



Department of Social Work and Communication Sciences and Disorders
PCSD 497 Roles, Responsibilities, and Competencies of the SLPA
Spring 2026
2 credit hours

Instructor: Ronda Walker, Ph.D., CCC-SLP
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315 W. 3rd St
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Office Hours: Tuesdays & Thursdays 11:30-12:30
Tuesdays 3:15-5:15 or
by appointment

IMPORTANT DATES

Classes Begin: 01.14
Classes End: 05.01
Final Add/Drop Date: 01.22 by 5 PM
Deadline to Withdraw with "W": 04.01 by 5PM
Spring Break: March 9-13

Required Resources:

- Reliable, High Speed Internet
- Microsoft Office (specifically PowerPoint and Word)
- Computer with working speakers
- webcam

CANVAS:

- CANVAS™ will be the venue for this class. All announcements, course documents, assignments, and class discussions will take place on CANVAS - <https://CANVAS.longwood.edu>
 - Privacy Policy: <https://www.canvaslms.com/policies/privacy>

Accessibility: <https://www.canvaslms.com/accessibility>

Course Catalog Description:

A course including instruction on the roles, responsibilities, and scope of practice for a Speech Language Pathology Assistant (SLPA) and how to effectively collaborate with an SLP.

With this being a two-credit hour course please acknowledge that this will entail 75 hours of work over the course of the semester. Break down: 27 hours will be of face to face instruction and 48 hours will be used for studying, completion of assignments and projects, and reading outside of class.

Additional Information:

This course will include lectures on American Speech Language Hearing Association (ASHA) assistant code of conduct, ethics, patient/client/student confidentiality (e.g., HIPAA, FERPA), and universal safety precautions. During the course students will complete ASHA's SLPA Education Modules and will complete a supervised experience which will include at least 25 hours of observational or direct client, student, or patient services.

American Speech Language Hearing Association (ASHA) requires a minimum of 100 hours of direct clinical experience to become an SLPA. This course and previous coursework will help prepare students to sit for the assistant's certification exam.

Please review Standards for ASHA Speech-Language Pathology Assistants Certification found at:

<https://www.asha.org/certification/2020-slpa-certification-standards/>

Winter

Successful completion of the SLPA coursework allows students to gain the necessary competencies required by ASHA to serve as a speech language pathology assistant. Upon completion students will be prepared for a career as a speech language pathology assistant in a variety of settings (e.g., school, clinic, medical).

Student Learning Outcomes:

Upon completion of this course, students should be able to:

1. Identify and describe the roles, responsibilities, and scope of practice of a speech language pathology assistant.
2. Compare and list the differences between a speech language pathologist's roles, responsibilities, and scope of practice and a speech language pathology assistant's roles, responsibilities, and scope of practice
3. Describe how to effectively establish rapport and collaborate with a speech language pathologist
4. Identify the necessary steps to obtain a certificate for a career as a speech language pathology assistant.
5. Describe the code of ethics for a speech language pathology assistant.
6. Describe the ethics of cultural diversity.
7. Identify and discuss the importance of patient/client/student confidentiality (e.g., HIPAA, FERPA) and how to handle confidentiality in the workplace.
8. List and describe universal safety precautions in the workplace.
9. Name and describe professional practices in both a medical and school placement.

Required and Recommended Texts and Modules

Required Texts:

None. Supplemental reading will be required throughout the semester. Students will be notified through *CANVAS* announcements of specific titles and accessibility.

Recommended Texts:

Ostergren, J. A. (2019). *Speech-language pathology assistants: A resource manual*. Plural Publishing

ISBN-13: 978-1944883263

ISBN-10: 1944883266

Price: \$89.00

Required Modules:

ASHA SLPA Education Modules

Link to Purchase:

<https://apps.asha.org/eweb/olsdynamicpage.aspx?title=slpa+education+modules&webcode=olsdetails>

Price: \$49.00

Assignments, Due Dates, and Grading Scale

Assignments:

| Assignment | Points | Due Date |
|--|-------------|----------------------------------|
| ASHA Modules and Notes | 20 x 6, 120 | Throughout course/check schedule |
| Reflections on Ethics, Universal Safety Precautions, and Patient Confidentiality | 40 x 3, 120 | Throughout course/check schedule |
| Observation or Clinical Hours (at least 25) and journal | 150 | April 25 th |
| Discussion Boards x 6 | 10 x 6, 60 | Throughout course/check schedule |
| Final Reflection | 25 | May 1 |
| Final Portfolio | 25 | May 1 |
| Total | 500 | |

Detailed Descriptions:

- 1. ASHA Modules: (120) (Individual):** You will complete the six ASHA: SLPA Education Modules. While watching these modules you will take detailed notes on the presented information. At the conclusion of each module, you will upload a screen shot showing your completion of the module alongside your detailed notes from the module. Once you complete all six you will receive a certificate, upload this certificate to Canvas for your sixth module submission. You will NEED this for certificate for your SLPA certification. You will complete the following modules: Module 1: Overview, and Rules and Regulations, Module 2: Scope of Practice/Roles and Responsibilities, Module 3: Ethics, Module 4: Supervision, Module 5: Professional Practices in Health Care and Educational Settings, and Module 6: Communication, Collaboration, and Teaming.
- 2. Reflections on the Ethics, Universal Safety Precautions, and Patient Confidentiality Lectures: (120) (Individual):** During class time you will participate in three REQUIRED one-hour lectures on Ethics, Universal Safety Precautions, and Patient Confidentiality. The following class period you will submit a reflection on your key takeaways from each lecture. Ensure you read the prompts and rubric on Canvas. Your reflection should be approximately two pages double spaced. Once you have completed all three lectures, you will receive a certification that is good for two years.
- 3. Observation or Clinical Hours and Reflective Journal (150) (Individual):**
The American Speech-Language-Hearing Association (ASHA) requires **100 contact hours of direct clinical service with clients** for program accreditation and eventual clinical certification. These hours are accumulated across multiple courses and clinical experiences.

For this course, students are required to complete a minimum of 25 hours only. These hours may be completed through approved observation or hands-on clinical experiences.

Students may meet the 25-hour requirement through one of the following options:

- **Simucase:** Students may complete all 25 required hours through Simucase clinical simulations (observation hours). Simucase link: <https://www.simucase.com/observation>
- **External Placement (student-arranged):** Students may independently secure a school, clinic, or other approved facility willing to provide 25 observation or hands-on clinical hours. If this option is selected, the student must complete a contract and submit supervising SLP contact information so that any required agreements can be completed.

All students must maintain:

- A log of completed hours (signed by the supervising SLP when applicable)
- A reflective journal responding to prompts posted in Canvas

The signed hour log and journal are due at the end of the semester.

- 4. Discussion Boards: (60) (Individual):** You will complete six discussion boards throughout the course of the semester. The discussion boards will include topics on diversity, equity, and inclusion, how to collaborate with an SLP, SLPA roles and responsibilities, certification, ethics, and professional issues as well as opportunities for you to engage in self research and use your creativity. Each discussion board post is worth ten points and we will use these as conversation starters in class time.
- 5. Final Reflection: (25) (Individual):** You will record a five-to-10-minute video discussing what you learned from your clinical or observational hours and your key takeaways. See Canvas for the rubric.
- 6. Final Portfolio: (25) (Individual):** To apply for the SLPA certification exam you need your transcripts to show proof of a CSD undergraduate degree, your SLPA modules certificate, proof of completion of your three one-hour lectures, your clinical hours log, and complete the application on ASHA. For this assignment you will compile all these documents and review the application PowerPoint for your portfolio. You can compile everything through a website, google drive, or any platform that works best for you.

Grading Scale:

| Grade | Percentage | Grade | Percentage |
|-------|------------|-------|------------|
| A | 94- 100% | C | 73 – 77.9% |
| A- | 90– 93.9% | C- | 70 – 72.9% |
| B+ | 88– 89.9% | D+ | 68 – 69.9% |
| B | 83– 87% | D | 63 – 67.9% |
| B- | 80– 82.9% | D- | 60 – 62.9% |
| C+ | 78– 79.9% | F | 0 – 59.9% |

Course Organization and Student Platforms

Organization:

All the PowerPoints and course assignments will be organized into modules on Canvas. Each module will include the necessary content for that area of study. For example, the modules will include the powerpoint,

required readings, assignments, and any other necessary material. Activities and assignments will be developed around each of these modules of study.

Canvas:

Each student is responsible for verifying his or her access to *Canvas*. Additional information about class assignments, expectations, and announcements may be posted on *Canvas*. It is critical that students check for the relevant announcement when planning for the next scheduled class.

Choice of web browser is critical to successful interaction with Canvas. Some incompatibility issues have been observed when using Internet Explorer, particularly when taking online quizzes. You are encouraged to use Google Chrome when interacting with Canvas.

External Placement Policies

Getting Started:

- All background forms - HIPAA, Bloodborne Pathogen, Handwashing, Proof of Auto Insurance, and Background Check Form must be completed before you can obtain any off-site clinical hours. **(You should have completed these forms in CSDS 489)**
- Some placements may have their own paperwork, which you will need to complete in addition to the above forms. (Each placement will be different)
- It will be your responsibility to find external placements; however, I will assist in establishing contact and setting up a contract if one is not already in place.

Clinical Site:

- Professional dress is expected
- Professional behavior is expected.
- Follow the rules and policies of your placement
- Remember you represent yourself and Longwood University

Clinical Hours:

- Locate the log on Canvas
- Print the log and bring to your placement daily
- Have your supervising SLP sign off on your hours daily
- Count all the hours you worked: from when you stepped into your placement until you leave (will include, assisting the SLP in sessions, taking data, entering data, writing lesson plans, completing paper (anything that is part of an SLPA job responsibilities, you count))
- Your goal is 100 hours (the requirement for SLPA certification): refer to the point break down on how many hours you need to obtain for this class' grade.
- Submit your hours to myself and ASHA at the completion of class

Communication Policies

Communication:

Please check your Longwood email and the Announcements on the Course Canvas regularly, this is where I will communicate with you regularly. I will check Canvas and email between 8 am EST and 5 pm EST most weekdays and limit access on weekends and Longwood holidays/vacations. If you post on a Friday after 12pm EST I will respond on the next regular work/school day. I will make every effort to respond to all communications within 48 business hours.

Demeanor on Discussion Board and in Zoom Interactions:

- Be courteous and respectful in all interactions
- Be kind and sensitive about others' perspectives that may be different from your own
- Use computers for note-taking, refrain from computer based distractions as this also distracts

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General Policies and Procedures

DEI Statement:

We commit to the genuine acceptance of diversity, and the valuing of equity, inclusion, and social justice. We recognize that equal access and opportunity in all aspects of campus life is essential. We will engage in the practices of civility, accountability, and ethical behavior.

Diversity, equity, and inclusion are critical to the success of our clients and needs to be addressed throughout your future practice. As such, this class will contain opportunities to build your awareness and skill set in this area.

Protecting Intellectual Property:

Content and materials for this course are for your learning only and should not be shared with others outside of the class. This includes the materials located within the learning management system, information sent to you through email, and/or content provided to you through webcasting with your professor. You may not share your course connection information (login or password), your content received through Canvas, or any videos sent to you that are specifically for this course. This includes sharing postings or recordings made by the instructor or students without permission of the originator.

When you are attending a course through web-conferencing (for example, Zoom), there should not be other persons interacting with the system or attending the session.

Any violation of this policy can result in disciplinary action. Faculty or students may report those who violate University policies regarding intellectual property to the Office of Student Conduct and Integrity.

Accessibility Resources Office:

If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the [Accessibility Resources Office](#), Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

Mental Health Resources:

Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's [Counseling and Psychological Services \(CAPS\)](#), located in the Health and Fitness Center, is available to all students at no cost. Appointments can be scheduled by phone (434)395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday. **Resident Education Coordinators (RECs)** and **Resident Advisors (RAs)** are additional resources to students. For emergency situations, please call (911) or contact the [Longwood University Police Department](#) at (434)395-2091.

Reporting of Crimes and Sexual Misconduct:

In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the [Counseling and Psychological Services \(CAPS\)](#) staff), they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>

Academic Policies and Procedures

Responsibilities of the Learner:

All learners are expected to abide by the Honor Code, and respect the intellectual property and copyright of others. Learners are expected to complete all assignments, including group projects, in a timely manner. Learners agree to interact with others in the course in a courteous and professional manner, recognizing the value of others' opinions. Learners will recognize that they are part of a larger community of learners and that their diligent and regular participation in this course is to the benefit of all learners.

Honor Code:

The following Honor Code Statement is required on all written work including tests and written papers and should be signed with the student's first and last name:

I have neither given nor received help on this paper (test, etc) nor am I aware of any infraction of the Honor Code.

Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any in-class or related violation will be investigated and university policy will be followed. Consequences for violation of the Honor Code on any individual assignment may include a grade of "0" on the assignment in question, a grade of "F" in the course, and/or referral to the Longwood University Judicial Board.

Grading:

- Grades are earned: Students earn their grades through organization, diligence, planning, and execution. Students assume individual responsibility for the quality, presentation, and timeliness of their own work.
- Students' grades reflect how their overall performance aligns with the established rubrics. Therefore, it is imperative students review the grading rubrics before submitting assignments.
- This instructor makes every effort to evaluate students' work equitably and fairly. Grades are not negotiable.
- The actual points earned will be used to determine the letter grade equivalency. Point values are rounded neither up nor down to assign a grade equivalent. Therefore, if you earn 89% of the points, your grade will be a B+.
- Individual requests for extra credit will not be honored. Any extra credit opportunities offered at the discretion of the instructor will only be offered to the entire class as optional credit opportunities.
- Students who are applying to graduate school in CSD should understand that most graduate programs expect strong performance in all CSD coursework. Therefore, students should work to achieve at least a grade of "B" in CSD courses. Students should consider retaking any CSD course for which they earn a grade lower than a B-.

Late Assignments:

Students are expected to submit assignments **by midnight on the required date**. Work may be submitted late but will be charged a **10% penalty** of total possible points for each class period occurring after due date until date of actual submission, **up to a total of 30%** of possible points. Work submitted after the due date but before the next class meeting date is still considered late and will be charged a 10% penalty.

Tentative Class Schedule

Changes To Syllabus:

The instructor reserves the right to make changes to the syllabus as needed. I will provide verbal and/or written communication about changes to the syllabus/ schedule.

| Date | Topic | Module | Due |
|-----------------------------|---|----------------|--|
| Week 1: Begin January 14 | Introduction Discussion Board & Participation Quiz | Meet and Greet | Participation Quiz |
| Week 2: January 19 | Setting up clinical or observational hours; Certification Process | Module 1 & 2 | Introduction Discussion Board 1 |
| Week 3: January 26 | SLPA Roles and Responsibilities | Module 3 | ASHA Module 1 and notes |
| Week 4: February 2 | Ethics | Module 4 | Discussion Board 2 & Ethics Reflection |
| Week 5: February 9 | Patient Confidentiality | Module 4 | Patient Confidentiality Reflection |
| Week 6: February 16 | Universal Safety Precautions | Module 4 | Discussion Board 3 & Universal Safety Precautions Reflection |
| Week 7: February 23 | Screenings; Assessments; & Intake | Module 5 | ASHA Module 2 and notes |

| | Information | | |
|----------------------|--|-----------|--|
| Week 8: March 2 | Collaboration with SLP | Module 6 | ASHA Module 3 and notes; Discussion Board 4 |
| Week 9: March 9 | Spring Break | | |
| Week 10: March 16 | Understanding Treatment Plans; & Creating Lesson Plans | Module 7 | ASHA Module 4 and notes |
| Week 11: March 23 | Implementing Therapy; & Behavior Supportive Strategies | Module 7 | ASHA Module 5 and notes |
| Week 12: March 30 | Taking Data | Module 7 | ASHA Module 6 and Notes |
| Week 13: April 6 | SLPA Certification Study Games | Module 8 | Discussion Board 5 |
| Week 14: April 13 | Cultural Competency | Module 9 | Discussion Board 6 |
| Week 15: April 20 | Advocacy | Module 10 | Clinical or observation hours and journal |
| Week 16: April 27 | Final Reflection & Portfolio | | Final Reflection & Portfolio |