

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: 22-18
Effective Summer 2022

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: 2022
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. ☐ N/A _____
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: all others

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: 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 _____

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 was newly developed and first implemented in summer 2019 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. This course revision solely alters the grading from a standard grading scale to a credit/no credit completion. Given the nature of the assignments (e.g., several reflection/observation papers and group work), assigning a qualitative grade does not capture the nature of expectations. In addition, given the timing of the course offering, use of the standard grading system may inflate overall grade point average of students when careful monitoring of GPA is essential for successful and timely completion of the program.

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 due to the specific nature of the content offered and intended use of skills acquired in clinical assignments during subsequent semesters.

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:

- a. 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*)
- b. 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*)
- c. Analyze specific and behavioral treatment goals for a variety of clients. (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving*)
- d. Evaluate effective skill assessment and intervention techniques. (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving*)
- e. Evaluate data collection and analysis of progress. (*Effective Critical Thinking and Problem Solving*)
- f. Evaluate clinical treatment utilizing critical thinking and problem solving skills to make suggestions for improvement. (*Effective Critical Thinking and Problem Solving*)
- g. Critique written communication skills through data collection and data analysis. (*Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication*)
- h. Demonstrate an awareness of need for client/caregiver education and counseling. (*Depth of Content Knowledge*)
- i. 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.

Credit for class earned for grade of C or above

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 50%	Written Midterm 25%	Oral Final 25%
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, Ethical and professional responsibility</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: 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: