

Communication in the Major Application Template

Name of the Major* : Communicative Disorders

Department/Unit: School of Communicative Disorders

Contact Person: Gary Cumley, Ph. D.- Chair

Report of Dept. Vote: 15 Approve 0 Oppose 0 Abstain Date: 05/10/2012

*Note: Each major must have Communication in the Major. Majors with multiple concentrations or options may need to have distinct Communication in the Major plans (and hence applications) if the relevant courses are not shared by the different options. Conversely, one application may suffice for multiple majors in a department/unit that share the Communication in the Major portion of the curriculum.

Communication in the Major Learning Outcomes (Step 4)

Communication in the Major courses provide students with systematic opportunities to develop oral and written communication skills in the context of their chosen fields, beginning the process of learning to communicate effectively in discipline-specific formats and styles.

Upon completing this requirement, students will be able to:

- Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.

Communication in the Major Course/Instructor Criteria (Step 5)

1. The Communication in the Major requirement addresses discipline-specific communication that builds on the Written and Oral Communication learning outcomes of the Foundation level.
2. Departments or units will designate a minimum of six credits at the 200-level or above within each major to meet the Communication in the Major requirement. Departments may distribute this requirement over any number of courses. These courses may, when appropriate, come from other departments but must be included as part of the major. List the course(s) designated as the Communication in the Major component for this major:

Communicative Disorders 267- Normal Development Lab (1 credit)
Communicative Disorders 360- Clinical Procedures (3 credits)
Communicative Disorders 495- Clinical Practicum (2 credits)

3. These courses must include a plan for how student achievement of the approved Communication in the Major learning outcomes will be assessed. Please describe the overall plan for how Communication in the Major will be assessed within your major:

Overall Plan: The 3-course sequence for communication in the major is consistent with oral and written communication skills developing along a continuum. Instruction begins during an

introductory level course (COMD 267- lab course focusing upon normal aspects of language development), then progresses to an intermediate-level course (COMD 360- classroom instruction regarding written and oral skills in the context of communication disorders) and culminates in an upper level course (COMD 495- practicum experience requiring application of skills while providing direct services to clients). The overall plan will be assessed in accordance with the recent departmental assessment study. The plan is to implement a circular assessment of student outcomes between the three courses. For example, information will be exchanged between instructors of the three courses regarding student performance in specific communication skills. The information will result in adjustments in instructional tasks or approaches as deemed necessary.

Student achievement of the Communication in the Major learning outcomes will be assessed individually in each of the classes. Assessment tasks will include oral presentations, daily interactions during therapy sessions, language sample transcript and accompanying report, writing mock and actual therapy plans, progress notes, therapy reports, and correspondence. Skill level will be assessed according to various rubrics and evaluation forms, samples of which are attached to this document.

4. All instructors teaching Communication in the Major courses must complete a workshop coordinated by the Center for Academic Excellence and Student Engagement.

- A. The General Education Committee will work with Bill Lawlor (current WE coordinator) and a representative from the Division of Communication to develop a Communication in the Major training (combining both written and oral communication skills). This will be handled similarly to how WE is handled now. **We will rely on departments to comply with the requirement to ensure that those who teach Communication in the Major components have the required training.**
- B. Anyone who is currently WE certified will be asked to complete an abbreviated training (focusing on the oral communication aspect of the new Communication in the Major requirement). This will allow existing WE instructors to migrate into the new GEP fairly easily.
- C. New instructors completing the new Communication in the Major training will be “reverse grandfathered” and be granted WE certification. (WE classes will need to be offered beyond 2013 for those students who are completing their degrees under the GDR system.)

5. Communication in the Major courses should have sufficiently small enrollments so that students will receive adequate personal feedback, from both instructors and their peers, on their communication skills. Please describe the approximate enrollments in the various courses that will be included in your Communication in the Major requirement:

Approximate enrollment for each course will be 21 students. Twenty-one students is a realistic enrollment target, and consistent with the current enrollment number per course.

6. Assignments should be based on the kinds of communication typical of the relevant discipline or profession. Describe the oral and written work that students will do in your Communication in the Major courses and explain how these reflect what is typical in your discipline. Attach a representative syllabus and assignment for at least one course.

Communicative Disorders 267: Assignments encompass both written and oral language. The students in this course spend approximately 20 hours assisting/observing young children at UCLCC. One of the assignments involves the collection and analysis of a language sample. Each student will interact with one child, audio record the interaction, and then create a written transcript of the interaction. The student will then analyze the child's use of various language structures and interpret the results. In addition, each student reflects on the ability to elicit and analyze their sample.

Rationale: One of the prevalent diagnostic procedures speech-language pathologists (SLP) perform is language sample analysis, and it is imperative that clinicians first elicit a representative sample for analysis. Analysis of these samples is used to determine if children have a language delay/disorder, as well as to determine appropriate objectives. Thus, this assignment provides students with experience using both oral and written language skills that are typical of the discipline. That is, the student will learn "best practices" regarding verbal interaction with children, and they will analyze and summarize the child's language skills using conventional language analysis procedures. This assignment involves children who are developing typically; however, in subsequent classes students will use those skills to analyze the language of children suspected of having a language problem.

Communicative Disorders 360: Assignments encompass both written and oral language. Clinical writing assignments representative of the discipline will include a client plan of care, daily "SOAP" notes, data collection, insurance appeal, therapy plans, and a final therapy report. Oral assignments will include obtaining a case history, conducting an interview, and presentation of therapy progress to family/caregivers via role playing.

Rationale: The assignments in this class parallel tasks that are inherent in preparing for and conducting speech and language therapy with a client. Students take COMD 360 during the spring of their junior year or fall of their senior year, and are then assigned a client the following semester when enrolled in COMD 495.

Communicative Disorders 495: Assignments encompass both written and oral language. In terms of oral work, each student is responsible for acquiring oral communication skills that are critical to effective communication for professional practice. Students are expected to adjust language use, rate, volume, and provide clear and concise directions and explanations during interactions with clients, family members or caregivers, other professionals, and supervisors. Such interactions are typical of the daily work environment for speech-language pathologists and audiologists. In terms of written work, students refine professional writing skills critical to effective communication for professional practice. Students are expected to write clear, concise, organized, and comprehensive documentation in the form of therapy plans, progress notes, therapy reports, correspondence with clients, parents, caregivers and other professionals. Such written work is typical of daily task demands for speech-language pathologists and audiologists.

7. Both writing and speaking instruction should be integrated into course discussions and activities and include grading criteria, revision experiences, and opportunities for student peer review. Writing and speaking instruction can be taught together in a single course or divided among courses. Describe (or attach) the grading criteria for the oral and written assignments in your Communication in the Major courses and describe the way that peer review and revision will be incorporated into these courses.

Communicative Disorders 267: See attached syllabus for detail on WE Guidelines and grading criteria, and opportunities for revision.

Communicative Disorders 360: See attached Interview Assignment and Interview Rubric for details on grading criteria. See attached Diagnostic PBL for details on peer review.

Communicative Disorders 495: See attached Evaluation of Therapy Skills. Each goal is based upon a professional practice skill that is mandated by our credentialing organization, the American-Speech-Language- Hearing Association. Goal 1 skills address oral communication. Students are given the opportunity to self- evaluate and revise verbal performance by reviewing recorded therapy sessions independently, with a peer, or in collaboration with their clinical supervisor. Goal 2 skills address written communication. Students are provided verbal and written feedback on progress notes and therapy reports, and then have an opportunity to revise and re-submit. The final document must be of sufficient quality to be sent to other practicing professionals such as physicians and teachers, as well as adhere to legal and professional standards. Goal 5 (items 7, 8, 9, 10, 13) provides additional focus on effective oral communication. Goal 5 (items 2 and 16) provides additional focus on effective written communication. Students have a weekly meeting with the clinical supervisor during which time the above skills are addressed.