

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: 22-17
Effective Summer 2022

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: 2022
8. **Catalog course description:** Complex, multi-disorder cases from medical and educational settings are critically analyzed in the context of professional scope of practice, ethics, and interdisciplinary collaboration. Students integrate content and evidence-based practices to develop and defend assessment and intervention plans for evolving workplace demands.
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):** N/A
 - 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: all others

16. Repeat status: X 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: X Standard CR/NC Audit ABC/NC

19. Special grading provisions: N/A

____ 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.

X 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:** This course was previously revised in 2018 with content from CDS 5600, Professional Regulations, which had historically been a 2-hour course. In 2018, CDS 5600, Professional Regulations was then removed from the graduate program in an effort to reduce credit hours and graduate student workload during the second summer of the graduate program. This was implemented for two years and determined to impede the opportunity for students to practice critical thinking in Grand Rounds prior to internships due to the significant amount of content expected to be covered in the course. The need to remove Professional Regulations course content from Grand Rounds was identified by all faculty involved in teaching and by feedback from students. This 2021 revision removes the Professional Regulations content back into separate 1-hour educational and medical courses that will be taken during internships, thus allowing for instruction in this newly revised course that addresses critical thinking and professional communication skills necessary for completing a successful internship experience.

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. The content and skills required to successfully complete this course are intended as a summative application of other content completed throughout the CDS program.

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, ethics, and interdisciplinary collaboration. Students integrate content and evidence-based practices to develop and defend assessment and intervention plans for evolving workplace demands.
- 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:**
 - Assigned readings from relevant professional journals will be available through the EIU library and/or uploaded to the D2L course homepage.
 - Assigned medical and educational cases will be uploaded to the D2L course homepage.
 - Students will access materials from all other graduate courses already completed, available via D2L homepages, as well as through the EIU library and/or Clinic Materials Center.
- 5. Weekly outline of content:**
 - Week 1: Interprofessional Collaboration and Ethical Decision Making in Educational Setting**
 - Knowing Your Team: Roles and Responsibilities of Co-Treating Service Providers
 - Principles and Strategies for Interprofessional Communication in the Schools
 - Professional Panel – Perspectives on succeeding as a school-based speech-language pathologist
 - Week 2: Case Analysis, Decision Making, and Communication in Early Intervention**
 - 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 3: Case Analysis, Decision Making, and Communication in Preschool/Early Elementary**
 - Assessment Considerations and Differential Diagnosis in Complex Speech and Language Disorders (Autism Spectrum Disorder, Literacy, Developmental Delay)
 - 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 (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 (Adolescents)

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

Week 6: Exam 1**Week 7: Interprofessional Collaboration and Ethical Decision Making in Healthcare**

- Roles and Responsibilities of SLPs and Allied Healthcare Professionals
- Classifying Patient Communication Disorders within the WHO and ICF
- 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 8: Case Analysis, Decision Making, and Communication in Acute Care

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

Week 9: 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 10: 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 11: 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 12: 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 13: Service Delivery Demands in Outpatient Rehab and Skilled Nursing/Extended Care Facilities

- Types of Outpatient Rehab and Extended Care Facilities and Determining Priorities
- Generating Defensible Written Documentation and Productivity
- Interprofessional Communication

Week 14: Case Analysis, Decision Making, and Communication in Outpatient Rehab

- Identifying Outpatient Rehab Priorities
- Writing Long- and Short-term Goals in Rehab
- Patient and Caregiver Education, Counseling, and Culturally Competent Service Delivery

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

- Palliative Care, Hospice Services
- Patient and Caregiver Education, Counseling, and Culturally Competent Service Delivery

Week 16: Final Exam**6. Assignments and evaluation, including weights for final course grade:**

El/Preschool Projects	17%
School-Age Projects	17%
Acquired Acute Care Projects	17%
Acquired Rehab Projects	17%
Exams	32%

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	Preschool/ EI Projects 17%	School-Age Projects 17%	Acute Projects 17%	Rehab Projects 17%	Exams 32%
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	
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	
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, ethical and professional responsibility)</i>	X	X	X	X	X

Date approved by the department or school: 12/15/2021**Date approved by the college curriculum committee: 2/14/2022****Date approved by the Honors Council (if this is an honors course):****Date approved by CAA: CGS:**