

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 19-06  
Effective Summer 2019

**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CDS 5915
3. **Short title:** Adv Clinical Diagnosis
4. **Long title:** Advanced Clinical Diagnosis and Assessment
5. **Hours per week:** ☐ 1 Class ☐ 1 Lab ☐ 1 Credit
6. **Terms:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2019
8. **Catalog course description:** Course is an advanced study of differential diagnosis of communication disorders using principles of standardized and non-standardized assessment. Students will develop clinical hypotheses and diagnostic questions, analyze standardized assessment tools, and interpret assessment data to draw defensible diagnostic conclusions. Students will apply diagnostic principles in case-based lab assignments.

**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 ☐ 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:**

**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:**

☐ 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 ☐ N/A \_\_\_\_\_

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 & 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:** Course is a major revision and adaptation to address gap in content and provide a better foundation for students in the use of standardized assessments, critical thinking for diagnostic planning, interpretation of assessment results, making a differential diagnosis, and professional report writing.

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

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: N/A

Instruction: N/A

Integrity: N/A

Interaction: N/A

## **Model Syllabus (Part II)**

Please include the following information:

- 1. Course number and title:** CDS 5915, Advanced Clinical Diagnosis and Assessment
- 2. Catalog description:** Course is an advanced study of differential diagnosis of communication disorders using principles of standardized and non-standardized assessment. Students will develop clinical hypotheses and diagnostic questions, analyze standardized assessment tools, and interpret assessment data to draw defensible diagnostic conclusions. Students will apply diagnostic principles in case-based lab assignments.
- 3. Learning objectives.**
  - a. Students will evaluate case history and clinical records to determine defensible diagnostic hypotheses. *(depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking)*
  - b. Students will develop diagnostic interview questions and informal assessment protocols to support differential diagnosis. *(depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking)*
  - c. Students will analyze and select standardized assessment tools using principles of test design, validity, and reliability, to support differential diagnosis. *(depth of content knowledge, effective critical thinking and problem solving, advanced scholarship through research or creative thinking)*
  - d. Students will interpret and integrate standardized and non-standardized assessment data to support diagnostic conclusions. *(depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking)*
  - e. Students will produce written documents which analyze and defend diagnostic conclusions. *(depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking)*
  - f. Students will evidence independent learning strategies, critical thinking, and problem solving skills in applied lab and portfolio assignments. *(depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking)*
- 4. Course materials:**

Required Text:  
Pindzola, Plexico, and Haynes (2016). *Diagnosis and Evaluation in Speech Pathology, 9<sup>th</sup> Edition*.  
Boston, MA: Pearson Education, Inc.
- 5. Weekly outline of content.**
  - Week 1**  
Comparing Typical vs. Disordered Communication Profiles  
Making Differential Diagnoses
  - Week 2**  
Evaluating Case History Information  
Conducting Record Reviews  
Determining Diagnostic Hypotheses
  - Weeks 3 - 4**  
Generating Relevant Diagnostic Interview Questions  
Conducting Diagnostic Interviews  
Collecting Evidence to Substantiate or Refute Diagnostic Hypotheses  
Integrating Information to Write a Cohesive, Comprehensive Background Summary
  - Weeks 5 - 6**  
Selecting Standardized Assessments  
Evaluating Tests for Purpose and Design  
Evaluating Tests for Content and Construct Validity  
Evaluating Tests for Test-Retest and Interrater Reliability

**Week 7**

Principles of Conducting Standardized Assessment  
Test Preparation and Rehearsal

**Week 8**

Transforming Raw Scores into Standardized Scores  
Identifying, Analyzing, and Interpreting Types of Standardized Scores

**Weeks 9 - 11**

Evaluating Test Performance in Relation to Normative or Criterion Referenced Scores  
Analyzing, Interpreting, and Determining Error Profiles  
Integrating Performance Profiles from Multiple Tests  
Writing Analytical, Informative Summaries of Test Performance

**Week 12**

Developing Valid Informal Assessment Tools  
Capturing and Quantifying Clinical Observations  
Dynamic Assessment and Probing for Future Intervention Goals

**Week 13**

Conducting Multicultural Assessments  
Determining Differences vs. Disorders

**Week 14**

Integrating Assessment Findings to Differentially Diagnose  
Writing Defensible Clinical Impressions  
Developing Professional Tone for Challenging Reports

**Week 15**

Delivering Diagnostic Conclusions and Counseling Families  
Making Referrals and Initial Recommendations

**Week 16**

Final Exam

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

Lab Assignments	40%
Diagnostic Portfolio	40%
Final Paper	20%

**7. Grading scale:**

A = 90 – 100%  
B = 80 – 89%  
C = 70 – 79%  
D = 60 – 69%  
F = ≤59%

**8. Correlation of learning objectives to assignments and evaluation.**

<b>Learning Objectives</b>	<b>Lab Assignments</b>	<b>Diagnostic Portfolio</b>	<b>Final Paper</b>
Students will evaluate case history and clinical records to determine defensible diagnostic hypotheses. <i>(depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking)</i>	X		
Students will develop diagnostic interview questions and informal assessment protocols to support differential diagnosis. <i>(depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking)</i>	X		
Students will analyze and select standardized assessment tools using principles of test design, validity, and reliability. <i>(depth of content knowledge, effective critical thinking and problem solving, advanced scholarship through research or creative thinking)</i>	X	X	X
Students will interpret and integrate standardized and non-standardized assessment data to support diagnostic conclusions <i>(depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking)</i>	X	X	
Students will produce written documents which analyze and defend diagnostic conclusions. <i>(depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking)</i>	X	X	X
Students will evidence independent learning strategies, critical thinking, and problem solving skills in applied lab and portfolio assignments. <i>(depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking)</i>	X	X	X

**Date approved by the department or school:**

October 31, 2018

**Date approved by the college curriculum committee:**

December 10, 2018

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