

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: 22-19
Effective Summer 2022

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: 2022
8. **Catalog course description:** 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: 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 ☐ 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 was newly developed and first implemented in summer 2019 to address substantial gaps in content for new graduate clinicians because many undergraduate programs do not offer specific coursework in the use of standardized assessments, critical thinking for diagnostic planning, interpretation of assessment results, making differential diagnoses, and professional report writing. 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 graduate 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 and 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 5915, Advanced Clinical Diagnosis and Assessment
- 2. Catalog description:** 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, 9th 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:

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.

Learning Objectives	Lab Assignments 40%	Diagnostic Portfolio 40%	Final Paper 20%
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, ethical and professional responsibility)</i>	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: