SPLP 662 Diagnostic Clinic-CrsRvs-2018-09-27

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: <u>**ONLY**</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- *<u>If DUAL LISTED list BOTH courses in the page title</u>*

Second Step: Click **"SAVE"** on bottom right

- *<u>DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS</u>*
- *<u>Please be sure to remove the Brackets while renaming the page</u>*

Third Step: Make sure the word *<u>DRAFT</u>* is in yellow at the top of the proposal

Fourth Step: Click on "**<u>EDIT CONTENTS</u>**"(*not EDIT*) and start completing the template. When exiting or when done, click **"SAVE"** (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

Indicates a required field

Proposer*	Lori Lombard	Proposer Email*	llombard@iup.edu
Contact Person*	Lori Lombard	Contact Email*	llombard@iup.edu
Proposing Department/Unit*	CSD - Speech-Language Pathology Program	Contact Phone*	7-2450

Course Level*	graduate-level

Course Revisions
(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:
catalog_desc_change	class_lab_hour_change course_revision credit_hour_change ** Teacher Education: Please complete the Teacher Education section of this form (below)* ** Liberal Studies: Please complete the Liberal Studies section of this form (below)* ** Distance Education: Please complete the Distance Education section of this form (below)*

Rationale for Proposed Changes (All Categories)

(A) Why is the course being revised /deleted:*	In 2016, The American Speech-Language Hearing Association (ASHA) changed the certification standards for speech-language pathology clinical training that now allows for 75 out of 400 clinical contact hours to be acquired using simulation experiences. Students are now able to make diagnostic assessments with low incidence populations and disorders using multiple simulation techniques. Currently, the students in this clinical course only had access to the limited clients that come to the IUP Speech-Language Hearing clinic on campus. Now, in addition to campus evaluations, the clinical supervisor will be able to provide simulation training that will increase the clinical contact hours and exposure to a variety of communication disorders. Certification standards require that all simulation experiences include instructional debriefing time. The time requirement for this course will need to be extended to account for the additional clinical hours and the mandatory debriefing time. The instructional time is less than 3x the current level because the simulation instruction will be more direct than the time in the clinic with clients that includes breaks. The course will change from the current 1 credit scheduled for 2 hours 30 minutes per week to 3 credits that includes 7 hours of clinical and simulation experiences with debriefing.
Please be specific - this should be have more detail than the Summary for the Senate.	
(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* In 2016, The American Speech-Language Hearing Association (ASHA) changed the certification standards for speech-language pathology clinical training that now allows for 75 out of 400 clinical contact hours to be acquired using simulation experiences. Students are now able to make diagnostic assessments with low incidence populations and disorders using multiple simulation techniques. Currently, the students in this clinical course only had access to the limited clients that come to the IUP Speech-Language Hearing clinic on campus. Now, in addition to campus evaluations, the clinical supervisor will be able to provide simulation training that will increase the clinical contact hours and exposure to a variety of communication disorders. Certification standards require that all simulation experiences include instructional debriefing time. The time requirement for this course will need to be extended to account for the additional clinical hours and the mandatory debriefing time. The instructional time is less than 3x the current level because the simulation instruction will be more direct than the time in the clinic with clients that includes breaks. The course will change from the current 1 credit scheduled for 2 hours 30 minutes per week to 3 credits that includes 7 hours of clinical and simulation experiences with debriefing.
(C) Implications of the change on the program, other programs and the Students:*	The 2 credit increase for this clinical course will be compensated for by eliminating the course SPLP 604 Diagnostic Methods (3cr) from the MS degree curriculum. Essential methods content from SPLP 604 will now be embedded into the debriefing and simulation instruction. The program credit deficit will be accounted for with the extra credit in the new Simulation Clinic SPLP 664 that is being proposed. The program and students will not have a change in the overall number of degree credits (51). The change will not have any implications on other programs.

Current Course Information*	
Category A	
(D) Current Prefix*	SPLP
Proposed Prefix	
(E) Current Number*	662
Proposed Number	

(F) Current Course Title*	Diagnostic Clinic
Proposed Course Title	
(G) Prerequisite(s)	Must be enrolled in the following Majors: Speech-Language Pathology. Co-requisite: SPLP 604.
Proposed Prerequisite(s)	MS Degree Candidacy in Speech-Language Pathology.
(H) Current Catalog Description	Supervised practicum experience in performing in-depth diagnostic evaluations with individuals exhibiting any type of speech, hearing, or language dysfunction. Experience in taking case histories, conferring with patients, and report writing. Must be enrolled in the following Majors: Speech-Language Pathology. Co-requisite: SPLP 604.
Proposed Catalog Description	Provides experiences in screening, evaluation and diagnosis of communication and swallowing disorders. Scaffolded clinical and simulation experiences include opportunities for interpreting, integrating, synthesizing and applying core knowledge. Skills are developed in evaluation planning, case history review, multicultural considerations, interviewing, data collection and analysis, differential diagnosis, documentation, communication counseling, report writing, and interprofessional practice. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.
	Prerequisites: MS Degree Candidacy in Speech-Language Pathology.

If changing Category A, no further action required.
Category B (if no change, leave blank)

(I) Repeatable Course This is for a course that can be repeated Multiple times e.g. Internship	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:

(J) Number of Credits	Class Hours per week:2.5
	Lab Hours:
	Credits:1
Proposed Number of Credits	Class Hours:7Lab Hours:Credits:3
(K) Current Course Student Learning Outcomes (SLOs)	1. Students will develop an understanding of the assessment process for speech-language pathology across age groups.
	2. Students will develop an understanding of the influence of factors such as age, gender, and culture in the diagnostic processes for communication disorders.
	3. Students will develop assessment report writing skills.

(L) Proposed Course Student Learning Outcomes (SLOs)

For each outcome, describe how the outcome will be achieved

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Students will implement assessment protocols for a variety of communication disorders.	Clinic Rating Scale assessments at midterm and final periods of the semester and simulation assessments
2	Students will demonstrate the ability to provide diagnostic interpretations of assessment data.	Clinic Rating Scale assessments at midterm and final periods of the semester and simulation assessments.
3	Students will demonstrate satisfactory professional writing and reporting skills.	Evaluation of diagnostic reports and simulation assessments.

(M) Previous Brief Course Outline

(It is acceptable to copy from old syllabus)

As outlined by the federal definition of a "credit hour", the following should be a consideration

regarding student work - For every one hour of classroom or direct faculty instruction,

there should be a minimum of two hours of out of class student work.

Course Outline:

1. Clinical Preparation and Procedures
2. Weeks 2-14: Diagnostic assessments in the IUP Speech-Language Hearing Clinic
3. Week 7: Midterm Meetings
4. Week 15: Final Meetings

(N) Brief Course Outline	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.
(Give sufficient detail to communicate the content to faculty across campus. *It is not necessary to include specific readings, calendar or assignments)*	Week 1: Clinic preparation and procedures Weeks 2-14: Provide screening and diagnostic assessments to clients in the IUP Speech-Language and Hearing clinic Weeks 2-14: Complete diagnostic simulation experiences with debriefing Week 7: Midterm evaluation Week 15: Final evaluation

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course has previously been approved for Distance Education**
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	

For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	
How will academic honesty for tests **and assignments be addressed?**	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies**

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)** Map the Course Outcome to the **EUSLO's**	*Map each course outcome to the appropriate EUSLOs tha apply. Fill in the course outcome number* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	Course SLO #
• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	

	Course SLO #
• the human imagination, expression and traditions of many cultures	
• the interrelationships within and across cultures & global communiites	
• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	
• ease with textual, visual and electronically-mediated literacies	
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	
• the ablity to transform information into knowledge and knowledge into judgement and action	
• the ability to work within complex systems and with diverse groups	
• critical thinking skills including analysis, application and evaluation	
• reflective thinking and the ability to synthesize information and ideas	
Responsible Learners demonstrate:	**Course SLO #**
• intellectual honesty	
• concern for social justice	
• civic engagement	
• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured (note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal	Narrative on how the course will address the Selected Category Content
	Course SLO #	**Assessment Tool to be used to measure the outcome**
	1	
	2	
	3	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.
Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu