

University of Texas at El Paso
College of Health Sciences
Department of Speech, Language, and Hearing Sciences

SPLP 5344- Spring 2026 (CRN 28028)
Professional Ethics and Patient-Centered Care

Credit Hours: 3

Contact Hours: 45

Location: Online

Schedule: Asynchronous deadlines, 11:59 PM as scheduled
(1 web-based meeting on Wednesday, February 6th, 4:00-5:00 as scheduled)

Instructor: Georgina G. Barrera, M.S., CCC-SLP
Office Rm #: 402 Campbell Building
*Office hours: By appt (can meet in person or online)
Cell phone: 915-526-3875
Email: ggbarrera@utep.edu

I. Course Description

This course explores ethical principles and professional issues in speech-language pathology, including decision-making, legal considerations, and responsibilities in serving diverse populations. Emphasis is placed on preparing students to navigate professional challenges with sensitivity to cultural, social, and individual factors, and ensuring equitable and effective clinical practice, across a variety of settings.

II. Course Objectives and Alignments:

This course aligns with the American Speech-Language Hearing Association (ASHA) 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology, UTEP EDGE Advantages (EAs), Program Student Learning Outcomes (SLOs) and Portfolio Artifacts. Specifically, students will:

1. **Understand ASHA certification requirements and target state licensure processes.**
 - a. ASHA Standard IV-E (ethical conduct in certification/licensure)
 - b. CAA 3.1B (Professional foundations), 4.7 (Professional readiness)
 - c. EAs 7.1 and 7.2: Personal & Social Responsibility; Communication
 - d. SLO7 - Professional Readiness

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2. **Prepare for the Clinical Fellowship Year (CFY) with updated materials and effective self-promotion strategies.**
 - a. ASHA Standard IV-E (ethical conduct in professional preparation)
 - b. CAA 3.1B (Professional foundations), 4.7 (Professional readiness)
 - c. EAs 1.1, 1.2 and 6: Communication; Leadership
 - d. SLO7 - Professional Readiness

3. **Explain ASHA's organizational structure, membership, and functions.**
 - a. ASHA Standard IV-E (knowledge of ethical and professional standards)
 - b. CAA 3.1B (Professional practice), 3.1.6B (Contemporary Issues)
 - c. Edge Advantages: Leadership; Communication
 - d. SLOs: SLO4 - Interprofessional Collaboration and Ethics

4. **Apply the ASHA Code of Ethics to interpret professional dilemmas.**
 - a. ASHA Standard IV-E (knowledge of ethical conduct)
 - b. CAA 3.1.1B (Professional practice), 3.1.6B (Contemporary Issues)
 - c. Edge Advantages: Personal and Social Responsibility; Critical Thinking
 - d. SLOs: SLO4 - Interprofessional Collaboration and Ethics

5. **Recognize how policies and best practices inform ethical clinical decision-making across workplace settings and diverse cases.**
 - a. ASHA Standard IV-C (knowledge of disorders/differences across correlates), Standard IV-D (principles of prevention, assessment, intervention)
 - b. CAA 3.1B (Foundations), 3.1.5B (Intervention), 3.4B (Cultural competence)
 - c. Edge Advantages: Critical Thinking; Personal & Social Responsibility
 - d. SLOs: SLO1 – Clinical Reasoning & Intervention; SLO5 – Clinical Documentation & Communication; SLO3 – Multicultural Responsiveness

6. **Discuss future needs of the profession, including leadership and advanced research preparation (PhD pipeline).**
 - a. ASHA Standard IV-F (research knowledge, integration into EBP)
 - b. CAA 3.5B (Research Literacy), 4.7 (Professional readiness)
 - c. Edge Advantages: Leadership; Critical Thinking
 - d. SLOs: SLO6 – Research Literacy & Application; SLO7 – Professional Readiness
 - e.

7. **Integrate cultural and linguistic responsiveness into ethical and patient-centered service provision.**
 - a. ASHA Standard IV-C (knowledge of disorders/differences and cultural/linguistic correlates), Standard IV-D (principles of culturally responsive intervention)
 - b. CAA 3.5B (Research Literacy), 3.4B (Cultural Competence)
 - c. Edge Advantages: Personal & Social Responsibility; Communication
 - d. SLOs: SLO3 – Multicultural & Bilingual Responsiveness

III. Requirements

CHS Academic Advising approval and prerequisite courses outlined in the course catalog required.

A. Required:

Hudson, M. W., & DeRuiter, M. (2023). *Professional issues in speech-language pathology and audiology*. Plural Publishing.

B. Supplemental:

Additional reading material assigned or otherwise referred to during the course will be placed on Blackboard or the electronic reserves for online student access.

IV. Student Responsibilities- Assignments and Grading

You are expected to complete all readings, assignments, and assessments, and access all available resources.

A. Methods of Evaluation

Note that the instructor reserves the right to amend this scale for the benefit of students. There is no extra credit available for this course. Students will be given an indicator of their standing in the course prior to the deadline to drop the course.

94-100=A	90-93=A-	87-89=B+	83-86=B	80-82=B-
77-70= C+	73-76=C	70-72=C-	69-60=D	<60=F

Due Dates

1. All assignments are due as directed on Blackboard.
2. Make-up exams, late assignments and/or projects **will not** be accepted (for real!). Prior approval to complete an exam, submit assignments and/or project at an alternate time may be permitted. This is at the discretion of the instructor. Significant emergencies may also be taken into consideration (documentation may be requested). Communication is key! Please meet with the instructor ASAP to discuss options.

Class Attendance

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success, but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participation in engaging discussion with your peers on the discussion boards (grading rubric will be provided on Bb)
- Other activities as indicated in the weekly modules

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V. Course Content

You are **required** to check **weekly emails and Blackboard** for detailed instruction regarding weekly readings, assignments, discussions, and projects. This outline is tentative and may be modified throughout the course.

Spring 2026 Tentative Course Calendar

Week	Date	Topic	
1	1.20.26	Overview of the Profession Topics: Definition of ethics & professionalism; ASHA & state boards	Readings: Chapters 1, 2, 3, 4, 7, 8, 9, and 10 ASHA: About ASHA (and TDLR) Links: ASHA- http://www.asha.org/ TDLR: https://www.tdlr.texas.gov/slpa/slpa.htm Assignment: Checklist/Flowchart to Achieve CCC-SLP and State Licensure
2	1.27.26	ASHA Code of Ethics: Principles and Interpretation; Ethical Decision-Making Models	Readings: <ul style="list-style-type: none"> • Chapter 5 • ASHA Code of Ethics Article: ASHA Ethical Decision-Making Model Assignment: Professional Resume and Cover Letter
3	2.02.26	TDLR Rep presentation (webinar)	Wednesday, 2.4.26 at 5:00pm A link will be shared as we approach the date. Due: Personal Mission Statement, Professional Resume and Cover Letter for Mock Interview due after spring break
4	2.09.26	Legal and Regulatory Requirements	Readings: chapters 6 and 13 HIPAA Overview FERPA Overview ASHA Legislation support Assignment: Analysis of Membership and Credentialing Benefits
5	2.16.26	Supervision & Professional Growth	Readings: Chapter 25 ASHA Supervision Guidelines (ASHA URL)

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			Assignment: <ul style="list-style-type: none"> • Discussion Activity- Ethical Dilemma Case Analysis
6	2.23.26	Setting Specific Issues	Readings: Chapters 8, 14, 15, 16, 17; Telepractice Guidelines (ASHA) Article: “Caseload vs Workload in Schools” Assignment: <ul style="list-style-type: none"> • Discussion Telepractice Case Study • Policy and Practice Comparison Chart
7	3.02.26	Professional Boundaries & Therapeutic Relationships	Readings: Chapter 11 Article: “Managing Professional Boundaries in Pediatric Therapy” Assignment: Questions for Mock Interview project
8	3.15.26 3.21.26	No class-Spring Break	This week: <ul style="list-style-type: none"> • HAVE FUN!!!
9	3.23.26	Working Productively	Readings: Chapters 19, 20, (21) Assignment: Personal Mission Statement
10	3.30.26	Interprofessional Collaboration & Advocacy	Readings: Chapter 12 Article: “Ethical Collaboration in Healthcare Teams” Assignment: Discussion Ethical Dilemma Case Analysis
11	4.06.26	Professional Misconduct & Reporting	Readings: Chapter 27 TX State board reporting handbook Assignment: Mock Interview Due
12	4.13.26	Evidence-Based Practice	Readings: Chapter 29 Article: See ASHA URL Assignment: Discussion- Ethical Dilemma Case Analysis
13	4.20.26	Cultural & Linguistic Competence	Readings: Chapter 24

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			ASHA: Cultural Competence Checklist Article: “SLP Bias & Assessment” Assignment: <ul style="list-style-type: none">• Identity Wheel• Anchored Learning Chart
14	4.27.26	Contemporary Ethical Issues	Readings: Chapters 26 and 28 Article: “AI in clinical Documentation” Article: “Ethical Considerations in Social Media Use” Assignment: Discussion- Ethical Dilemma Case Analysis

VI. Other Policies and Information

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP email account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

Communications

Because this is an online class, we won't see each other in the ways you may be accustomed to; during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

Office hours: Please feel free to schedule a time to meet with me. This can be done in person, or via Teams or Zoom.

Email: UTEP email is the best way to reach me. I will make every effort to respond to your email within 24-48 hours of receipt. When emailing me, be sure to email from your UTEP student account and please put the course number in the subject line.

Discussion Board: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard.

Announcement: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

*Please allow a minimum of 48 hours for faculty to respond to discussion board postings and/or e-mail.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and

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immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Drop/Withdrawal Policy

Please refer to <https://catalog.utep.edu/policies-regulations/course-adds-drops/> for policies regarding dropping a course. Please refer to the UTEP Academic Calendar website <https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html> to identify the dates during which drops may occur.

Action Plan

An Action Plan will be implemented with any student who earns a C or below in the course.

Americans with Disability Act (ADA)

If you have a disability or suspect a disability, contact the Center for Accommodations and Support Services (CASS) if you require specific accommodations. Please schedule an appointment to see me **within the first two weeks of class** to discuss your accommodations.

Center for Accommodations and Support Services (CASS)

East Union Bld., Room 106

<https://www.utep.edu/student-affairs/cass/>

Phone: (915) 747-5148

Fax: (915) 7478712

cass@utep.edu

Equity Statement

In this course, all persons, regardless of race, sex, national origin, religion, sexual orientation, gender identity, class, disability, etc., shall have equal opportunity without harassment.

Academic Dishonesty

“Any student who commits an act of scholastic dishonesty is subject to discipline. Academic dishonesty includes, and is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.” Please visit the

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Office of Student Conduct and Conflict Resolution website for detailed information:

<https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html>

NOTE: Students are to adhere to the ASHA code of Ethics. Any code violations will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

VII. Resources

Research

Please visit the UTEP library on main campus or at the following website <https://www.utep.edu/library/>

Academic Writing

Please visit the University Writing Center website <https://www.utep.edu/uwc/> for help with writing development.

Technology Support/Computer Labs

Please visit the Technology Support Help Desk <https://www.utep.edu/technologysupport/> or call the main number at (915) 747-HELP (4357) for support or information on locations of computer labs.

University Counseling and Psychological Services (CAPS)

Please visit the UTEP Counseling and Psychological Services website <https://www.utep.edu/student-affairs/counsel/> or call (915) 747-5302 if you would like to speak to a counselor.

American Speech Language Hearing Association

<http://www.asha.org/>

Texas Speech-Language Hearing Association

<https://www.txsha.org/>

Texas Department of Licensing and Regulation

<https://www.tdlr.texas.gov/slpa/slpa.htm>

Scan for Student Resources

