Eastern Illinois University  
Revised Course Proposal  
CDS 3900, Introduction to Clinical Techniques in Communication Disorders and Sciences

Please check one:  
☐ New course  ☒ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: CDS 3900
2. Title: Clinical Techniques
3. Long title: Introduction to Clinical Techniques in Communication Disorders and Sciences
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 2-0-2
5. Term(s) to be offered: ☒ Fall  ☒ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering: ☒ Fall  ☐ Spring  ☐ Summer  Year: 2008
7. Course description: An introduction to a variety of methodologies used in the management of communication disorders. This course will include both lecture and small group discussion of video clips demonstrating the methodologies covered in lecture. Students will shadow a clinician to prepare them for future clinical practicum assignments. Students will complete 25 hours of pre-clinical observation required by the American Speech-Language-Hearing Association.
8. Registration restrictions:
   a. Identify any equivalent courses: None
   b. Prerequisite(s): Prior completion or concurrent enrollment in CDS 3100, 3200, and 3700; Admission to the CDS major.
   c. Who can waive the prerequisite(s)?
      ☐ No one  ☒ Chair  ☐ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites: None
   e. Repeat status:  ☒ Course may not be repeated.
      ☐ Course may be repeated to a maximum of _____ hours or _____ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: CDS majors
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:
9. Special course attributes: Writing Intensive
10. Grading methods (check all that apply): ☐ Standard letter  ☐ C/NC  ☐ Audit  ☒ ABC/NC
11. Instructional delivery method: lecture

PART II: ASSURANCE OF STUDENT LEARNING

1. Student learning objectives:
   a. Students will describe the role of the student clinician and supervisor in the supervisory process.
b. Students will describe methods for management of clients with communication disorders.
c. Students will identify instructional techniques appropriate for intervention.
d. Students will write data collection summaries, progress reports, and maintain records for clients with communication disorders.
e. Students will discuss ethical issues, including confidentiality, for management of a client with a communication disorder.

2. Assignments/Activities:

Quizzes will be assigned over reading assignments for the lectures each week. A writing assignment is also assigned each week to assess application of the lecture content to clinical practicum. There are midterm and final examinations. Students are assigned a client to shadow and must successfully complete this assignment as part of the completion of the 25 hours of pre-clinical observation required by the American Speech-Language-Hearing Association for the course. A case presentation reviewing the client shadowed during the semester is also presented at the end of the semester.

3. Explain how the instructor will determine students’ grades for the course:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Weighting</th>
<th>Points Each</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (5)</td>
<td>5</td>
<td>25 pts. (6%)</td>
<td></td>
</tr>
<tr>
<td>Writing Assignments (10)</td>
<td>15</td>
<td>150 pts. (36%)</td>
<td></td>
</tr>
<tr>
<td>Midterm and Final (2)</td>
<td>100</td>
<td>200 pts. (48%)</td>
<td></td>
</tr>
<tr>
<td>Case presentation (1)</td>
<td>40</td>
<td>40 pts. (10%)</td>
<td></td>
</tr>
<tr>
<td>Shadowing/Observation</td>
<td>25 hours</td>
<td>pass/fail</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>415 pts.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Midterm and Final Exams</th>
<th>Writing Assignments</th>
<th>Quizzes</th>
<th>Case Presentation</th>
<th>Shadowing/Observation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe role of student clinician and supervisor</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Describe methods for management of clients</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Identify instructional techniques for intervention</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Write data collection summaries, progress reports, and maintain records for clients</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Discuss ethical issues and confidentiality for management of a client</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
4. **For technology-delivered and other nontraditional-delivered courses/sections:**

   Not applicable.

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit.**

   Not applicable.

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.**

   (See Appendix *.)

   Writing assignments assigned in the course constitute 35+% of the total grade in the class. Students have the opportunity to rewrite two assignments after the instructor has provided input. The oral case presentation also requires a written summary which is graded (5% of total grade).

**PART III: OUTLINE OF THE COURSE**

The entire class meets for a lecture on the first class period of the week. The second class period involves small group observation and discussion of clinical sessions and client behaviors through videos and DVD’s. Students shadow a clinician enrolled in CDS 4900 or CDS 5900 for part of the observation component of the course. This shadowing experience includes actively participating and assisting the student clinician in managing and treating a client.

**Week 1**
- Role of student clinician, observer, supervisor
- Clinical vs. Supervisory process
- Observation process

**Week 2**
- Code of Ethics – Preamble, Principles, Rules
- Professionalism/Ethical situations
- Functional outcomes

**Week 3**
- Evidence based practice
- Combining clinical expertise, client/family input, and best available evidence
- PICO model
- Evidence hierarchy

**Week 4**
- Programming for intervention
- Establishing goals/objectives, target behaviors
- Selection and sequencing of therapy targets
- Normative vs. client specific strategy

**Week 5**
- Basic methods of treatment
- Key teaching strategies
- Differentiation between modeling, expansion, shaping, prompting, target-specific feedback
Week 6
Data collection, probing, baselining
Data collection forms
Treatment effectiveness
Troubleshooting tips for therapy sessions

Week 7
Discussion of case presentations
Example case scenario
Review for midterm exam
Midterm exam

Week 8
Preparing progress notes
SOAP (subjective, objective, assessment, plan) notes
Writing summaries of observations, therapy objectives

Week 9
Sequence of treatment, session design
Basic training protocol
Task order, dynamics of therapy

Week 10
Reinforcement (e.g. positive, negative, primary, secondary)
Communicative intent, nonverbal behavior
Behavior modification

Week 11
Specific treatment concepts and strategies for various communication disorders
Feedback, compensatory strategies, scaffolding
Hierarchy of conversational contingencies

Week 12
Information reporting systems and techniques
Initial therapy plans, initial reports, final reports, dismissal reports
Tips for proofreading clinical reports

Week 13
Maintenance procedures
Generalization/carryover
Resources, materials

Weeks 14 & 15
Students complete an oral case presentation to the class and instructor on the client shadowed.
Written handout is also submitted

Week 16
Final exam

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

This course is a revision of our current CDS 3900. Students need many opportunities to observe and apply concepts discussed in the course. The revisions better reflect student responsibility and amount of time and work applied to the course.
2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

   Course prerequisites: Admission to the major, completion of CDS 3100, 3200, and 3700. Content in these courses is necessary prerequisite information in order for students to be successful in 3900.

3. If the course is similar to an existing course or courses, justify its development and offering.

   NA

4. Impact on Program(s):

   This course will be a core requirement for all candidates in the CDS undergraduate program.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

   This course may be assigned to any faculty member in the CDS department. It will initially be assigned to Jean Smitley.

2. Additional costs to students:

   None

3. Text and supplementary materials to be used (Include publication dates):


PART VI: COMMUNITY COLLEGE TRANSFER

   A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the CDS Department: 11/07/07
Date approved by the College of Science Curriculum Committee: 11/30/07
Date approved by CAA: 1/10/08