

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: 19-07
Effective Fall 2019

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CDS 5905
3. **Short title:** Advanced Clinical Treatment
4. **Long title:** Advanced Clinical Treatment and Methodology
5. **Hours per week:** ☒ 1 Class ☐ 0 Lab ☐ 1 Credit
6. **Terms:** ☒ Fall ☐ Spring ☐ Summer ☐ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2019
8. **Catalog course description:** Analysis and synthesis of clinical concepts related to treatment of speech-language-hearing disorders. Students will discuss rationale and insights for treatment materials and methodologies. Covers development of clinical writing skills; evaluation of intervention strategies; data collection; variables influencing client progress; client and family education and counseling, and evidence-based literature.

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. _____

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 _____

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 newly developed to address gaps in content for new graduate clinicians, particularly as many undergraduate programs do not offer coursework in clinical methods and/or clinical practicum experiences. Course addresses development of critical thinking and clinical decision making skills for new graduate clinicians.

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 & 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 5905 Advanced Clinical Treatment and Methodology

2. **Catalog description:** Analysis and synthesis of clinical concepts related to treatment of speech-language-hearing disorders. Students will discuss rationale and insights for treatment materials and methodologies. Covers development of clinical writing skills; evaluation of intervention strategies; data collection; variables influencing client progress; client and family education and counseling, and evidence-based literature.
3. **Learning objectives:**
- Describe how formal and informal assessment resulted in treatment goals. (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication*)
 - Critique evidence-based literature for development and implementation of a treatment plan (*Advanced Scholarship through Research and Creative Activity, Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication*)
 - Analyze specific and behavioral treatment goals for a variety of clients. (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving*)
 - Evaluate effective skill assessment and intervention techniques. (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving*)
 - Evaluate data collection and analysis of progress. (*Effective Critical Thinking and Problem Solving*)
 - Evaluate clinical treatment utilizing critical thinking and problem solving skills to make suggestions for improvement. (*Effective Critical Thinking and Problem Solving*)
 - Critique written communication skills through data collection and data analysis. (*Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication*)
 - Demonstrate an awareness of need for client/caregiver education and counseling. (*Depth of Content Knowledge*)
 - Demonstrate client-specific knowledge through oral and written communication presentations. (*Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication*)

4. **Course materials:**

Required texts:

- Roth, F.P., & Worthington, C.K. (2011). *Treatment resource manual for speech-language pathology* (4th ed.). New York: Singular.
- Shipley, K.G., & McAfee, J.G. (2016). *Assessment in speech-language pathology: A resource manual* (5th ed.). San Diego: Singular.

5. **Weekly outline of content.**

Week 1 Identifying and Describing Client Diagnoses and Deficits

- Medical versus Tx Diagnoses
- Concomitant diagnoses (e.g., language processing disorder; executive dysfunction)
- Determining evidence for types of diagnoses

Week 2 Evidence-Based Practice (EBP) and Rationale

- Identifying types of relevant evidence-based practice
- Selecting relevant research articles
- Justifying treatment methodologies using EBP

Week 3 Generating Treatment Goals

- Prioritizing needs, precursors, and foundational skills
- Determining rationale for goals and objectives
- Capturing and measuring performance
- Modifying goals (e.g., broad versus specific goals; compensatory versus direct therapy; increasing or decreasing complexity)

Week 4 Skill Assessment

- Assessment to establish/capture baselines
- Select the most relevant assessment related to the information being sought

- Selecting and defending informal versus standardized assessment

Week 5 Treatment Methodologies

- Types of instructional methods and prompts
- Types of cueing hierarchies (e.g., least to most; most to least; etiology- or disorder-specific research based approaches; clinical judgment-based hierarchies)
- Selecting and defending types of instructional methods and cueing hierarchies
- When to increase or decrease support versus changing the goal/objective
- Types of feedback and reinforcement
- Cueing and feedback as it relates to skilled versus unskilled therapy

Week 6 Data Collection and Documentation in SOAP Notes: Subjective and Objective

- Critique and analysis of clinical writing for data collection and reporting
- Subjective section SOAP notes: examples, relevance, variation in style by workplace or client
- Objective section of SOAP notes: collecting and reporting data, relevance, styles
- How to vary terminology, avoid redundancy, clarify new trends

Week 7 Data Analysis and Documentation in SOAP Notes: Assessment and Plan

- Critique and analysis of clinical writing for data interpretation
- Assessment section of SOAP notes: using evidence in S: and O: to defend and conclude in A:
- Determining, documenting, and defending trends in performance
- Plan section of SOAP notes: using information in “s”, “o”, and “a” to lead to a statement in “p”.
- Thinking about changing support versus objectives in “p”.

Weeks 8 – 9 Midterm Exam; Modification of Therapy Materials

- Midterm Exam
- Changing the level of complexity of tasks, activities, and materials
- Adaptations for vision, hearing, gross motor, and/or fine motor needs
- Making activities multimodal
- Use materials to carry over to the classroom/common core or home/work environment

Week 10 Productivity and Behavior Management

- Analyzing behaviors interfering with productivity
- Developing and using ABC Plans
- Types of reinforcement and instruction (e.g., positive vs negative; direct instruction vs choice, etc.)
- Time management (e.g., balancing client/clinician talk time; time on tasks)
- Fostering client’s self-evaluation

Week 11 Counseling and Client/Family Education

- Describing disorders and deficits in parent/family-friendly language
- Using empathetic language and managing expectations
- Providing resources and information for caregiver advocacy
- Developing home programs and homework to foster carryover and generalization

Weeks 12 – 15

- Case Presentations and Critiques
- Video Analysis and Comparison of Cases
- Discussion of Methods, Goals, and EBP

Week 16

- Final Exam

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

Weekly applied assignments (10) 50%

Written midterm (1)	25%
Case Presentations (1)	25%

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 Learning Objectives	Quizzes/ Journals	Written Midterm	Oral Final
Describe how formal and informal assessment resulted in treatment goals. (<i>Depth of Content Knowledge, Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication</i>)	X		
Critique evidence-based literature for development and implementation of a treatment plan (<i>Advanced Scholarship through Research and Creative Activity, Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication</i>)	X	X	X
Analyze specific and behavioral treatment goals for a variety of clients. (<i>Depth of Content Knowledge, Effective Critical Thinking and Problem Solving</i>)	X		
Evaluate effective skill assessment and intervention techniques. (<i>Depth of Content Knowledge, Effective Critical Thinking and Problem Solving</i>)	X	X	X
Evaluate data collection and analysis of progress. (<i>Effective Critical Thinking and Problem Solving</i>)	X		
Evaluate clinical treatment utilizing critical thinking and problem solving skills to make suggestions for improvement. (<i>Effective Critical Thinking and Problem Solving</i>)	X	X	X
Critique written communication skills through data collection and data analysis. (<i>Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication</i>)	X		
Demonstrate an awareness of need for client/caregiver education and counseling. (<i>Depth of Content Knowledge</i>)	X		
Demonstrate client-specific knowledge through oral and written communication presentations. (<i>Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication</i>)		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: