SPEECH-LANGUAGE
PATHOLOGY
PROGRAM

Speech-Language Pathology Program Writing Plan

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3/22/2023

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Summary

The speech-language pathology program has prioritized writing in our curriculum for the last decade. Our emphasis on professional writing has always been strong in our master's degree program, which is required to be accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. During the last five years, we have worked to strengthen the foundation of writing skills that students build during their undergraduate degree.

In creating the writing-enriched curriculum, Dr. Lisa Price led the efforts and served as liaison between WAC and the speech-language pathology program. All faculty collaborated to design the plan. We used a template borrowed from the University of Minnesota[1] and adapted by Siegel Finer to thoroughly investigate where and how writing was already being taught in the speech-language pathology curriculum, and where and how writing could be added to the curriculum.

The speech-language pathology program developed a statement of "Department Commitment to Writing" that is included on all syllabi for courses that are a part of the writing-enriched curriculum.

At a meeting on March 27, 2023, 100% of the Speech-Language Pathology faculty voted to support the Department Writing Plan as described below.

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[1] University of Minnesota Writing Enriched Curriculum. 2013. http://wec.umn.edu/Writingplans.html

**Speech-Language Pathology
Department Writing Plan
Rollout Spring 2023**

Professional and Academic Genres in Speech-Language Pathology

Professionals in speech-language pathology must build strong oral and written communication skills to interact effectively and efficiently with patients, families, and interprofessional team members (e.g., physicians, radiologists, teachers, psychologists, occupational therapists, nurses). Professional writing must be descriptive but concise and be appropriate for the intended audience. In addition, professional documentation formats and styles vary across settings (e.g., healthcare, education) and facility types (e.g., hospitals, skilled nursing facilities, clinics, schools). For example, technical writing is expected in medical charts, patient histories, educational handouts, treatment reports, discharge summaries, interprofessional trainings, oral presentations, and parent/caregiver communication.

Students work to achieve expected communication and writing abilities across both their undergraduate and graduate degree programs. During the undergraduate program, students develop professional writing skills to provide evidence-based arguments, consider ethical dilemmas, address different audiences, explain basic client data, summarize research articles, analyze and apply concepts within case scenarios, write treatment goals, design treatment activities, and self-evaluate initial (scaffolded) clinical experiences. Students also develop interpersonal written communication skills such as composing clear, concise, and professional email messages, letters, resumes, application essays, and interview responses. Finally, they need to demonstrate technical skills in citing professional works, paraphrasing, quoting existing sources, and using APA style.

The IUP speech-language pathology program is committed to helping students improve their writing skills toward the goal of being able to communicate as professionals in the field are required to do.

Student Writing Skills and Abilities

Students in the IUP speech-language pathology program need a variety of writing skills and abilities upon completion of their degree. These include:

- Rhetorical knowledge: Students should understand the audience, the context, and the purpose of each writing task and its part in the academic curriculum and professional field. They will produce writing that demonstrates mastery of the material, ability to synthesize information from various sources, and draw evidence-based conclusions.

- Critical thinking: Students should be able to critically evaluate others' written documents to interpret data, support diagnostic decisions and recommendations, identify appropriate treatment goals, and create treatment plans and procedures. Critical thinking is also required in their own documentation to others in the healthcare and education fields. Students must also critically evaluate written information to adapt it to a different intended audience.
- Writing process knowledge: Students must understand the required processes for writing in a variety of settings. They must evaluate and provide feedback on written works of peers and evaluate and revise their own work.
- Appropriate and ethical citation: Students must adhere to established conventions for paraphrasing, quoting, and citing authors using APA style.
- Ability to compose in varied formats: Students need to be skilled in using technology as well as paper and pencil to provide written communication. Students use technology to write, such as Microsoft PowerPoint, Microsoft Word, and Electronic Health Records.

The IUP speech-language pathology program is committed to introducing, emphasizing, and reinforcing writing skills and abilities throughout the curriculum, and does so through the purposeful mapping of writing assignments and activities that follows in this document.

Integration of Writing into Undergraduate Curriculum

Department faculty have participated in professional development training in writing-to-learn pedagogy[2] through dissemination of WAC information via the program director, using the resources on the WAC D2L site, and discussions during SPLP faculty meetings over the last 2 years. Writing continues to be a strong focus of our entire undergraduate and graduate curriculum. Our graduate program writing expectations and achievements were evaluated during our re-accreditation site visit (2020) and determined to meet criteria for entry into our profession. Historically in our undergraduate program, writing has been included in 77% of our courses, with 2 of those being writing intensive with added formative writing opportunities.

Writing instruction in the IUP speech-language pathology program is integrated in the following two ways.

Direct instruction in disciplinary genres
Students need to write for the following audiences:
- Patients and family members
- Interprofessional colleagues – nutrition, physician, radiologist, SLP, PT, OT, ENT, neurologist, rehabilitation specialist, school psychologist, special educator, reading specialist

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[2] "What is Writing to Learn?" *Writing Across the Curriculum Clearinghouse*. Colorado State University. 2015. http://wac.colostate.edu/intro/pop2d.cfm

- Administrators – clinical fellowship supervisor, principal, superintendent, special education director, school board, rehabilitation director, hospital administrator, facility director
- Professional Organizations, Advocates, and Community – community partners, local advertising, public service announcements, ASHA leaders, state professional organizations, state representatives,

Written content needs to be:
- Efficient, concise
- Audience-focused
- Descriptive
- Professional in appearance
- Accurate, specific, detailed
- Conform to expected style (setting/facility specific)

A variety of types of writing include:
- Case histories
- Patient observations
- Assessment results and diagnostic reports
- Recommendations
- Goals and objectives
- IEPs
- SOAP notes and progress notes
- Medical charting
- Internal communication (emails, memos, manuals, handbooks)
- Funding applications (e.g., for AAC, hearing aids)
- Insurance, Medicaid, Medicare documents
- Brief reviews of articles/evidence to substantiate assessment or treatment decisions
- Handouts, patient information sheets, educational pamphlets
- Oral presentations (e.g., trainings, outreach to local community groups, state conventions)
- Policy documents
- Case studies
- Resumes
- Portfolios (e.g., for interviews, showcasing clinical work)
- Supervisory documents (e.g., clinical fellows, student interns)
- Press release, advertising, social media

Writing-to-learn
Our faculty have been adding the use of writing-to-learn pedagogy to accomplish two goals: (1) improve learning of course content through writing, and (2) improve writing content, mechanics, organization, and adaptation to audience/purpose.

Research Writing

Students in SPLP will not be required to take English 202, Composition II. Instead, students meet the objectives of ENGL 202 by completing research projects in two required major courses: ECED 250 and SPLP 401. In both courses, students complete a Research Articles Review project that involves a topic proposal, article searches in library databases, article summaries that include critical reading of research findings, and application of the body of research to clinical practice. Students learn these foundational skills of research writing in ECED 250 during their sophomore year. During their senior year, they repeat the same assignment in SPLP 401 where they are expected to achieve a higher level of analysis and writing ability. In both courses, students are expected to conduct peer reviews, visit the writing center, and engage in collaborative revisions. These assignments establish the foundational research competencies needed for graduate school, where students learn to integrate evidence-based practices in assessment and treatment for patients with communication and swallowing disorders.

Communicating Writing Expectations to Students

Writing expectations in our program are communicated within our syllabi for each course and verbally in each class. They are also conveyed within assignment directions, grading rubrics, in-class modeling and collaboration, examples of written assignments on D2L from previous students (with their permission), and formative feedback from both peers and instructors.

The Program Commitment to Writing Statement is included in syllabi across the program and reads as follows:

> *The speech-language pathology program is committed to developing student writing throughout our curriculum. Therefore, in this course, you will learn content about the topic as well as how to communicate that content knowledge in writing. Writing activities embedded in this course are designed to help you learn and improve written communication skills required in the profession.*

Writing is not formally assessed at the department level. However, the creation of this Department Writing Plan has prompted faculty discussion and review of how writing is taught across courses. Department faculty also consider ways to gain a general sense of the students who seem to have a better handle on the different types of writing within the curriculum and profession and use that information to design instruction that can improve the quality of student writing.

Our program has established a Passport to Culture requirement for all undergraduate students. Through completion of the Passport, students gain ~50 hours of cultural experiences outside of the classroom and embedded cultural learning within each course. Students write an initial cultural self-assessment and plan, they keep a written reflection log of all cultural experiences, and they produce a final paper to describe their own cultural growth. Students produce and receive feedback on a considerable amount of writing during

their 4- year undergraduate program through completion of the Passport to Culture requirement. The Passport continues during graduate school through embedded cases and cultural learning in each course.

Implementation and Assessment of Department Writing Plan

The SLP program director will serve as the WAC/Program liaison and will be responsible for the following activities as needed to sustain the WAC writing plan and program facilitation:

- Provide all newly hired faculty a copy of the DWP and recommend attendance at WAC workshops and/or the 2-day writing workshop for Liberal Studies faculty.
- Request that newly hired faculty be added to the WAC D2L site to access useful resources.
- Add the "Program Commitment to Writing" statement to our "SPLP Language for All Syllabi" document that faculty add to their course and clinic syllabi.
- The SLP program will give the senior survey every two years (during SPLP 412 Professional Practices course) to analyze students' self-efficacy in the area of writing.
- The SLP program will analyze results of the senior survey and report data to the WAC Director every two years.
- The SLP program will select samples of writing submitted in the Senior Year Spring Semester course SPLP 412 Professional Practices in SLP and evaluate them using a rubric that defines pivotal components of writing expected in our field.
- Through faculty development seminars with WAC director, workshop attendance, and writing-enriched curriculum, attempt to move more survey results to target 75% and maintain results in other areas.
- Continue to update the writing curriculum map as courses are added, removed, or revised in the SPLP curriculum (and communicate these changes to the WAC Director).

Writing Outcomes Curriculum Map

The Writing Outcomes Curriculum Map demonstrates:
- Conscious effort on the part of department faculty at placing core disciplinary genres at appropriate levels of the curriculum, scaffolding and reinforcing the writing skills necessary for students to succeed in writing those genres (for example: **100-level courses** focus on writing to describe experiences and concepts, and produce paragraphs with a logical flow using accurate grammar for their dialect; **200-level courses** focus on using research writing and APA style to summarize, reflect, and explain course concepts to different audiences; **300-level courses** focus on establishing consistency in research and reflection writing, and developing professional genres of writing; and **400-level courses** focus on advanced ability to summarize and apply research findings, use of APA style, advanced reflection on experiential learning, and honing professional genres of writing expected in graduate school).
- A need for increased use of writing-to-learn activities in a higher number of courses in the curriculum. Currently, there are 5 courses that fully integrate writing to learn activities that are low-stakes and 2 courses where writing to learn activities are graded on quality with limited opportunity to learn from revisions. There are 6 courses where writing to learn opportunities are not currently used but could be introduced as a tool for learning both content and writing skills.
- Balanced measures for assessing writing as process and product, that is, writing is graded for demonstrating mastery of course content as well as improvement of writing skills over time (for example: rubrics for both formative and summative assignments include writing as one area to be graded).

Course Name & Instructor		Expected Writing	Writing to Learn Activities	Major Written Assignments & Professional or Academic Genres Required
		(these might be explicitly listed in the course objectives, or implicit through the assignments)	(these are ungraded, low-stakes, short activities for learning/processing content)	(major assignments that demonstrate understanding of course content; academic genres are those assigned only in school, such as essays or reading responses; professional genres are those specific to a discipline or career field)
When students complete the 100 level, they should be able to describe their personal background related to culture, dialect, and phonology, sequence paragraphs in logical order, make relevant				

		connections to the profession, use grammar expected in their dialect.		
SPLP 111 Intro to CSD PRICE	Required	Describe own culture Describe/reflect on learning from cultural experiences	Quick writes in class followed by discussion (not graded OR graded only for participation)	1. Cultural Self-Assessment paper – reflect on their own cultural background (Academic genre: describe cultural story, plan to enhance cultural knowledge) (graded using a rubric; opportunity to revise if needed) 2. Cultural Experience Logs – Complete 6 hours of experiences and reflect on their own learning (Academic genre: describe experiences, reflect on experiential learning) (graded using rubric)
SPLP 123 Phonetics & Language BRADY	Required	Apply class content through homework assignments Describe the features of a dialect of English		3. Dialect Project & Presentation – Describe features of the dialect and engage in class discussion (Academic genre – analyze and explain dialect features to professor; explain to peer audience in presentation) (graded using formal rubric)

When students complete the 200 level, they should be able to
- use APA style for 3 types of in-text citations and references,
- summarize research articles and apply findings to professional practices,
- reflect on experiential learning,
- use writing to explain course concepts to different audiences (layperson versus peer versus professional).

ECED 250 Language Development PRICE	Required	• Articulate a research-based understanding of language & literacy development • Articulate a research-based approach for supporting language development • Information fluency – using library and online tools to find credible peer-reviewed journal articles reporting on a research investigation • Critical reading of journal articles – summarize, critique, synthesize perspectives, and apply research results to one's profession • Apply rules of APA style	Short writing responses to a prompt or reflection on a video: • Theories of language development • Bilingualism • Explain word learning • Enhancing infant-toddler language video response • Enhancing prek lang – the role of questioning video response • Passport to friendship video responses • Adapting play for special needs • Understanding language variation (these are formative tasks with group	4. Research articles application project – find 2 research journal articles on a topic; write a summary of the research conducted; 3 ways to apply the research findings (Academic genre; each student receives formative feedback on their article summary) 5. Book reading with child – Experiential learning project – (Professional genres: lesson plan; Self-reflection on teaching practice) 6. Family beliefs & activities interview – Experiential learning project (Professional genres: Interview summary and application to instructional planning) (all 3 graded using formal rubric)

		for in-text citations and references list • Professional writing genres: 1-lesson plans, 2-self-reflection on instructional practice, 3-summary of interview findings and apply to instructional planning	revisions before each team submits to instructor; graded on participation + accuracy of APA)	
SPLP 251 Anat & Phys KIRSCH	Required	Objective quizzes & exams	None ==(will be adding in Fall 2023)==	
SPLP 242 Speech Science LOMBARD	Required	Objective quizzes & exams 6 hours of cultural experiences	None	7. Cultural Experience Logs – Complete 6 hours of experiences and reflect on their own learning (Academic genre: describe experiences, reflect on experiential learning) (graded using rubric)

When students complete the 300 level, they should be able to
- Consistent use of APA style for 3 types of in-text citations and references,
- reflect on experiential learning with insight on growing clinical abilities,
- describe observations of assessment and intervention using objective (not subjective) terms,
- develop behavioral objectives and SOAP notes for case scenarios,
- explain models of disorders and treatment processes,
- summarize assessment results for different audiences (in professional reports, to patient/family),
- write treatment plans including goals, activities, materials, and plans for data collection (using cases).

SPLP 310 Observation (2cr) BRADY	Required	Identify and develop behavioral objectives of treatment for a client Observe and describe the professional behaviors of speech-language pathologists and audiologists, including assessment, prevention, and intervention	Formative feedback on writing throughout semester	8. Write SOAP notes for case sessions. (Prof genre) 9. Observation logs, reflection questions (Prof genre)
SPLP 311	Required	Describe steps of a	None	10. Hearing loss simulated

Audiology & Aural Rehab CLARK		model for aural habilitation/rehabilitation Explain clinical rationale for amplification selection, habilitation needs Write treatment plans including goals, specially designed instruction, materials, plans for data collection Tests include written answers to case questions	<mark>(consider adding in 2023)</mark>	experience reflection (Academic genre: reflect on experiential learning) 11. Audiogram interpretation assignment (Prof genre) 12. Auditory training lesson plan (Prof genre) 13. Reflection on semester learning and its impact on future career (Academic genre: reflect on experiential learning)
SPLP 342 Neuro for CSD CLARK	Required	Summarizing research and using APA style Reflecting on experiential learning Tests include written answers to case questions	None <mark>(consider adding in 2023)</mark>	14. Research article abstract – describe main objectives, research approach, results, conclusions, limitations (Academic genre: research writing) 15. Cultural Experience Logs – Complete 6 hours of experiences and reflect on their own learning (Academic genre: reflect on experiential learning)
SPLP 345 Artic & Lang Disorders BRADY	Required	Clinical writing skills relevant to the diagnosis and remediation of childhood articulation/phonology and language disorders Formal academic writing skills necessary to complete research-based term papers	In-class skill-based activities: • Plan for assessment • Case management plan & case summary • Evaluation report • SOAP note for session video • Lesson plan • Language sample analysis	16. Skill-based activities – individual submissions (Prof genres) 17. Cultural competence assignment – written responses to questions about video (Academic genre: reflect on experiential learning)
When students complete the 400 level, they should be able to • Summarize and apply research, • use APA style for various types of in-text citations and references, • write in the style expected for clinical service delivery including present level of performance, treatment plans, lesson plans, SOAP notes,				

- produce advanced reflection on experiential learning (clinic, Passport to Culture) that demonstrates critical thinking and analysis,
- write, organize, and deliver professional presentations that integrate digital images and explanations that meet the needs of the audience,
- hone academic research writing and professional genres of writing to level expected upon graduate school entry.

SPLP 401 Autism (2cr) PRICE	Required starting in 2023 or 2024	Course objective: Write using terminology relevant to the topic and using a formal, clinical style that will be expected in your future work settings. Critical reading of journal articles Must apply rules of APA style for in-text citations and references list Professional writing genres: 1-IEP present level of performance, 2-treatment goals and activities	W2L tasks embedded including: • Video red flags for ASD • Act Early case • Minute thesis game linking theories to ASD symptoms • Treatment video responses • Vocabulary selection for tx • Writing treatment goals • Video on play • Cultural guided scenario • Treatment data interpretation	18. Research articles application project – repeat assignment from ECED 250 with increased expectations (Academic genre: research writing) 19. Case present level of performance for IEP (Prof genre) 20. Treatment plan – goals, describe research-based treatment approach, activities (Prof genres) 21. 6 hours cultural experiences – reflections log (Academic genre: reflect on experiential learning)
SPLP 408 Organic Disorders (voice, fluency, swallowing) LOMBARD	Required	Mastery quizzes and objective exams 6 hours of cultural experiences Oral presentation	None ==(consider adding in 2023)==	22. Presentation on assigned organic medical condition, medications, or measures. (Academic genre: explain the condition/medication/measure to the class using digital images; APA references)
SPLP 412 Professional Practices KIRSCH	Required	Oral presentation Cultural competence reflections following guest speakers Passport to Culture – undergraduate program final reflection on cultural learning across all 4 years	**Discuss with new faculty temp instructor Add in low stakes W2L tasks	23. Presentation on assigned SLP workplace settings in allied health and education. (Academic genre: describe professional practices specific to the setting; APA references) 24. Passport to Culture – Program final reflection (Academic genre: reflect on experiential learning)

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SPLP 420 Undergrad Clinic COWBURN	Optional	Students have a preschool client participating in the Book Talk program Writing is integral to the course	Reflection logs, lesson plans, and SOAP notes are formative throughout the semester	25. Clinical writing throughout semester (Professional Genres: weekly self-reflection logs, case management, weekly lesson plans and treatment SOAP notes)

Appendix A – Assessment Tool 1:
Senior Writing Sample

Students in SPLP 412 are notified that their work may be evaluated for programmatic assessment. A statement is included on the syllabus each time the course is offered indicating that students' written reflections on professional issues may be randomly selected for anonymous programmatic assessment that will not affect their course grade in any way.

A random sample is selected from all submitted papers from senior-level students enrolled in the course during spring semester. The course professor provides the downloaded papers to the undergraduate program director, who replaces names with assigned numbers. Using a random number generator, one-third of the numbers are selected. Those files are pulled into a folder for reviewers. The undergraduate program director keeps a list of student names and corresponding identifiers.

Two faculty members in the program will serve as reviewers. One is a professor who has taught the course; the other professor has not taught the course but has developed knowledge regarding writing as a facilitator of the program's writing across the curriculum plan. Each paper is read and rated twice using the attached rubric. Disagreements are resolved through discussion.

	Exceeds Expectations=4	Meets Expectations=3	Emerging=2	Below Expectations=1
Clearly States Point of View	Goes beyond restating the assignment prompt; Establishes clear/strong statement of purpose or point of view to prepare the reader	States a simple thesis related to the prompt; Establishes a basic purpose or point of view to prepare the reader	States a point of view without setting up the paper at the beginning or preparing the reader	Does not explain or state the purpose or point of view
Argues Point of View	Descriptions are vivid and non-generic; Provides ample examples and details in responses; Appropriate length; Logical flow of information related to topic	Prose descriptions are vivid and non-generic; Uses minimal amount of examples and details; At or close to appropriate length; Logical flow of information with minor lapses	Uses some descriptive language but it is not impactful or vivid; Examples are not clear; Length is not sufficient to address the topic; Weak flow of information to the point of distraction	Vague, generic terms, unclear, does not provide the full amount of necessary/ required information
Understanding of audience and task	Formal language, Free of colloquialisms, Mindful of stakes and audience	Approaches task seriously, May contain only a few minor lases in formality	Approaches task seriously but contains enough lapses in formality that they are distracting	Inappropriate tone or language (e.g. contractions, stream of consciousness, lack of organization, self-referential)
Polish (grammar, mechanics)	Polished grammar and mechanics	Minor errors that do not impede meaning or sentence clarity	Sentences are readable but there are enough errors that they are distracting	Grammatical issues detract from readability
Uses disciplinary terminology appropriately	Fluency with terminology of the discipline	Uses some disciplinary terms mostly appropriately; May miss a few key terms that could be helpful for clearer expression	An even mix of accurate and inaccurately used terminology; May use commonplace terms more than disciplinary terms.	Most terms used inaccurately or haphazardly; or Does not use any terminology from the discipline
Application of APA 7 Style	Applies APA 7 style with skill and attention to detail	Applies APA 7 style; May make a few minor errors	Includes in-text citations and references but errors are distracting	Little if any application of APA 7 style

Appendix B: Senior Writing Sample – Data Spring 2023

Writing Criterion	% of Sample Meets or Exceeds	% of Sample Emerging or Below	Area Evaluation
States point of view	92.3	7.7	Above
Argues point of view	92.3	7.7	Above
Audience and task	61.5	38.5	Below
Polish (grammar, mechanics)	76.9	23.1	Meets
Terminology	76.9	23.1	Meets
APA	53.9	46.2	Below

Above = 80-100% of students are meeting or exceeding expectations
Meets = 70-80% of students are meeting or exceeding expectations
Below = ≤69% of students are meeting or exceeding expectations

Analysis of Assessment Results and Recommendations from the WAC Director

Most students in the 2023 graduating cohort entered college in Fall 2019; several entered college in Fall of 2020 and completed their undergraduate degree in 3 years. Therefore, most of these students' college careers have been completed during the COVID-19 pandemic. Despite this, students in this cohort demonstrated writing abilities above criterion in the following areas:
- States point of view
- Argues point of view

They demonstrate the ability to establish the topic of the paper, establish the purpose, state a clear point of view, and argue that point of view with examples and details with a logical flow.

Students are meeting expectations in the following areas:
- Polish (grammar and mechanics)
- Terminology

Students demonstrate sufficient skills in writing grammar and mechanics and use of disciplinary terminology. Although students meet expectations in these areas, faculty have expressed concern regarding these skills and through this writing plan, we intend to increase focus on these areas throughout the program.

Students are below criterion in the following areas:
- Audience and task
- APA

Students are not meeting expectations in the formality of their writing or their ability to convey information appropriately to the intended audience. Faculty have discussed this as a concern for students at both undergraduate and graduate levels. Students are not meeting expectations in the area of application of APA style, which is consistent university wide. Our program has typically taught students APA style in their graduate program. Only recently (Spring 2022) did we move that instruction into the sophomore year (ECED 250). Students in this cohort had already taken the course, and the follow-up course, SPLP 401, has not been offered for 3 years. SPLP 401 will return in the curriculum in Fall 2024.