1B)
6. Understand and use the knowledge of one’s own role and those of other professions to appropriately assess and address the needs of the individuals and populations served. (CAA Standard 3.1.1B)
Course Requirements:
1. Students are required to attend and engage in class participation.
2. Each student will complete the Arkansas Board of Examiners for Speech-Language Pathology and Audiology (ABESPA) licensure paperwork. Students may substitute for another state if needed.
3. Each student will complete and submit the final KASA and KASA Supplement form.
4. Each student will complete the certification paperwork required by the American Speech-Language-Hearing Association.
5. Each student will create a professional resume.
6. In collaboration with their team each student will create a private practice business plan to include all elements provided in class.

Grades: Your grade will be based on the total amount of points you accumulate. The value of each assignment is listed below.

- **Team Project** – 60% of course grade.
- **Quick Work** – 10% of course grade.
- **Class Attendance/Participation** – 10% of course grade
- **KASA and KASA Supplement** – 10% of course grade
- **Resume** – 10% of course grade

A 90% - 100%
B 80% - 89%
C 70% - 79%
D 60% - 69%
F below 60%

Late work is not accepted.

Academic Integrity Policy: Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.
**Students with Disabilities:** It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access as soon as possible in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

**Time Management Expectations:** For every class hour, the typical student should expect to spend at least two clock hours a week on problem solving, reading, reviewing, organizing notes, preparing for coming exams/quizzes and other activities that enhance learning.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Standard</th>
<th>Readings</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16</td>
<td>Introduction</td>
<td></td>
<td>Syllabus</td>
<td>Syllabus/Schedule Review</td>
</tr>
<tr>
<td>January 23</td>
<td>First Year of Practice</td>
<td>CAA 3.1.1B</td>
<td></td>
<td>MaLesa Reese with EBS</td>
</tr>
<tr>
<td>January 30</td>
<td>Professional Practice</td>
<td>CAA 3.1.1B</td>
<td></td>
<td>Group Project</td>
</tr>
<tr>
<td>February 6</td>
<td>Accreditation, Credentialing, and Competencies</td>
<td>CAA 3.1.1B</td>
<td>In class</td>
<td>Discussion</td>
</tr>
<tr>
<td>February 13</td>
<td>ASHA governance/structure</td>
<td>CAA 3.1.1B</td>
<td></td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>February 20</td>
<td>State Associations Ethics and Therapy AVT</td>
<td>CAA 3.1.1B</td>
<td></td>
<td>Rachel Glade, Arksha President</td>
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<tr>
<td>February 27</td>
<td>In leu of class meeting attend poverty simulation (2/25)</td>
<td>CAA 3.1.1B</td>
<td></td>
<td>Poverty Simulation</td>
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<tr>
<td>March 5</td>
<td>Professional Practice</td>
<td>CAA 3.1.1B</td>
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<td>Group Project</td>
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<tr>
<td>March 12</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>March 19</td>
<td>CF Year</td>
<td>CAA 3.1.1B</td>
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<td>Advanced Lunch and Learn</td>
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<tr>
<td>March 26</td>
<td>ABESPA Paperwork</td>
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<tr>
<td>April 2</td>
<td>ASHA Paperwork and CFCC Standards</td>
<td>CFCC IV-G CAA 3.1.1B</td>
<td></td>
<td>Paperwork Completion</td>
</tr>
<tr>
<td>April 9</td>
<td>Continuing Education</td>
<td>CFCC IV-G CAA 3.1.1B</td>
<td></td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>April 16</td>
<td>Professional Practice</td>
<td>CFCC IV-G CAA 3.1.1B</td>
<td></td>
<td>Project Presentations</td>
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<tr>
<td>April 23</td>
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