SERVICE LEARNING COURSE DESIGNATION FORM (5/15)

Please attach / submit additional documents as needed to fully complete each section of the form.

I. SERVICE LEARNING COURSE

Dept/Program: Communicative Sciences and Disorders
Course Number: CSD 571

Course Title (Course title should end with the following designation: /SvcLrn): Applied Clinical Processes SvcLrn
Number of credits: 3

Type of Request: ✓ New

Rationale:
Students provide speech language therapy services as a direct product of this course.

II. ENDORSEMENT/APPROVALS

* Instructor: Jennifer Schoffer Closson, et al.  
  Phone / Email: jennifer.closson@mso.umt.edu x5261
  Signature _______________________________ Date 9/30/16

Program Chair: Amy Glaspey  
  Signature _______________________________ Date 9/30/16

Dean: Roberta Evans  
  Signature _______________________________ Date 9-30-16

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. UM SERVICE LEARNING DEFINITION

Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

IV. SERVICE LEARNING COURSE CRITERIA

The University of Montana has established the following criteria for service learning designated courses. In order to receive the service learning course designation, the proposed course must clearly exemplify all of the following criteria:

- Students in the course will provide a needed service to individuals, organizations, schools, or other not-for-profit or tax-exempt entities in the community.
- The service experience is directly related to the subject matter of the course.
- Knowledge from the discipline informs the service experiences with which the students are to be involved.
- Activities in the classroom will provide opportunities for students to actively reflect upon what they have learned through the service experience and how these experiences relate to the subject matter of the course. Reflection should be imbedded as course assignments, and in-class time should be scheduled throughout the semester to do reflection – both should be clear on the syllabus. Reflection should incorporate discussion/assignments that help students understand the importance of meeting community needs through service and civic engagement in a democratic society.
The course offers a method to assess the learning derived from the service. Credit will be given for the learning and its relation to the course, not for the service alone.

Student service should address community-identified needs and represent reciprocal partnerships between the campus (class) and community partner organization(s). Community partner(s) should have the opportunity to provide advice and feedback in class on the value and impact of the service performed by the students.

Training (by the service agency) and preparation (by the course instructor) ensure that students are well-prepared and perform service activities in a professional manner in which vulnerable populations are not harmed.

Service options ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict for the student.

In a 3-credit service learning course, students should be required to perform a minimum of 15 hours of community service per semester (i.e. 5 hours of service per academic credit.) Service hours may include hours spent in training, preparation, and direct contact with clients.

If the proposed course is an Internship course, the syllabus should clearly indicate not only the learning objectives that are to be achieved through the service, but also the connection between this course and curriculum from other courses in the discipline. There should be a clear connection of the interrelatedness between the service learning internship and previous coursework the student has taken to prepare them for their service work.

V. CONFIRMATION OF SERVICE LEARNING COURSE CRITERIA

Explain how this course meets each of the following criteria.

1. Need for service: Describe the community-identified need and the nature of the service experience students will be involved in.

   The students are required to do their first two practical experiences in the DeWit RiteCare Clinic. This speech, language, and hearing clinic provides services to those with and without insurance. Scholarships are provided by the Western Montana Scottish Rite Foundation. This clinic often serves 75 people each semester on a weekly basis and offers specialized programs for disorders such as aphasia, autism, and voice and swallowing that are not offered in the community. The specialty programs are a direct result of the apparent community needs.

2. Relation to course content: Describe how the service experience is related to the subject matter of the course. How do students apply their classroom learning in the service experience?

   The classroom content is provided in the course CSD 570 Clinical Procedures I. CSD 571 is actually the application of that content (and the culmination of their undergraduate and graduate studies).

3. Reflection: What opportunities are provided in the classroom for students to reflect upon what they have learned through their service experience? How is service placed within the broader context of civic engagement and service to others? Reflection assignments and activities should be clearly noted as such in the syllabus and should occur throughout the semester, not just at the end.

   Students are provided direct and intensive supervision with weekly supervisory meetings. They have mid-term and final evaluations and obtain a grade. The experience in the DeWit RiteCare prepares the students for external placements making it a critical stepping stone in their journey to becoming a licensed speech-language pathologist.

   Students reflect on their work through self-assessment tasks designed by each supervisor and through the mid-term and final evaluation process.
4. Assessment: What method(s) are used to assess the learning derived from the service experience? How often do they occur in the semester?

Mid-term and final assessments of Knowledge and Skills (known as the KASA) are performed by the clinical supervisors. Assessment is also ongoing because the clinical supervisors meet weekly with students and provide feedback on each of their clinical sessions.

5. Reciprocity: How do community partner(s) provide advice and feedback on the nature and value and impact of the service performed by the students?

Families are provided with surveys at the end of each semester. Relationships have been built with community partners and currently we serve MCPS students in the area. Community members have requested programs such as a young adult social skills group and the DeWit RiteCare responded by providing such a group.

Members of the DeWit RiteCare Clinical Education team are dedicated to educating the public and often present at local conferences and meetings. They often serve on community boards as well and keep students involved at that level.

6. Training: What training and preparation will be provided to students, and by whom, to assure students are prepared to perform their service activities in a professional manner in which vulnerable populations are not harmed?

Students are provided didactic training through the CSD 570 class (the partner class to CSD 571). This class addresses the clinical process completely and educators are available to students for continued support.

7. Service options: What service options exist to ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict?

Students work with their assigned clinical educator to determine their clinical caseload. At the beginning of the semester, the students may convey any concerns they have with the placement. If there is a mismatch with provider and client, the clinical educator works within the clinical education team to problem solve.
8. **Number of service hours required:** How many hours of service per semester are students required to perform? Provide detailed description of the service activities to be performed.

Students will provide a minimum of 30 clinical contact hours per semester, meaning that they provide 30 hours of direct speech-language therapy services.

**VI. COMMUNITY PARTNER INFORMATION**

Provide information on the organization(s) that will provide service placements for students in this course.

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<th>Contact Person</th>
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<tr>
<td>DeWit RiteCare Speech, Language, and Hearing Clinic</td>
<td>Jennifer Closson</td>
<td><a href="mailto:jennifer.closson@mso.umt.edu">jennifer.closson@mso.umt.edu</a></td>
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**VII. ASSESSING SERVICE LEARNING AT UM**

Service learning and community engagement are important aspects of UM’s strategic plan. The Office for Civic Engagement at UM collects data about service learning to track student and faculty engagement and assess its impacts. To streamline data collection, analysis, and reporting, professors of service learning designated courses are highly encouraged to commit to having their students complete the university’s pre/post-test service learning questionnaire. Faculty are also highly encouraged to fill out the online Service Learning Faculty Survey at the end of the semester they teach service learning courses.

- [ ] I will commit to having my students complete UM’s online service learning pre/post-test
- [ ] I will commit to filling out UM’s online faculty service learning survey.

**VIII. SYLLABUS**

PLEASE SUBMIT SYLLABUS IN A SEPARATE FILE.
The syllabus should clearly indicate that this is a service learning course and it should include the UM Service Learning Definition as text within the syllabus (please see definition above). The syllabus should also demonstrate how the above criteria are satisfied. For assistance see preparing a service learning course syllabus or Andrea Vernon, Director of the Office for Civic Engagement.

VII. ELECTRONIC SUBMISSION

Submit approved original, and electronic file to the Faculty Senate Office, UH 221. A PDF of the original signed form is acceptable.