

61 Proposal #
(Academic Affairs use only)

s20apss3 Proposal #
(College use only)

REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) <small>*Remember when abbreviating names, this is how they will appear on student's transcripts.</small>
<u>SLP</u>	<u>5xx1</u>	<u>IPE II</u>

Course Title: (full title of course if longer than 30 characters)

Interprofessional Education II

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp

CIP Code: 51.0203 Major 3730

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.
(Please use standard American English including full sentences.)

A seminar-based, cross curricular course integrating team-based learning to improve patient center care and outcomes utilizing evidence-based practices and research for health care and education providers. This course is an instructor led, essential knowledge course delivered in a hybrid format.

Donna Nigh – Advanced Professional and Special Services

Department submitting the proposal

Linda Sealey

Person to contact with questions

lsealey@uco.edu

email address

5296

Ext. number

Approved by:

Larissa Belisle 7/21/2020
Department Chairperson Date

Donna Nigh-Kelly 8/18/20
College Curriculum Committee Chair Date
(Please notify department chair when proposal is forwarded to dean.)

Donna Nigh 8/18/20
College Dean Date
(Please notify the department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs

Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

12

1. Does this course have an undergraduate / graduate counterpart?

Yes No

2. Is this proposal part of a larger submission package including a program change?

Yes No

3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)

Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
CTE Approval (Stamp or initial) _____

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?

Yes No If yes, when was the most recent offering? _____

5. Does this course affect majors or minors outside the department?

Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion. Dr. Beliele, Dept. Chair, was initially included in meetings and emails beginning May 18, 2018. Dean Cobb has been verbally updated as the efforts have moved forward. The emails and meetings included the various program representatives and resulted in the stepwise progression toward cross disciplinary Grand Rounds and IPE course creation as follows from most recent to beginning (excluding informal chats): 9/19/19 IPE/P team meeting w/IPE I and IPE II proposed courses handed out and discussed included faculty E. Sunderland, M. Bolin, L. Sealey, L. Rider, L. Laubach, E. Martindale, T. Holmes, C. Evans, L. Garcia, T. Hancock, C. Harris. Email proposed courses sent 9/13/19. Meeting 11/2/18 with Dean Sims & L. Sealey. Meeting 8/15/2018 IPE/E w / Dean Sims & faculty present from Nursing, Nutrition, Psychology, SLP, Reading, Counseling, Gerontology (Dr. D. Reed, Dr. T. Hancock, Dr. L. Laubach, L. Rider, C. Harris, T. Holmes, L. Sealey among others). Meeting 7/30/2018 w/Dr. L. Sealey, Dr. J. Collins, Dr. L. Beliele, Dr. T. Hancock, Dr. L. Laubach, Dr. T. Holmes, Mrs. K. Soper with initial proposal for offering Graduate level courses and possible certificate in IPE.

6. Prerequisite courses:

Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)

none

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?

none

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.

none

9. Will this course have enrollment restrictions?

Yes No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.

Check one: May May not

Major Code: 3730

11. Which of the following student classification(s) may enroll in this course?

Check all that apply:

Graduate	(2) 19 + hours	<input checked="" type="checkbox"/>
Graduate	(1) 0-18 hours	<input checked="" type="checkbox"/>
Post Baccalaureate *		<input type="checkbox"/>
Senior		<input type="checkbox"/>
Junior		<input type="checkbox"/>
Sophomore		<input type="checkbox"/>
Freshman		<input type="checkbox"/>

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

In this course the learner will:

- 1.) Work with students and professionals of other health care or education disciplines to understand and maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice, IPEC)
 - 2.) Use the knowledge of one's own major/professional role and those of other professions to appropriately assess and address the health care and/or education needs of patients and to promote and advance the health of populations. (Roles and Responsibilities, IPEC)
 - 3.) Communicate with patients, students, families, communities, and professionals in health, education, and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication, IPEC).
 - 4.) Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork, IPEC)
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Course Detail Information:

14. Contact Hours (per week)

Lecture hours (in class)

Lab hours (also studios)

Other (outside activities)

15. Repeatable course.

Number of times this course can be taken for credit.

16. Schedule type: (select one only)

Activity P.E. (A)

Lab only (B)

Lecture/Lab (C)

Lecture only (L)

Recitation/Lab (R)

Student Teaching (STU)

Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

n/a

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

The course will use existing classroom space, meeting rooms, and equipment. A D2L shell will be developed by an online course trained facilitator for hybrid delivery.

19. The UCO Library has the required library resources available for this new course?

Yes No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.

April 2017 – Faculty Book grant, included IPE/P foundational books in preparation:

Interprofessional Teamwork for Health and Social Care and *Interprofessional Rehabilitation: A Person-Centered Approach*.

Ed Sunderland contacted both Jean Longo, Research and Learning Librarian II (responsible for Allied Health Information) and Christine Edwards, Graduate Studies Research & Learning Librarian, on behalf of the IPE courses in creation. He contacted them in mid-December and reported that they had sufficient resources to support the new course.

Luci Seems, Innovation Studio: 12/11/19, able to use Innovation Studio resources for virtual body, and video presentation recording with booked/reservation of equipment.

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

20. Names of current faculty qualified to teach this course.

None at this time. We will need to hire and train an individual for the eLearning Facilitation Certification. Dr. Sealey is scheduled to take the eLearning Facilitation Certification 6-22 to 8-02-20. Therefore, Dr. Sealey should be trained early August, 2020.

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

Any/all SLP faculty will need the eLearning Facilitation Certification.

Additional faculty from Athletic Training, Nursing, Nutrition, Psychology, Counseling, etc., may be involved in a collaborative teaching effort.

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

This course will be 'staffed' by an SLP faculty member, with salary coming from full-time faculty load.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

Internal re-allocation of Department and/or College ORG funds.

24. Projected enrollment for two academic years following approval of new course:

Semester	2021-22	2022-23
Fall		
Spring	24	24
Summer		

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

Non-liberal arts and sciences
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

This course will meet the 2020 CAA accreditation standards for Interprofessional Education and Practice in Speech-Language Pathology programs; Standard 3.1.1B Professional Practice Competencies The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified. . . . Collaborative Practice • Understand how to apply values and principles of interprofessional team dynamics. • Understand how to perform effectively in different interprofessional team roles to plan and deliver care centered on the individual served that is safe, timely, efficient, effective, and equitable.

As a requirement for all health care professional education programs, Interprofessional Education will lead to improved patient-centered care and outcomes.

This course will be a required course in the graduate program in Speech-Language Pathology. The enrollment in this course by SLP graduate students will meet the minimum enrollment requirements.

- 27 Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge	X
Leadership	X
Research, Scholarly and Creative Activities	X
Service Learning and Civic Engagement	X
Global and Cultural Competencies	X
Health and Wellness	X

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

5000 LEVEL COURSES

Course Level Characteristics	Please describe how this course meets this requirement.
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	This course will challenge students to read and analyze current research and best practice skills related to patient centered care and outcomes. The student will be expected to reflect and post responses giving opinion and understanding of topic.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	Content knowledge and skills will be at the graduate level and this course will challenge and develop the student to demonstrate and collaborated with other health care professionals to improve patient centered care and outcomes
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum:	As a graduate interprofessional education course the students will learn from other health care professionals and students as they work collaboratively on projects and scenarios that lead

<ul style="list-style-type: none">a. Students should be required to undertake original scholarly/creative activity.b. Students should assume greater responsibility for mastering the subject matter.c. Close working relationships should exist between instructors and students.	<p>to decision making to improve patient care. The projects and research activities will encompass current or contemporary evidence-based practices which will be shared and discussed as a group. One objective of this course is collaborative communication between health care professionals where student learning is enhanced by understanding the roles and values of other health care professions.</p>
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SLP 5xx1 CRN xxxxx

Interprofessional Education II

University of Central Oklahoma

College of Education & Professional Studies

Speech-Language Pathology

SLP 5xx1 CRNxxxxx, Spring 2022

Credit Hours - 1

Dr. Sealey-Holtz - Office: LIB162; Phone 974-5296; lsealey@uco.edu

Office Hours: T/R 8:00a – 9:30a; M 1:00-3:00p
By appointment, call or email

Course Prerequisites: Graduate standing

Course Description:

SLP 5xx1 – Interprofessional Education II

This hybrid online-seminar cross curricular course will explore IPEC Core Competencies for Interprofessional Collaborative Practice and provide experience in a simulated or Grand Rounds environment performing in an interprofessional team facilitated and supervised by experienced faculty. The course will focus on IPEC competencies and evidence-based practices as key to delivering high-quality, patient centered care. This course is an instructor lead, essential knowledge course delivered in a hybrid format.

UCO Conceptual Framework:

Reflective, Responsive and Resourceful

Preparing outstanding professionals who are reflective, responsive and resourceful throughout their professional careers and belief systems.

Links to source information for the following can be found and referenced in its entirety at <https://www.uco.edu/ceps/files/departments/dnapss/slp/slp-majors-handbook.pdf>

Protocol for Addressing Student Concerns – Handbook pg. 24

UCO/SLP Course Attendance Policy – Appendix A

UCO/SLP Vision, Mission, & Long-term Goals – Appendix B

Source information for the following can be found at the source links listed:

ASHA Scope of Practice - <https://www.asha.org/policy/SP2016-00343/>

ASHA Code of Ethics - <https://www.asha.org/Code-of-Ethics/>

UCO Student Information & Syllabus Attachment - <http://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>
UCO Code of Student Conduct - <https://www.uco.edu/offices/student-conduct/forms-and-publications>

TRANSFORMATIVE LEARNING:

At the University of Central Oklahoma, we are guided by the mission of helping students learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve. Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. A student's major field is central to the learning experience and is a vital part of the "Central Six."

All students will be transformed with Discipline Knowledge, Leadership, Problem Solving (Research, Scholarly, and Creative Activities), Service Learning and Civic Engagement, Global and Cultural Competencies, and Health and Wellness. This course addresses the following Transformative Learning Goals:

Discipline Knowledge: students explore, discuss, and practice the assessment, identification, diagnosis, therapy, case review, discharge consideration, and interprofessional communication of the profession as it applies to health care.

Leadership: students participate in group projects and Grand Round discussions, practicing and evidencing leadership characteristics of civility, integrity, stewardship, and service.

Problem-Solving: students will be evidence scholarship, research, and problems solving by participating in the individual work and leading to the Grand Rounds, Case study project & assignments.

Service Learning and Civic Engagement: students will demonstrate service learning in the interprofessional disposition of a case study/grand round, evidencing service by care to the individual. Students will demonstrate civic engagement by understanding, supporting, and referencing those societal mechanisms that best benefit the care of the individual case study.

Global and Cultural Competencies: students will gain knowledge and skill in considering and appreciating global and cultural differences among patients (individual in grand round). Students will consider individual cultural norms in the grand round.

Health and Wellness: students will demonstrate knowledge and understanding of the impact of health and wellness on basic human function and human function for speech, language, and hearing as these apply to the individual in the case study/grand round and to all individuals on the health care team.

Course Description & Student Learning Outcomes

In this course the learner will:

- 1.) Work with students and professionals of other health care or education disciplines to understand and maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice, IPEC)
- 2.) Use the knowledge of one's own major/professional role and those of other professions to appropriately assess and address the health care and/or education needs of patients and to promote and advance the health of populations. (Roles and Responsibilities, IPEC)

- 3.) Communicate with patients, students, families, communities, and professionals in health, education, and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication, IPEC).
- 4.) Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork, IPEC)

Instructional Process: These learning objectives will be accomplished through this hybrid online course with seminars and lectures throughout the semester - PPT, reflections, discussions, group activities, and skill instruction. Lab and “hands-on” activities, patient case history review, assessment, diagnosis, and treatment factors will be associated with this course. The course is a HYBRID course requiring cognitive learning online with interprofessional collaborative learning in the seminars (Grand Rounds).

Attendance: Class attendance and participation policy: Class attendance at the Seminar or Grand Rounds is mandatory. This course follow the SLP program attendance policy as published in the SLP Majors handbook.

Readings – completed prior to the assigned lecture period: Foundations of Interprofessional Collaborative Practice in Health Care, Slusser, Garcia, Rae Reed, McGinnis,. Elsevier ISBN: 9780323462440

Students are also responsible for readings assigned in the course schedule as published below or on D2L. Assigned readings or articles may be announced in class or on D2L and will be found posted in D2L or in the library or online.

Pre-class Review: This course relies on the student having recall of basic speech & hearing mechanism, introductory acoustic phonetics, speech sound disorders, language development, language disorders, audiology, dysfluency, voice production, aphasia, neurogenic communication disorders, and dysphagia material and knowledge. It is important that the student review targeted material prior to seminars or Grand Rounds, as well as in preparation for online activities.

Philosophical Foundations: The course and associated learning activities are consistent with and aligned to the articulated academic vision, mission, values, and educational philosophy of the University of Central Oklahoma which can be found at this location- <http://www.uco.edu/academic-affairs/mission/index.asp>

What you learn from this course and its value to your accumulation of knowledge, career, and life will be determined much more by you as the student than by the instructor. Both the student and instructor have a responsibility to approach the course and related activities and learning events seriously and with attention to putting forth the level of energy required for success. The instructor takes seriously her responsibility for providing organized, thought-provoking, meaningful, relevant, and challenging learning activities to maximize the potential benefit for students. Students are expected to be highly engaged during class sessions and participate in a manner that reflects a firm grasp of concepts associated with out of class readings and other assignments.

Course Requirements:

As this course is a major and required course in the M.S. in Speech-Language Pathology degree program all assignments, tests, homework, papers, projects, seminars, grand rounds, journals, and projects are evaluated and must be completed at an acceptable level to receive a grade in the course and progress in the degree.

Exams: Two (2) exams will be completed as assessment of understanding.

Grand Round / Seminar: Four (4) Grand Rounds or Seminars will take place throughout the term. Student attendance is mandatory at the events.

Assignments: Assignments will consist of Reflective Journal entries, Assignments, Projects, and on-line quizzes. These methods/techniques may be in response to, or following, the Grand Round/Seminar or the assigned readings.

Grading:

35% Exams (Midterm 20%, Final 15%)

50% Grand Round/Seminar attendance & participation (All or nothing)

15% Assignments

100% TOTAL

Scoring: This course, being a course in the SLP Program, is scored on a scale wherein 92% or higher must be achieved to earn a grade of 'A'. The scale is as follows:

'A' = 92%

'B' = 82%

'C' = 72%

'D' = 62%

'F' = /< 52%

Student Responsibilities:

- 1.) Students are responsible for all course information provided here and for all changes in this information that may be announced in class and/or posted in D2L.
- 2.) Students are responsible for all material presented in class lectures, handouts, readings, text assignments, and discussion.
- 3.) Students are responsible for being current in assigned readings and assignments.
- 4.) Any evidence of academic dishonesty or misconduct will be handled according to university policies and procedures. All work done in this course shall be completed independently and shall not have been submitted previously in other courses.
- 5.) Make-up exams will not be given.
- 6.) Students are expected to conform to appropriate classroom behavior as addressed in University of Central Oklahoma's Code of Conduct found @ <http://www.uco.edu/student-affairs/conduct/files/codeofconduct.pdf> Your conduct in this class, and others in your major, effectively contributes to your application to be admitted to the Speech-Language Pathology graduate program at UCO or to be recommended by us for employment in our field. Your academic performance is certainly a major consideration in the admission process. In addition, your conduct with regard to punctuality, politeness, cooperation, interpersonal and communication skills and your attention to class lecture and discussion very likely affect our decisions regarding your potential to become a professional in this field.
- 7.) Information concerning important Spring 2015 dates, accommodations for students with disabilities and/or ADA student accommodations, Final Exam Daily Limits, weather delay/closing policy, etc., can be found in the Student Information Syllabus Attachment @ <http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>
- 8.) Psychologically Safe Environment: Each student's questions and ideas are valuable and should be respected. It is essential that a safe environment is established to allow each student to question, challenge, and share ideas openly.
- 9.) The Regent's Statement on Course Workload and Homework –OSRHEII-2-34 expects that a full-time college student will spend a minimum of time each week in class attendance and study out of class approaching a 40-hour work week. A person employed on a full-time basis should not simultaneously expect to maintain a full-time academic schedule. At least two hours of study are expected for every hour in class.

The linked Syllabus Attachment is considered part of this syllabus.

<http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

Academic Integrity: <http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

Each student in this course is expected to abide by the University of Central Oklahoma Academic Integrity Policy. Any work submitted by a student in this course for academic credit will be the student's own work.

You are encouraged to study together and to discuss information and concepts covered in lecture with other students. You can give "consulting" help to or receive "consulting" help from Speech & Hearing Science

such students. However, this permissible cooperation should **never involve copying** or one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a diskette, computer file on any form of memory device, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will automatically receive a zero for the assignment. Penalty for violation of the Academic Integrity Policy may include failure of the course and University disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations. Any unapproved collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action. If you have a cell phone that rings, buzzes, or receives a text message, etc. during an exam, quiz, or assignment you will receive an immediate 'F' and zero points on the exam, quiz, or assignment.

University of Central Oklahoma is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration on homework or assignments, plagiarism, multiple submissions of the same assignment, cheating on examinations, fabricating information, helping another person cheat, having unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination, or course, receiving a notation of a violation of academic integrity on your transcript, and being suspended from the University. You have the right to appeal the charge. All work done in this course shall be completed independently and shall not have been submitted previously in other courses.

Contact the Office of Academic Affairs. Review the policy @ <https://www.uco.edu/student-affairs/conduct/forms-and-publications/index.asp>. All University of Central Oklahoma students are expected to conduct themselves with the utmost integrity and civility. The University of Central Oklahoma does not tolerate dishonesty such as cheating, violating the integrity of examinations, plagiarism, or knowingly furnishing false information to university faculty or staff. In addition, harassment, forgery, alteration, damage or misuse of official university documents, records, or identification cards is strictly prohibited. NOTE: Violation of these expectations, as specified in sections III, IV, and V, may result in penalties up to and / or including expulsion from the University.

Accommodations for Students with disabilities:

Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations. Please review the Student Information Syllabus Attachment @ <http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

Accommodation of Needs: UCO complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who
Speech & Hearing Science

need special accommodations must make their requests by contacting Disability Support Services at (405) 974-2516, located in the Nigh Univ. Center, Rm 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

Course Schedule: (Subject to change upon announcement in class or on D2L)

SLP 5xx1	SLP 5xx1 Interprofessional Education	
Wk. 1	<p>Syllabus</p> <p>Course Overview</p> <p>Section I Introduction . . .</p> <p>Chapter 1. History of IPE, IPCP, and the Core Competencies</p> <p>Chapter 2. Systems Theory: IPCP and Health Outcomes</p> <p>Chapter 3. Adopting the Frameworks of Wellness and Patient-Centered Care</p>	Assignment – Action plan for adopting IPP
Wk. 2	<p>Week 2</p> <p>Section II – Values & Ethics</p> <p>Chapter 4. Foundations of Values and Ethics</p> <p>Chapter 5. The Competencies of Values and Ethics</p> <p>Chapter 6. Values and Ethics Case Studies</p>	Assignment – Values and Ethics Case Studies
Wk. 3	<p>Grand Round #1 – SLP only</p> <p>Monday 6-8pm</p> <p>Ethics of the case</p>	
Wk. 4	<p>Grand Round #2 Monday 6-8pm</p> <p>Presentation of case to IPE team.</p>	Reflection Journal entry due after the Grand Round event.
Wk. 5	<p>Section III. Roles and Responsibilities</p> <p>Chapter 7. Foundations of Professional Roles</p> <p>Chapter 8. The Competencies of Roles and Responsibilities</p>	Assignment – Roles and Responsibilities Case Studies due.

	Chapter 9. Roles and Responsibilities Case Studies	
Wk. 6	Section IV. Interprofessional Communication Chapter 10. Foundations of Communication Theory Chapter 11. The Competencies of Interprofessional Communication Chapter 12. Interprofessional Communication Case Studies	Assignment – Interprofessional Communication Case Studies due.
Wk. 7		
Wk. 8	Midterm	Online Midterm exam. Sections I, II, III, & IV.
Wk. 9	Grand Round #3	Reflection Journal entry due after the Grand Round event.
Wk. 10	Section V. Teams and Teamwork 13. Foundations of Group Functioning 14. The Competencies of Teams and Teamwork 15. Teams and Teamwork Case Studies	Assignment: Teams and Teamwork Case Studies due.
Wk. 11	Section VI. Practicing Collaboratively 16. IPCP Case Studies	Discussion/Assignment: IPCP Case Studies
Wk. 12		Discussion/Assignment: IPCP Case Studies
Wk.13		Discussion/Assignment: IPCP Case Studies
Wk.14		Discussion/Assignment: IPCP Case Studies
Wk. 15	Grand Round #4	Reflection Journal entry due after the Grand Round event.

Wk. 16	Final Exam	Online – Sections V & VI and Integration/case studies.
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