

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: 19-08
Effective Summer 2020

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CDS 5800
3. Short title: Grand Rounds in CDS
4. Long title: Grand Rounds in Communication Disorders & Sciences
5. Hours per week: ☐ 2_ Class ☐ 0_ Lab ☐ 2_ Credit
6. Terms: ☐ Fall ☐ Spring ☒ Summer ☐ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2020
8. **Catalog course description:** Complex, multi-disorder cases from medical and educational settings are presented for critical analysis in the context of professional scope of practice and ethics, service-delivery and regulatory requirements, and interdisciplinary collaboration. Students integrate content and evidence-based practice to develop and defend assessment and intervention plans which respond to case management issues.
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):** Graduate degree seeking status in Communication Disorders & Sciences
 - 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:** Revisions have been made to infuse and align content in professional regulations and interprofessional practice into this course, which students take just prior to their 14-week, full-time internships in education and healthcare environments.
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 5800 Grand Rounds in Communication Disorders & Sciences

2. Catalog description: Complex, multi-disorder cases from medical and educational settings are presented for critical analysis in the context of professional scope of practice and ethics, service-delivery and regulatory requirements, and interdisciplinary collaboration. Students integrate content and evidence-based practice to develop and defend assessment and intervention plans which respond to case management issues.

3. Learning objectives:

- Students will demonstrate critical thinking and independent problem solving through performance-based activities for given cases. (*depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking*)
- Students will collect, interpret, and apply case history information for given cases. (*depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking*)
- Students will design, select, and interpret formal and informal evaluation tools for cases to support defensible diagnoses and intervention plans. (*depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research, creative thinking*)
- Students will identify research principles and their application to evidence-based practice for cases. (*depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking*)
- Students will integrate and apply knowledge of roles and responsibilities, ethical principles, and interdisciplinary collaboration and communication as they impact case management and decision-making. (*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:

- Schraeder, T. (2016). *A guide to school services in speech-language pathology*. Plural Publishing.
- Assigned readings from relevant professional journals will be available through the EIU library and/or uploaded to D2L.
- Assigned medical and educational cases will be uploaded to D2L.
- Students will access materials from all other graduate courses already completed, available on D2L, as well as through the EIU library and/or Clinic Materials Center.

5. Weekly outline of content:

Week 1: Roles and Responsibilities of SLPs in the Schools

- Special Education Law Module
- Educational Relevance, Cultural Competence, Best Practices
- Service Delivery Models and Caseload/Workload Approach
- Special Education Administration Panel

Week 2: Interprofessional Collaboration and Ethical Decision Making in Educational Setting

- Knowing Your Team: Roles and Responsibilities of Co-Treating Service Providers
- IFSP/IEP Terms and Interpretations
- Principles and Strategies for Interprofessional Communication in the Schools

Week 3: Case Analysis, Decision Making, and Communication in Early Intervention & Preschool

- Assessment Considerations and Differential Diagnosis in Complex Speech and Language Disorders (Global Developmental Delay, Late Talkers, Autism Spectrum Disorder)
- Population Specific Intervention Principles
- Service Delivery Models, Collaborative Practices
- Ethical Dilemmas and Team-Based Decisions

Week 4: Case Analysis, Decision Making, and Communication in School-Age Children (Early Elementary)

- Assessment Considerations and Diagnosis in Complex Speech and Language Disorders (Autism Spectrum Disorder, Social Communication Disorder, Executive Dysfunction, Dyslexia, Learning Disabilities)
- Population Specific Intervention Principles and Curricular Considerations
- Service Delivery Models, Collaborative Practices
- Ethical Dilemmas and Team-Based Decisions

Week 5: Case Analysis, Decision Making, and Communication in School-Age Children (Middle Elementary and Adolescents)

- Assessment Considerations and Diagnosis in Complex Speech and Language Disorders (Autism Spectrum Disorder, Social Communication Disorder, Executive Dysfunction, Dyslexia, Learning Disabilities)
- Population Specific Intervention Principles and Curricular Considerations
- Service Delivery Models, Collaborative Practices
- Ethical Dilemmas and Team-Based Decisions
- Exam 1

Week 6: Roles and Responsibilities of the Medical Speech-Language Pathologist within the Healthcare System

- Scopes of Practice and Regulations for Medical Speech-Language Pathology
- Roles and Responsibilities of SLPs and Allied Healthcare Professionals
- Classifying Patient Communication Disorders within the WHO and ICF

Week 7: Regulations, Accreditation, and Compliance

- Occupational Safety and Health Administration (OSHA) Standards
- Types of Hospital and Rehabilitation Accreditations
- Supervision within the Medical Internship

Week 8: Interprofessional Collaboration and Ethical Decision Making in Healthcare

- Patient-Centered Care and Ethical Challenges
- Healthcare Team Structures and Expectations for Patient Care Delivery
- Collaborative Decision Making in Healthcare Teams
- Interprofessional Communication Under Time Constraints

Week 9: Case Analysis, Decision Making, and Communication in Acute Care

- Critical Care Demands
- Interpreting the Medical Chart
- Identifying Acute Care Priorities
- Forming Diagnostic Hypotheses

Week 10: Case Analysis, Decision Making, and Communication in Acute Care

- Preparing, Conducting, and Interpreting Bedside Assessments
- Rapid Critical Thinking and Decision Making for Evolving Treatment Needs
- Patient Education, Counseling, and Culturally Competent Service Delivery
- Discharge Planning and Case Management Expectations

Week 11: Hospital Visit – Inpatient Rehab

- Comparing Perspectives from PT, OT, ST. Case Management, Physiatry, and Nursing
- Analysis of Interprofessional Communication Skills in a Working Rehab Unit
- Bedside Manner from the Patient Perspective

Week 12: Case Analysis, Decision Making, and Communication in Inpatient Rehab

- Differentially Diagnosing Disorders and Updating Patient Status
- Identifying Inpatient Rehab Priorities
- Determining Severity and Establishing FIM Ratings

Week 13: Case Analysis, Decision Making, and Communication in Inpatient Rehab

- Writing Long- and Short-term Goals in Rehab
- Team-Based Discharge Planning
- Patient Education, Counseling, and Culturally Competent Service Delivery

Week 14: Service Delivery Demands in Outpatient Rehab

- Types of Outpatient Rehab and Determining Priorities
- Reimbursement Models and Productivity
- Generating Defensible Written Documentation

Week 15: Service Delivery Demands in Skilled Nursing/Extended Care Facility Rehab

- Palliative Care, Hospice Services, and Counseling
- Reimbursement Models and Productivity

Week 16: Final Exam

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

Module Quizzes	14%
EI/Preschool Projects	14%
School-Age Projects	14%
Acquired Acute Care Projects	14%
Acquired Rehab Projects	14%
Exams	30%

7. Grading scale:

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

8. Correlation of learning objectives to assignments and evaluation.

Learning Objectives	Module Quizzes	Preschool/EI Projects	School-Age Projects	Acute Projects	Rehab Projects	Exams
Students will demonstrate critical thinking and independent problem solving through performance-based activities for given cases. <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	X	X
Students will collect, interpret, and apply case history information for given cases. <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	X	X
Students will design, select, and interpret formal and informal evaluation tools for cases to support defensible diagnoses and intervention plans <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	X	X
Students will identify research principles and their application to evidence-based practice for cases. <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	X	X
Students will integrate and apply knowledge of roles and responsibilities, ethical principles, and interdisciplinary collaboration and communication as they impact case management and decision-making. <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	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: