

Eastern Illinois University
REVISED COURSE PROPOSAL

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

- 1. Course prefix and number, such as ART 1000:** CDS 5600
- 2. Title (may not exceed 30 characters, including spaces):** Prof Regs and Issues
- 3. Long title, if any (may not exceed 100 characters, including spaces):** Professional Regulations and Issues in Speech-Language Pathology
- 4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 2-0-2
- 5. Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
- 6. Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2012
- 7. Course description (not to exceed four lines):** Discussion of rules and regulations, best practice patterns, current trends, and ethical issues in the practice of speech-language pathology in educational and medical settings.
- 8. Registration restrictions:**
 - a. Identify any equivalent courses** None
 - b. Prerequisite(s),** Graduate degree seeking status in Communication Disorders and Sciences
 - c. Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. Co-requisites:** None
 - e. Repeat status:** ☒ Course may not be repeated.
 - f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
Graduate degree seeking status in Communication Disorders and Sciences
 - g. Degree, college, major(s), level, or class** to be excluded from the course, if any:
Undergraduates and non-CDS graduate students
- 9. Special course attributes** None
- 10. Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
- 11. Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☒ other

PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students enrolled in this course will:

1. Describe current regulations and issues relevant to the speech-language pathologist in various work settings.
2. Discuss professional roles, duties, and responsibilities demanded of speech-language pathologists in various work settings.
3. Apply standards of ethical conduct to contemporary professional issues relevant to the educational and medical settings.

a. This is not a general education course

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge
- Effective critical thinking and problem solving Obj 1, 2, 3
- Effective oral and written communication Obj 1, 2, 3
- Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives: Student achievement of course objectives will be evaluated using examinations (Objective 1, 2, 3) and written assignments (Objective 1 and 2).

3. Explain how the instructor will determine students' grades for the course:

Evaluation:

Midterm and final exams (100 points each)	200 points (66%)
Written Assignments (2 @ 50 points each)	100 points (33%)
TOTAL 300 points	

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:

For technology delivered sections, lectures will be recorded and delivered via WebCT/Elluminate. Both Powerpoint and oral presentations will be available. Online discussion time will be scheduled via Elluminate and the discussion function of WebCT to supplement lecture material. The instructor will maintain office hours on campus as well as virtual office hours during which time students can access the instructor through the chat function of WebCT. Students may also access email for contacting the instructor.

b. Describe how the integrity of student work will be assured: Integrity of the student's work will be promoted by using timed examinations via WebCT. The examinations will use random question delivery.

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.): Email, chat and discussion functions of WebCT will be utilized for instructor/student interactions. Chat rooms will

be set up for student/student interactions. The Who's online function will also be used to allow students to access peers in the course.

5. No sections of this course are numbered 4750-4999

6. This course is not writing centered, writing active or writing intensive.

PART III: OUTLINE OF THE COURSE

Week 1 and 2 Educational Setting

- Week 1**
- Day 1 Overview and introduction to the role of the SLP in the educational setting
Problem solving and treatment integrity in the educational setting
Evidence-based practice, treatment fidelity, treatment integrity, clinical decision making
Nature/amount/duration of treatment
The role of clinical expertise
- Day 2 Historical perspective of SLP role in educational setting
Legislative foundation for special education and the impact on speech-language pathologists
Guiding documents of the American Speech-Language-Hearing Association for the school-based speech-language pathologist
- Day 3 Referral and Assessment in the educational setting
Referral process
Assessment for speech/language disabilities
Meeting process
Documentation
Due process
- Day 4 Service delivery options
Meeting school standards and providing access to the curriculum
Response to Intervention (RTI)
- Week 2**
- Day 1 Workload vs. caseload
Expanded and specialized services in the educational setting
- Day 2 Treatment outcomes
Supervision of Assistants
- Day 3 Ethics and their relevance to school-based issues
Professional issues in the school setting (employee performance evaluation, school finance, continuing education)
- Day 4 **Midterm**
Overview and introduction to the role of the SLP in the medical setting
- Week 3**
- Day 1 Health Care Settings
Acute care
Rehabilitation
Subacute care

	<p>Extended care</p> <p>Out patient care</p> <p>States of Illness</p> <p>Acute</p> <p>Critical</p> <p>Serious</p> <p>Chronic</p> <p>Subclinical</p> <p>Medical center organization</p>
Day 2	<p>Regulatory and institutional influences on SLP roles and responsibilities</p> <p>The role of the SLP in acute care</p> <p>Consultative approach to patient care</p> <p>The role of the SLP in other healthcare settings</p> <p>Rehabilitative approach to patient care</p>
Day 3	<p>Team approach to patient care</p> <p>Interdisciplinary vs. multidisciplinary vs. transdisciplinary</p> <p>Clinical roles of the speech-language pathologist</p> <p>Assessment according to disorder</p> <p>Functional outcome measures vs. standardized assessment</p> <p>Treatment according to disorder</p> <p>Staff education</p> <p>Risk management</p>
Day 4	<p>Medical records</p> <p>Guidelines for entries in medical records</p> <p>Medical abbreviations</p>
Week 4	Professional issues in the medical setting
Day 1	<p>Multiskilling of rehabilitation professionals</p> <p>Productivity</p> <p>Treatment efficacy and expertise</p> <p>Job hunting in healthcare settings</p>
Day 2	<p>Third party reimbursement</p> <p>Medicare vs. medicaid vs. private insurance</p> <p>Prospective payment system vs. managed care</p> <p>CPT codes</p> <p>ICD-9 codes</p>
Day 3	<p>Biomedical ethics and ethical dilemmas in the medical setting</p> <p>Roles and responsibilities of the SLP in private practice</p>
Day 4	Final

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This is a revision of a course currently taught in the department. The revision includes provisions to make the course accessible through online delivery for the CDS Cohort graduate students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The content of this course prepares a student to understand and perform the duties and responsibilities required in educational and medical internships. National accreditation requires that the department have a course that includes the material offered in this course.

3. If the course is similar to an existing course or courses, justify its development and offering.

This course is not similar to any existing courses in the department or university.

4. Impact on Program(s):

This course is a core course for all CDS graduate students.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Initially, this course will be assigned to Frank Goldacker and Lynn Calvert.

2. Additional costs to students: None

3. Text and supplementary materials:

Guilford, A.M., Graham, S. V., & Scheurle, J. (2007). *The speech-language pathologist: From novice to expert*. Pearson Prentice Hall, New Jersey.

PART VI: COMMUNITY COLLEGE TRANSFER

Not applicable

PART VII: APPROVALS

Date approved by the department or school: November 10, 2010

Date approved by the college curriculum committee: January 14, 2011

Date approved by CGS: