

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: CD

Alpha Designator/Number: 602

☒ Graded ☐ CR/NC

Contact Person: Craig Coleman M.A., CCC-SLP, BCS-F

Phone: 304-696-7114

NEW COURSE DATA:

New Course Title: Professional Issues in Speech-Language Pathology

Alpha Designator/Number: C D 6 0 2

Title Abbreviation: P r o f . I s s u e s i n S L P

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course will discuss current professional issues in speech-language-pathology, including ethics, reimbursement, multiculturalism, counseling, professional conduct, advocacy, and scope of practice.

Co-requisite(s): N/A

First Term to be Offered: Fall 2015

Prerequisite(s): Permission of Instructor

Credit Hours: 2.0

Course(s) being deleted in place of this addition (must submit course deletion form): N/A

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Karen M. Truly</u>	Date <u>2/27/15</u>
Registrar <u>Rebeka Ferguson 510204</u>	Date <u>3/2/15</u>
College Curriculum Chair <u>Lamona Granero</u>	Date <u>3/13/15</u>
Graduate Council Chair _____	Date _____

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College: COHP

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Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Craig Coleman, M.A., CCC-SLP, BCS-F (or as assigned by Chair)

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Course Outcomes: Students will:

1. examine standards of ethical professional conduct.
2. analyze legal requirements and professional certification standards related to the practice of speech-language pathology.
3. determine issues related to liability, malpractice and other legal matters in speech-language pathology.
4. analyze current legislative initiatives that potentially affect the practice of speech-language pathology.
5. identify and analyze reimbursement issues related to the practice of speech-language pathology.
6. determine multi-cultural considerations in the delivery of speech-language pathology services.

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7. COURSE OUTLINE (May be submitted as a separate document)

TOPICS

Week 1... Introduction/Overview; Current and Historical Perspectives; Multi-culturalism;
Week 2... Counseling
Week 3... Counseling (continued)
Week 4... Competencies; Professional Organizations
Week 5... Scope of Practice; Ethics; Liability
Week 6... Ethics Essay
Week 7... Workforce Issues
Week 8... Support Personnel; Legislation and Regulations in Healthcare
Week 9... Issues Related to Schools and Early Intervention
Week 10... Leadership; Supervision and Mentoring
Week 11... Technology; Stress, Conflict, and Coping; Professional Advocacy
Week 12... Access; Developing Policy; Documentation
Week 13... Current Trends in SLP
Week 14... Presentations
Week 15... Presentations
Week 16... Thanksgiving Break- occurs within the semester

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Lubinski, R. & Hudson, M. (2013). Professional Issues in Speech-Language Pathology and Audiology. (4th ed.). Canada: Delmar Cengage Learning. (Required).

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lecture; Small Group Discussions; Presentations; Papers; Projects

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10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Quizzes; Ethics Paper; Counseling Projects; Advocacy Projects; Clinic Project; Reflection Papers

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Bibliography

American Speech-Language-Hearing Association. (2007). Scope of practice in speech-language pathology.

American Speech-Language-Hearing Association. "Roles and responsibilities of speech-language pathologists in schools [Professional Issues Statement]." (2010): 587-599.

American Speech-Language-Hearing Association. (2004). Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services.

American Speech-Language-Hearing Association. (2008). Clinical supervision in speech-language pathology.

Crowe. (1997). Applications of counseling in speech-language pathology and audiology. Baltimore, MD: Williams & Wilkins.

Egan, G. (2013). The skilled helper: A problem-management and opportunity-development approach to helping. Cengage Learning.

Gonzalez, A. X., Brady, L. J., Elliott, J., & James, B. R. (2011). Speech in action: Interactive activities combining speech language pathology and adaptive physical education. Philadelphia: Jessica Kingsley Publishers.

Helm-Estabrooks, N. (2004). Ethical, moral, and legal issues in speech and language pathology. *Seminars in Speech and Language*, 24(4), 259-260.

Leslie, P., McNeil, M. R., Coyle, J., & Messick, C. (2011). Clinical doctorate in speech-language pathology. *ASHA Leader*, 16(9), 14.

Lubinski, R., & Hudson, M. (2012). Professional issues in speech-language pathology and audiology. Cengage Learning.

Luterman, D. (1991). Counseling the communicatively disordered and their families. Pro-Ed.

Mashima, P. A., & Doarn, C. R. (2008). Overview of telehealth activities in speech-language pathology. *Telemedicine and e-Health*, 14(10), 1101-1117.

McLaughlin, E., Lincoln, M., & Adamson, B. (2008). Speech-language pathologists' views on attrition from the profession. *International journal of speech-language pathology*, 10(3), 156-168.

Mullen, R., & Schooling, T. (2010). The national outcomes measurement system for pediatric speech-language pathology. *Language, Speech, and Hearing Services in Schools*, 41(1), 44-60. doi:10.1044/0161-1461(2009/08-0051)

Paul-Brown, D., & Goldberg, L. R. (2001). Current policies and new directions for speech-language pathology assistants. *Language, Speech, and Hearing Services in Schools*, 32(1), 4-17.

Webster, E. J. (1966). Parent counseling by speech pathologists and audiologists. *Journal of Speech and Hearing Disorders*, 31(4), 331-340.

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Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Communication Disorders

Course Number and Title: CD 602: Professional Issues in Speech-Language Pathology

Catalog Description: This course will discuss current professional issues in speech-language pathology, including ethics, reimbursement, multiculturalism, counseling, professional conduct, advocacy, and scope of practice.

Prerequisites: Permission of instructor

First Term Offered: Fall 2015

Credit Hours: 2.0 hours

Marshall University

Course Title/Number	Special Topics: Professional Issues, CD 650, Section 201
Semester/Year	Spring 2015
Days/Time	Wednesday 9:00 am – 10:50 a.m.
Location	443 Harris Hall
Instructor	Craig Coleman, M.A., CCC-SLP, BCS-F, Assistant Professor
Office	146 Smith Hall
Phone	Office 304-696-7114; Cell-724-433-8973
E-Mail	craig.coleman@marshall.edu
Office/Hours	Monday 9:00 a.m. to 12:00 p.m.; Wednesday 11:00 a.m. to 12:00 p.m. and 1:00 p.m. to 2:00 p.m.; Thursday 11:00 a.m. to 2:00 p.m.; Friday 10:00 a.m. to 12:00 p.m. *Additional times are available by appointment. Appointments are also highly recommended during office hours to be certain the time is reserved for you.
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

This special topics course will cover professional issues related to speech-language pathology.

Program’s Student Learning Outcomes

With a Master’s Degree in CSD students will:

1. integrate information regarding the nature of communication and swallowing disorders and differences across the current scope of practice of speech-language pathology, throughout the lifespan, to differentiate normal and disordered processes of speech, language, swallowing, and hearing.
[Specialized Knowledge; Intellectual Skills (analytic inquiry)]
2. examine the scientific literature in the field of communication sciences and disorders, as well as related professions, and apply principles of ethics and evidence-based service provision across the scope of practice of speech-language pathology in order to:
 - a. plan and complete screening and in depth evaluation for communication and swallowing disorders;
 - b. develop and administer a program of remediation based on the results of evaluations and consistent with the individual needs of each client; and
 - c. develop and disseminate culturally sensitive prevention information to the local and/or global communities.
[Specialized Knowledge; Broad, Integrative Knowledge; Intellectual Skills (analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, communicating fluency); Applied Learning]
3. engage in critical thinking, and logical and ethical reasoning by:
 - a. utilizing information literacy skills to meet the professional and ethical responsibilities of lifelong learning in the field of communication sciences and disorders;
 - b. generating and presenting solutions to problems or issues effectively in oral, written, visual, or all formats using the discourse of communication sciences and disorders; and
 - c. integrating a broad education, including knowledge of multicultural, international, and/or civic issues, into the field of communication sciences and disorders.
[Specialized Knowledge; Broad, Integrative Knowledge; Intellectual Skills (analytic inquiry, use of information resources, engaging diverse perspectives, communicating fluency); Applied Learning; Civic Learning]

CFCC Standards covered in this course include: 4E, 4G, 4H

Required Texts, Additional Reading, and Other Materials

1. Lubinski, R. & Hudson, M. (2013). *Professional Issues in Speech-Language Pathology and Audiology*. (4th ed.). Canada: Delmar Cengage Learning. **(Required)**.

Recommended Materials

1. Assigned journal articles
2. Assigned Books

Course Requirements / Due Dates

Ethics Essay (10 percent): Feb 18
Reflection Papers (20 percent): Weekly
Group Projects: Start Your Own Clinic (20 percent): April 22
Advocacy Campaign Project (15 percent): March 25
Counseling Project (10 percent)
Book project and presentation (25 percent): End of semester

Grading Policy

Final grades will be based on a percentage of total points available.

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

Attendance Policy

Attendance may be taken at all class meetings and may be evaluated in the final grade.

Absences from class meetings in which a previously announced assignment/examination must be excused IN ADVANCE of the class meeting in order for the assignment to be completed or accepted at another time. Unexcused absences from these classes may result in a failing grade for the assignment. Students are responsible for making arrangements to make up assignments for EXCUSED absences. Arrangements should be made within one week of the assignment.

EXCUSED absences may be obtained by contact with the instructor PRIOR to the beginning of the class. You may leave a message on my phone or send an email.

Note: Exact lecture schedule may change.

Book Project:

Each student will select one of the following books to read during the semester. You will write a 5-7 page paper on the book and give a presentation to the class about the book. Below are the books to choose from:

Blink: The Power of Thinking Without Thinking
Book by Malcolm Gladwell

Building a Better Teacher: How Teaching Works (and How to Teach It to Everyone)
By: Elizabeth Green

The Smartest Kids in the World: And How They Got That Way
By: Amanda Ripley

Outliers
By: Malcom Gladwell

How Children Succeed: Grit, Curiosity, and the Hidden Power of Character
By: Paul Tough

The Tipping Point
By: Malcom Gladwell

Quiet: The Power of Introverts in a World That Can't Stop Talking
Book by Susan Cain

The Power of Habit: Why We Do What We Do in Life and Business
Book by Charles Duhigg

Lean In: Women, Work, and the Will to Lead
Book by Sheryl Sandberg and Nell Scovell

Good to Great: Why Some Companies Make the Leap...and Others Don't
Book by James C. Collins

The Up Side of Down: Why Failing Well Is the Key to Success
By: Megan McArdle

Essentialism: The Disciplined Pursuit of Less
By: Greg McKeown

Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration
By: Ed Catmull

Creative Confidence: Unleashing the Creative Potential Within Us All