

Eastern Illinois University
New/Revised Course Proposal Format

CGS Agenda Item: 22-16
Effective Summer 2022

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CDS 5680
3. **Short title:** Medical Professional Reg
4. **Long title:** Professional Regulations and Issues in Medical Settings for SLPs
5. **Hours per week:** 1 Class 0 Lab 1 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2022
8. **Catalog course description:** Discussion of rules and regulations, professional skills & behaviors, current trends, and ethical issues in the practice of speech-language pathology in the medical setting.
9. **Course attributes:**

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☒ Face to Face ☒ Online Synchronous ☐ Online Asynchronous ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved: None

12. Equivalent course(s): None

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No

13. Prerequisite(s): None

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)?

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Course is restricted to students accepted into the Master of Science program in Communication Disorders & Sciences.

b. Degrees, colleges, majors, levels, classes which may not take the course: ☐ all others ☐

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ☐

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions: N/A

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of: Master of Science in Communication Disorders and Sciences
 Course is required for the minor(s) of _____
 Course is required for the certificate program(s) of _____
 Course is used as an elective
2. **Rationale for proposal:** This course was historically a two-credit hour course (CDS 5600) that combined medical and educational professional issues, which was completed in person prior to internships. In an effort to reduce credit hours and graduate student workload during the second summer of the graduate program, the course was combined with CDS 5800, Grand Rounds. This was implemented for two years and determined to impede the opportunity for students to practice critical thinking in Grand Rounds prior to internships due to the large amount of content expected to be covered in the course. The need to remove Professional Regulations course content from Grand Rounds was identified by all faculty involved in teaching and by feedback from students. The proposed course revision is an attempt to re-establish Professional Regulations as a course independent of Grand Rounds. The information is divided into a one-credit class related to professional issues in the medical setting and a one-credit class related to professional issues in the educational setting. This proposal is for the medical setting. The content will be introduced and available to students during graduate internships to facilitate more application-based and meaningful learning of the material, as students will be implementing the professional practices discussed during the course. Topics in the course are also necessary for the CDS master's program accreditation.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: N/A
Co-requisites: N/A
Enrollment restrictions: Course is restricted to students accepted into the Master of Science program in Communication Disorders and Sciences. This course specifically addresses professional and ethical issues within the field of speech-language pathology that occur during internships.
Writing active, intensive, centered: N/A
4. **General education assurances (answer N/A if not applicable)**
General education component: N/A
Curriculum: N/A
Instruction: N/A
Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: The Master of Science in Communication Disorders and Sciences Program offers off-site internship experiences for graduate students. As such, coursework must be made available for these students as part of their program requirements.
Instruction: A majority of this course will be held during live, synchronous meetings using an online platform similar to Zoom, and/or any other electronic resources which may become available to the University for instructional purposes. Students will be required to submit assignments electronically as well as participating in online discussion posts. Faculty offering this course will have completed the Online Course Development Institute (OCDi) training or equivalent training/experience.

Integrity: Exams or other designated assignments will be given with a time limit that will not allow for extensive consultation with notes or materials. Topical papers and original work will be evaluated via Turnitin. Students may present oral projects live, via Zoom and/or any other electronic presentation platform which may become available to the University for instructional purposes.

Interaction: Bi-weekly, online/live discussion groups will be conducted by a university instructor via Zoom, and/or any other electronic functions which may become available to the University for instructional purposes. The instructor will maintain office hours for students via designated times, available by phone, email, D2L communication, and/or other electronic means as available.

Model Syllabus (Part II)

Please include the following information:

- 1. Course number and title:** CDS 5680, Medical Professional Reg
- 2. Catalog description:** Discussion of rules and regulations, best practice patterns, current trends, and ethical issues in the practice of speech-language pathology in the medical setting.
- 3. Learning objectives:**
 - a. Discuss professional contemporary issues, interprofessional practice, standards of ethical conduct, credentials, regulations, and supervision. (*Depth of content knowledge*)
 - b. Integrate knowledge of etiology, severity, communication profiles, and cultural differences sufficient to write defensible and measurable intervention goals. (*Depth of content knowledge; Effective critical thinking and problem solving; Effective written communication*)
 - c. Produce well-organized, accurate, professionally written documentation and summaries integrating complex material. (*Effective critical thinking and problem solving; Effective written communication*).
 - d. Differentiate the socio-emotional, cognitive, and communicative features of a case to inform counseling approach utilized. (*Depth of content knowledge*)
 - e. Discern, interpret, and integrate relevant case history information related to cultural preferences to identify culturally relevant evaluation and treatment approaches. (*Depth of content knowledge; Effective critical thinking and problem solving*)
- 4. Course materials.**

Supplemental reading materials will be provided or are available online.

5. Weekly outline of content and sample readings:

	Content	Example Supplemental Readings
Week 1	Overview of Healthcare and Role of Medical SLPs	“Speech Language Pathology Rehabilitation” (Pietsch et al., 2018)
Week 2	Medical Accreditation and Outcomes	“Impact of Accreditation on the Quality of Healthcare Services: A Systematic Review of the Literature” (Alkhenizan & Shaw, 2011)
Week 3	Infection Control and Prevention	“Types of Healthcare-Associated Infections” (Healthcare-Associated Infections, n.d.)
Week 4	Introduction to EMR/EHR: Billing and Documentation	“A Systematic Review and Comparative Study of Electronic Medical Records (EMR) Systems to Support Healthcare” (Gamage et al., 2020)

Week 5	Patient-Centered Care: Writing Recommendations and Goals	“Scoping Review of Patient-Centered Care Approaches in Healthcare” (Constand et al., 2014)
Week 6	Billing: Medicare, Medicaid and Insurance	“Frequent Billing Misconceptions and Potential Related Dilemmas Faced by Speech-Language Pathologists” (Schwartz, 2020)
Week 7	Medical Documentation and EMR/EHR	“Clinical Documentation in Speech-Language Pathology” (Cornett, 2006)
Week 8	Supervision in the Medical Setting	“A Look at Supervision in the 21 st Century” (O’Connor, 2008)
Week 9	Cultural Competence in the Medical Setting	“Cultural Competence Revisited” (Rozas, 2013)
Week 10 - 11	Counseling Across Medical Settings	“Counseling: An Approach for Speech-Language Pathologists” (Riley, 2002); “Counseling Techniques for Speech-Language Pathologists” (Andrews, 2004)
Week 12	Interprofessional Practice Across Medical Settings	“Changing the Long-Term Care Culture Through Interprofessional Practice: A Speech-Language Pathologist-Led Initiative” (Hall & Gilliland, 2019)
Week 13	Professionalism: Resumes, Interviewing, CFY	“The First Year of Professional Service in Speech-Language Pathology: Supervisory Role, Working Relationships, and Satisfaction with Supervision” (Ostergren, 2011)
Week 14-15	Ethical Considerations in the Medical Setting	“Ethics in the Practice of Speech-Language Pathology in Health Care Settings” (Kummer & Turner, 2011); “Ethics in Speech-Language Pathology: Beyond the Codes and Canons” (Eadie & Charland, 2005)
Week 16	Final Exam	

6. Assignments and evaluation, including weights for final course grade.

8-10 Case-Based Written Assignments	60% of grade
Comprehensive Written Case Analysis	40% of grade

7. Grading scale:

92 - 100%	A
82 - 91%	B
72 - 81%	C
62 - 71%	D
61% & Below	F

8. Correlation of learning objectives to assignments and evaluation.

Course Objectives	Written Assignments 60%	Comprehensive Written Case Analysis 40%
Discuss professional contemporary issues, interprofessional practice, standards of ethical conduct, credentials, regulations, and supervision. <i>(Depth of content knowledge, Ethical and professional responsibility)</i>	X	X
Integrate knowledge of etiology, severity, communication profiles, and cultural preferences sufficient to write defensible and measurable intervention goals. <i>(Depth of content knowledge; Effective critical thinking and problem solving; Effective written communication)</i>	X	X
Produce well-organized, accurate, professionally written documentation and summaries integrating complex material. <i>(Effective critical thinking and problem solving; Effective written communication).</i>	X	X
Differentiate the socio-emotional, cognitive, and communicative features of a case to inform counseling approach utilized. <i>(Depth of content knowledge)</i>	X	X
Discern, interpret, and integrate relevant case history information related to cultural preferences to identify culturally relevant evaluation and treatment approaches. <i>(Depth of content knowledge; Effective critical thinking and problem solving, Ethical and professional responsibility)</i>	X	X

Date approved by the department or school: 12/15/2021

Date approved by the college curriculum committee: 2/14/2022

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: CGS: