



WORLDWIDE INSTRUCTIONAL DESIGN SYSTEM

# Sample Curriculum Design Documents

## DACUM/Occupational Analysis Documents

### Chart p. 2-3

Lays out the duties and tasks performed by those in a specific occupational position or life role. Informs learning design and contributes to the credibility of a program. *Audience: Instructional Designers, Faculty, Administrators, Employers, Employees, Accrediting Agencies, Program Approval Agencies, Funding Agencies, and Learners*

### Program Outcome Summary

#### Program Design p. 4-5

Spells out administrative and credentialing information for a sustained learning experience. Lays the foundation for program evaluation and assessment of learning. Components include indirect measures, external standards, and general education, core ability, and program outcomes. Includes course configuration. *Audience: Instructional Designers, Faculty, Administrators, Employers, Accrediting Agencies, Program Approval Agencies, Funding Agencies, Credit Transfer Receiving Organizations and Articulation Partners, and Learners*

### Analyzer

#### Learning Outcomes Matrix p. 6

Shows if specific outcomes (e.g., program outcomes, external standards, core abilities) are addressed across a group of courses or an entire program. Can also show the summative assessment (direct measures) for individual outcomes. *Audience: Instructional Designers, Faculty, Administrators, Employers, Employees, Accrediting Agencies, Program Approval Agencies, Funding Agencies, and Learners*

## Learning Design (Course) Documents

### Syllabus p. 7-8

Serves as a contract between learner and teacher. Includes course outcomes, linked outcomes, guidelines, grading plan, and schedule. *Audience: Learners*

### Learning Plan p. 9

Given to learners, spells out WHAT they will learn (outcomes), how they will demonstrate WHEN they have learned (assessment), and HOW they will learn (learning activities/strategies). *Audience: Learners*

### Teaching Notes p. 10

Based on a specific learning plan, spells out how the teacher/facilitator will guide and support learners. *Audience: Teachers/Facilitators*

### Performance Assessment Task p. 11

Describes what learners must do to demonstrate outcomes. Typically targets a competency or core abilities. Gives directions and includes a rubric or checklist. *Audience: Learners, Evaluators*

### Course Outcome Summary p. 12

Reports the official, non-proprietary information about an educational offering. Used to communicate course data, prerequisites, text and supplies, learning outcomes, and linked outcomes. *Audience: Learners, Faculty, Administrators, Employers, Accrediting Agencies, Credit Transfer Receiving Organizations, and Articulation Partners*

# DACUM

## Dental Assistant (abridged)

DACUM

**Sponsoring Organization**  
**Lamar Institute of Technology**

**Date of DACUM**  
**February 22-23, 2001**

**Organized By**  
**Center on Education and Training for Employment**  
**College of Education**  
**The Ohio State University**

**Facilitated By**  
 Anne Dorsey  
 Darrell Grisson  
 Marge Jeffers  
 Robert E. Norton, Team Leader

### DACUM Panel of Experts

Participant	Title	City
Deonna Casteel	Dental Assistant	Beaumont
Esther S. Conolly	Dental Assistant	Beaumont
Kim Crysel	Dental Assistant	Silsbee
Francis Hernandez	Dental Assistant	Nederland

The DACUM Process uses experts in the field to describe their occupation. An occupation can be described in terms of DUTIES (arbitrary groupings of related tasks) and TASKS (observable units of work).

# Dental Assistant

### Knowledge

Math skills	Dental terminology	Diet and dental health
ADA codes	Dental radiology	Pathology and airborne diseases
Phone skills	OSHA guidelines	Emergency procedures
Computer skills	CDC guidelines	Head and neck anatomy
Teamwork skills	Knowledge of dental materials	Four-handed dentistry
Organization skills	Knowledge of dental insurance plans	Use of dental instruments and equipment

### Attitudes

Positive	Honest	Reliable
Loyal	Outgoing	Flexible
Patient	Sympathetic	Ethical
Assertive	Persuasive	Independent
Cheerful	Knowledgeable	People oriented
Detail oriented	Pro-active	Able to handle stress
Team player	Sensitive	Caring
Task oriented	Responsible	Alert

### Equipment and Tools

Compressor	ADA code book	Panoramic machine
Dental instruments	Copy machine	Air-water syringe
Oxygen	Lead apron	Vacuum former
First-aid kit	Microwave	Poly ether mixing machine
Auto clave/sterilizers	Micro-etcher	Dental vibrator
X-ray equipment/solution	Sharp containers	Dental software
Dental materials	Lathe	Filing cabinets
Office supplies	Blood pressure cuff	Operator stool
Computer	Nitrogen bottle	Dental asst. stool
Hand pieces	Oxygen bottle	Shade guides
Operatory light	Model trimmer	Cavitron/ultrasonic scaler

### Trends

Salary increases	OSHA regulations	Computerization of records
Changing insurance coverage	Changes in state regulation	Additional ADA codes

Duties	Tasks											
<b>A Set-up Operatory</b>	A-1 Place barrier protection (e.g., headrest, plastic wrap)	A-2 Review patient dental chart	A-3 Review dental treatment procedures	A-4 Check dental equipment	A-5 Arrange dental materials for procedure	A-6 Arrange dental instrument tray for procedure	A-7 Sharpen dental instruments					
<b>B Prepare the Patient</b>	B-1 Seat patient (e.g., place bib, pre-rinse, greet, walk to room)	B-2 Update patient medical/dental history	B-3 Take patient vital signs (e.g., pulse, respiration, & blood pressure)	B-4 Inform patient of treatment procedure	B-5 Respond to patient questions and concerns							
<b>C Assist with Dental Procedures</b>	C-1 Take (expose) dental radiograph (X-ray)	C-2 Develop dental radiograph (X-ray)	C-3 Mount dental radiograph (X-ray)	C-4 Report patient status to dentist	C-5 Record dental charting	C-6 Take impressions (e.g., bleaching tray, mouth guards, crowns, study models, temporaries)	C-7 Select tooth color shade	C-8 Adjust operatory light (e.g., position, dim)	C-9 Place topical anesthetic	C-10 Pass instruments (e.g., 4-handed dentistry)	C-11 Evacuate oral cavity	
	C-13 Rinse mouth with water	C-14 Dry tooth with air	C-15 Place rubber dam	C-16 Place matrix band	C-17 Change dental hand piece burs	C-18 Place (pack) retraction cord	C-19 Mix material for procedure (e.g., cement, impression, filling)	C-20 Light cure materials	C-21 Adjust occlusion	C-22 Seat temporary crown	C-23 Clean denture	
	C-25 Record treatment procedures on chart											
<b>D Maintain Infection Control</b>	D-1 Maintain personal vaccinations (e.g., hep A & B, TB tine)	D-2 Change barrier protection	D-3 Dispose of sharps (e.g., needles, scalpel, suture, needles, burs, carpules)	D-4 Dispose of biohazard	D-5 Sterilize dental instruments	D-6 Disinfect operatory	D-7 Prevent cross-contamination (e.g., PPE, disposable materials)	D-8 Change solutions (e.g., cold sterile, autoclave, ultrasonic)	D-9 Disinfect lab cases/models	D-10 Maintain evacuation systems (e.g., change traps, run solutions)	D-11 Maintain clean work environment (e.g., sweep, mop, & dust)	
<b>E Perform Lab Tasks</b>	E-1 Adjust prosthetic devices	E-2 Re-line dentures	E-3 Pour impressions study & diagnostic models	E-4 Trim models (e.g., study & diagnostic)	E-5 Create stints from models (e.g., bleaching trays, mouth guards, FL2, & traps)	E-6 Prepare lab prescriptions	E-7 Create temporary crowns	E-8 Replenish lab materials	E-9 Adjust dental appliances (e.g., retainer, space maintainer)	E-10 Prepare wax tray-ins (e.g., partials & dentures)	E-11 Create orthodontic appliances	
	E-13 Disinfect dental lab	E-14 Prepare cast crowns	E-15 Change plasters trap	E-16 Maintain dental lathe	E-17 Maintain model trimmer	E-18 Clean alginate trays	E-19 Pumice finished product					
<b>F Provide Patient Support</b>	F-1 Comfort patient (e.g., hold hand, tissue, converse)	F-2 Notify patient of recall appointment	F-3 Assist in patient referral (e.g., endodontist, oral surgeon)	F-4 Instruct patient on pre/post OP care	F-5 Instruct on pre & post treatment medications	F-6 Provide oral hygiene instructions (e.g., brush, floss, disclosing solutions)	F-7 Provide patient education (e.g., explain crown, root canal, RCT, perio disease)	F-8 Inform patient on continuing care	F-9 Show image of teeth (e.g., intra-oral, digital, X-ray camera)			
<b>G Assist with Front Office Functions</b>	G-1 Assist in maintaining patient charts	G-2 Maintain recall card system	G-3 Assist with filing dental insurance	G-4 Assist with dental appointments (schedule, confirm)	G-5 Assist in processing billing statements	G-6 Assist with patient treatment & cost estimates	G-7 Confirm cases with lab (e.g., partials, crowns)	G-8 Process patient payment transactions	G-9 Organize bills to be paid by doctor (e.g., lab, dental supply)	G-10 Assist with incoming calls	G-11 Call-in patient prescriptions	

## Program Outcome Summary

### Dental Assistant (abridged)

#### Program Information

<b>Organization</b>	Demo College
<b>Program Number</b>	31-508-1
<b>Instructional Level</b>	31
<b>Last Revision Date</b>	4/15/2008

#### Target Population

Individuals who are employed or hope to be employed as an assistant in a dental office, clinic, laboratory, dental supply company, insurance company, or government agencies that provide dental health care.

Individuals with the following abilities are most likely to be successful dental assistants:

Arm-Hand Steadiness - The ability to keep the hand and arm steady while making an arm movement or while holding the arm and hand in one position

Near Vision - The ability to see details of objects at a close range (within a few feet of the observer)

Oral Comprehension - The ability to understand and express information and ideas presented through spoken words and sentences

Finger Dexterity - The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects

Control Precision - The ability to quickly and repeatedly make precise adjustments in moving the controls of a machine or vehicle to exact positions

Dentists seek dental assistants who are reliable, can work well with others, and have good manual dexterity.

#### Description

The Dental Assistant Program prepares graduates to work with dentists as they examine and treat patients. Dental Assistants with documented skills also may carry out a variety of laboratory, clinical and office duties. Some dental assistants manage the office and are responsible for patient scheduling and bookkeeping functions. Graduates receive a technical diploma and are eligible to write the certification examination of the Dental Assisting National Board. Most dental assistants work in general or specialized dental offices, either for individual dentists or for groups of dentists. Some dental assistants may choose to work for insurance companies, dental laboratories, or dental supply companies. The dental assistant also may find employment with federal agencies such as the Veterans' Administration, United States Public Health Services, the Armed Forces, or a state, county or city health facility.

#### Indirect Measures (abridged)

1. Meets target measure for percentage of all students in the program who complete at least 80% of the courses they took in the previous year.
2. Percentage of special population students in the program who complete at least 80% of the courses they took in the previous year is equal to all student course completion.
3. Percentage of minority students in the program who complete at least 80% of the courses they took in the previous year is equal to all student course completion.
4. Meets target measure for two-year and three-year retention.

#### External Requirements

College - Attain or maintain program accreditation by the American Dental Association's Commission on Dental Accreditation (optional).

Graduates - Successfully complete the Dental Assistant Certification Exam to become Dental Assisting National Board certified (optional).

Students - Complete requirements for current certification in health care provider cardiopulmonary resuscitation prior to participation in clinical experience.

Dental Assisting Program Standards are taken from the Accreditation Standards for Dental Assisting Education Programs developed by the Commission on Dental Accreditation, American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611. 312/440-4653. Copyright 1998.

#### Career/Job Titles

##### Title

1. Dental Assistant
2. Dental Receptionist
3. Dental Office Manager
4. Dental Practice Manager
5. Dental Lab Technician
6. Dental Sales Representative
7. Dental Treatment Coordinator

#### Related DACUM Study

<b>DACUM Title</b>	Dental Assistant
<b>Date</b>	2/23/2001
<b>Organization</b>	Lamar Institute of Technology
<b>Facilitator</b>	Ann Dorsey, Darrell Grisson, Marge Jeffers, and Robert Norton, Team Leader
<b>Method</b>	DACUM
<b>Notes</b>	Used with permission of the Center on Education and Training for Employment, College of Education, The Ohio State University

### Entry Requirements (abridged)

Students must have earned a high school diploma or GED certificate or be currently enrolled in a secondary Youth Options program.

Students must meet individual college academic admission requirements that are documented and applied fairly to all program applicants.

Students must be certified in health care provider CPR before beginning Dental Assistant clinical course work.

### Program Outcomes (abridged)

Collect diagnostic and treatment data

#### *Direct Measures*

Clinical Evaluation in Dental Assistant Clinical - Advanced

Performance on National Board Dental Assistant Certification Exam (optional).

#### *Criteria*

learners exhibit confidence, skill, and accuracy as they perform the following tasks: collect medical/dental histories, obtain informed consent; take vital signs; chart oral cavity structures and missing teeth; chart dental pathology; chart restorations; and document treatment for multiple patients

learners earn a minimum rating of "consistently performs adequately in an independent manner" on the related Clinical Evaluation Tool

learners pass the national exam on the first attempt

Manage infection and hazard control

#### *Direct Measures*

Clinical Evaluation in Dental Assistant Clinical - Advanced

Performance on National Board Dental Assistant Certification Exam (optional).

#### *Criteria*

learners exhibit confidence and skill as they perform the following tasks: employ personal and patient protection to prevent disease transmission; reprocess treatment rooms; manage waste; adhere to OSHA Hazardous Communication Standard; and maintain infection control records

learners earn a minimum rating of "consistently performs adequately in an independent manner" on the related Clinical Evaluation Tool

learners pass the national exam on the first attempt

### Core Abilities

Work cooperatively

Demonstrate integrity and honesty

Think critically and creatively

Communicate clearly

### External Standards (abridged)

#### INSTRUCTION

2-6 Written documentation of each course in the curriculum must be provided and include the course description, course outline including topics to be presented, specific instructional objectives, learning experiences including time allocated for each experience and evaluation procedures.

#### CLINICAL SUPPORTIVE TREATMENT

2-8.a Manage infection and hazard control protocol consistent with published professional guidelines.

2-8.b Prepare tray setups.

2-8.c Prepare and dismiss patients

2-8.d Apply current concepts of chairside assisting.

2-8.e Assist with and/or apply topical anesthetic.

Sem	Course #	Course Title	Cr	Category
1	10-508-101	Dental Health Safety	1	Technical Studies
1	31- 508-302	Dental Chairside	5	Technical Studies
1	10-508-113	Dental Materials	2	Technical Studies
1	31-508-304	Dental and General Anatomy	2	Technical Studies
1	10-508-103	Dental Radiography	2	Technical Studies
1	31-508-306	Dental Assistant Clinical	3	Technical Studies
1	31-508-307	Dental Assistant Professionalism	1	Technical Studies
2	31-508-308	Dental Chairside - Advanced	5	Technical Studies
2	31-508-309	Dental Lab Procedures	4	Technical Studies
2	31-508-310	Dental Radiography - Advanced	1	Technical Studies
2	10-508-120	Dental Office Management	2	Technical Studies
2	31-801-XXX	Applied Communication or Oral/Interpersonal Communication	2	General Studies
2	31-508-311	Dental Assistant Clinical - Advanced	2	Technical Studies

# Analyzer

## Dental Assistant Program Assessment of Exit Learning Outcomes Matrix (abridged)

Direct Measures (Summative Assessments)		Applied Communication	Dental and General Anatomy	Dental Assistant Clinical	Dental Assistant Clinical - Advanced	Dental Assistant Professionalism	Dental Chairside	Dental Chairside - Advanced	Dental Health Safety	Dental Lab Procedures	Dental Materials	Dental Office Management	Dental Radiography	Dental Radiography - Advanced
<b>Core Abilities</b>														
Work cooperatively	Core Ability Evaluation and checklist in Dental Assistant Clinical - Advanced	X		X	X	X	X	X		X	X	X		X
Demonstrate integrity and honesty	Core Ability Evaluation and checklist in Dental Assistant Clinical - Advanced			X	X	X			X			X		
Think critically and creatively	Core Ability Evaluation and checklist in Dental Assistant Clinical - Advanced	X	X	X	X	X	X	X	X	X	X	X	X	X
Communicate clearly	Core Ability Evaluation and checklist in Dental Assistant Clinical - Advanced	X	X	X	X	X						X		
<b>Program Outcomes</b>														
Collect diagnostic and treatment data	Clinical Evaluation in Dental Assistant Clinical - Advanced Performance on National Board Dental Assistant Certification Exam (optional).		X	X	X		X	X	X	X			X	X
Manage infection and hazard control	Clinical Evaluation in Dental Assistant Clinical - Advanced Performance on National Board Dental Assistant Certification Exam (optional).			X	X		X	X	X	X	X		X	X
Perform clinical supportive treatments	Clinical Evaluation in Dental Assistant Clinical - Advanced Performance on National Board Dental Assistant Certification Exam (optional).			X	X		X	X						
Take diagnostic radiographs	Clinical Evaluation in Dental Assistant Clinical - Advanced Performance on National Board Dental Assistant Certification Exam (optional).		X	X	X								X	X
<b>External Standards</b>														
2-8.a Manage infection and hazard control protocol consistent with published professional guidelines.				X	X			X	X	X	X		X	X
2-8.b Prepare tray setups.				X	X		X	X						
2-8.c Prepare and dismiss patients				X	X		X	X						



# Syllabus

## Applied Communication (abridged)

### Course Information

<b>Organization</b>	Demo College
<b>Course Number</b>	801-300
<b>Credits</b>	1
<b>Contact Hours</b>	36
<b>Instructor</b>	The Best General Education Teacher
<b>E-mail Address</b>	Best@democollege.edu
<b>Office Hours</b>	Tuesdays 3:30 - 5:30 P.M. Thursdays 8:30 - 9:30 A.M.
<b>Office Phone</b>	555-555-5555
<b>Office Fax</b>	555-555-4444
<b>Beginning Date</b>	06/09/2008
<b>Number of Weeks</b>	8

### Description

Focuses on effective strategies for communicating with clients, patients, and co-workers. Students develop listening, speaking, conflict resolution, nonverbal, and multi-cultural communication skills through group interaction, individual presentations, and projects.

### Prerequisites

851-390 Language Fundamentals or satisfactory performance on the ASSET or comparable test

### Textbooks

Cheryl Hamilton. *Communicating for Results*. Wadsworth. 2007. **Edition:** Eighth. **Unit Price:** 97.00. **Source:** Bookstore.

### Core Abilities

- o Work cooperatively
- o Think critically and creatively
- o Communicate clearly

### Program Outcomes

- A. Provide patient oral health instruction
- B. Model professional behaviors, ethics, and appearance

### Competencies

1. Analyze communication situations
2. Listen to patients and co-workers
3. Apply nonverbal skills
4. Develop strategies for overcoming communication obstacles
5. Resolve conflict in a constructive manner
6. Present a speech that informs a specific audience about an idea, object, procedure, person, or event

### Grading Information

The course consists of 6 learning plans targeting one competency. As you proceed through each learning plan, you will complete a variety of learning activities that will help you learn facts, concepts, principles, processes, and procedures (learning objectives). Completing these learning activities will ultimately prepare you to complete the performance assessment (evaluation) for the target competency. Your assignments will include opportunities for feedback as well as graded assessments. Performance assessments will be graded according to the specific competency criteria and core ability indicators designated for each competency. In order to pass the course, you must complete all required assignments and earn at least 70% of the points for EACH competency.

There are 6 performance assessments (evaluations) with a total of 600 points for this course:

1. Informational Interview 100 points
2. Listening Skills Improvement Plan 100 points
3. Nonverbal Skills Improvement Plan 100 points
4. Conflict Resolution Role-play 100 points
5. Obstacles to Communication Plan 100 points
6. Oral Presentation 100 points

### Submitting your assessments:

In most cases, you will be submitting your assessments as written documents, attaching the files through the Inbox in e-education. (See orientation). Your corrected and graded assignments will be returned to you through the Outbox.

Your written documents should contain the following:

1. Your Name (first and last)
2. Your Course Title (Oral/Interpersonal Communication)
3. The Date:
4. An appropriate title

How to re-do assignments that do not meet criteria:

Performance Assessment Tasks are the final products you will submit to prove your competence. If you have diligently completed the learning activities and have mastered the learning objectives, you should have no difficulty meeting the criteria for the performance assessment tasks. Please check your work against the criteria for performance before submitting it. If you wish, ask a classmate to check it as well. In the rare instance when someone might fail to receive 70% of the points for a competency, he or she will need to redo the assignment. In such a case, the maximum credit earned would be 70%.

**Grading Scale**

- A 90% or more of total points, all required assignments completed, and a minimum of 70% for each competency
- B 80% or more of total points, all required assignments completed, and a minimum of 70% for each competency
- C 70% or more of total points, all required assignments completed, and a minimum of 70% for each competency
- N/C Less than 70% of the total points, and/or one or more assignments not completed with a minimum of 70% of the possible points

**Guidelines for Success**

**Course Expectations**

Your responsibilities to yourself and your class:

You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned learning activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings. Even though it is located in cyberspace, this is a learning community and you must be "present" and participate in order to be successful. Plan to visit the course, check announcements, email, large group discussions, and work group discussions at least every other day during the semester, and more often if required to meet assignment deadlines.

My responsibilities as instructor/facilitator:

I am responsible for providing an environment in which an opportunity for learning exists. I will work with you and assist you in your quest for understanding. I cannot make you learn anything. I will organize the course, schedule learning activities, and evaluate the "products" of your learning process. I'll serve as a resource and as a facilitator. Recognizing that even asynchronous online communication is time sensitive, I will monitor threaded discussions and respond to queries within 48 hours of the time they were posted.

**Academic Honesty**

Students are expected to do their own work unless advised that collaboration is acceptable. This means that you may use facts from other sources if you re-write them in your own words. Anytime you quote directly from another source or paraphrase substantially, you must cite the source you used. When you take a test, you are expected to keep your eyes on your own paper and protect your test paper from being copied by a classmate.

Failure to use proper citation procedure is considered plagiarism. Plagiarism will result in a grade of "0" if it is flagrant and/or deliberate. Copying from another person's paper or test is academic dishonesty; it will result in a grade of "0" for that assignment. In addition, you will be referred to student services for discipline based on college policy.

**ADA Statement**

I wish to include fully persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. I will maintain the confidentiality of the information you share with me.

<b>Schedule</b>		
<b>Session</b>	<b>Target Competencies</b>	<b>Notes</b>
Week 1	Analyze communication situations	SUBMIT your visual model and analysis of a communication event to your instructor in your Inbox.
Week 2	Listen to patients and co-workers	COMPLETE the Listening Skills Improvement Plan Performance Assessment Task. SUBMIT your Listening Skills Reflection and Improvement Plan to your instructor in your Inbox.
Week 3	Apply nonverbal skills	COMPLETE the Nonverbal Skills Improvement Plan Performance Assessment Task. SUBMIT your Nonverbal Skills Reflection and Improvement Plan to your instructor in your Inbox. SUBMIT a SELF-ASSESSMENT of your nonverbal skills in your oral presentation after you complete learning plan 11.
Week 4	Develop strategies for overcoming communication obstacles	COMPLETE Communication Obstacles Performance Assessment Task. SUBMIT your Strategies for Overcoming Communication Obstacles your instructor in your Inbox.



## Learning Plan

### Applied Communication (abridged) Communication Situations

#### Overview

Employers, employees, and organizations involved in human interaction benefit from effective communication. To increase the effectiveness of our communication, we need to understand the dynamics of communication. By analyzing the elements of communication and factors such as perception, timing, and communication networks, we can begin to increase the impact of our communication in whatever environment we interact. In this learning plan, you will examine a variety of communication situations and the kinds of communication strategies that are most effective for various situations.

#### Target Competency

##### Analyze communication situations

###### Linked Core Abilities

Think critically and creatively

Communicate clearly

###### You will demonstrate your competence:

- o by developing an illustrated and written analysis of a communication situation

###### Your performance will be successful when:

- o you analyze a communication situation
- o analysis illustrates how the elements of the communication model apply to a communication situation
- o analysis identifies how participants fulfill communication responsibilities in terms of the communication model
- o analysis identifies elements that impact the communication situation
- o analysis suggests techniques to improve the communication situation

#### Learning Objectives

- a. Define communication
- b. Identify the elements of the communication process
- c. Explain the importance of standard English to effective communication
- d. Determine the appropriateness of slang on the basis of subject, audience and situation
- e. Determine the appropriateness of dialect on the basis of subject, audience and situation
- f. Determine the appropriateness of jargon on the basis of subject, audience and situation
- g. Differentiate between formal and informal communication networks
- h. Evaluate how climate and trust impact communication in an organization
- i. Identify methods for reducing communicator anxiety

#### Learning Activities

- \_\_\_\_\_ 1. REVIEW the competency and performance standards for this learning plan. CHECK the [GradeBook](#) for assignment due dates.
- \_\_\_\_\_ 2. MAKE A LIST of the communication situations you have been involved in over the last week - at work, at home, in social situations, or through organizations that you are involved in such as the PTA, garden club, sports team, or church. Were these communication situations formal or informal? Did they involve large groups of people, small groups, or one-on-one? How did your communication strategies differ from one situation to another?
- \_\_\_\_\_ 3. READ chapter 1: *The Communication Process: An Introduction+in Communicating for Results* and visit the recommended websites.
- \_\_\_\_\_ 4. COMPLETE the Awareness Check: Communicator on page 24 of your textbook. Do you consider yourself to be a good communicator, an average communicator or in need of improvement?
- \_\_\_\_\_ 5. COMPLETE Describing the [Transactional Model Online Learning Object](#).

#### Assessment Activities

- \_\_\_\_\_ 1. SUBMIT your visual model and analysis of a communication event to your instructor in your [Inbox](#). (Select this assessment from the dropdown list)]

## Teaching Notes

### Communication Situations (abridged)

#### Overview

Employers, employees, and organizations involved in human interaction benefit from effective communication. To increase the effectiveness of our communication, we need to understand the dynamics of communication. By analyzing the elements of communication and factors such as perception, timing, and communication networks, we can begin to increase the impact of our communication in whatever environment we interact. In this learning plan, you will examine a variety of communication situations and the kinds of communication strategies that are most effective for various situations.

#### Target Competency

##### Analyze communication situations

###### Linked Core Abilities

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Communicate clearly

**You will demonstrate your competence:**

o by developing an illustrated and written analysis of a communication situation

**Your performance will be successful when:**

- o you analyze a communication situation
- o analysis illustrates how the elements of the communication model apply to a communication situation
- o analysis identifies how participants fulfill communication responsibilities in terms of the communication model
- o analysis identifies elements that impact the communication situation
- o analysis suggests techniques to improve the communication situation

###### Learning Objectives

- a. Define communication
- b. Identify the elements of the communication process
- c. Explain the importance of standard English to effective communication
- d. Determine the appropriateness of slang on the basis of subject, audience and situation
- e. Determine the appropriateness of dialect on the basis of subject, audience and situation
- f. Determine the appropriateness of jargon on the basis of subject, audience and situation

#### # Learning Activities/Assessment Activities

1. REVIEW the competency and performance standards for this learning plan.  
CHECK the [GradeBook](#) for assignment due dates.
 

<p>Send an email message welcoming all students. Check to be sure that all students have signed into the course. Send an email message to any who are not on line.</p>	<p>Teaching Notes</p>
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2. MAKE A LIST of the communication situations you have been involved in over the last week - at work, at home, in social situations, or through organizations that you are involved in such as the PTA, garden club, sports team, or church. Were these communication situations formal or informal? Did they involve large groups of people, small groups, or one-on-one? How did your communication strategies differ from one situation to another?
 

<p>Invite students to e-mail their lists to the class.</p>	<p>Teaching Notes</p>
--	-----------------------
3. READ chapter 1: [The Communication Process: An Introduction](#) and visit the recommended websites.
 

<p>Teaching Notes</p>	<p>Teaching Notes</p>
-----------------------	-----------------------
4. COMPLETE the Awareness Check: Communicator on page 24 of your textbook. Do you consider yourself to be a good communicator, an average communicator or in need of improvement?
 

<p>E-mail students asking them how they did on the awareness check. Clarify points as needed.</p>	<p>Teaching Notes</p>
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5. COMPLETE Describing the [Transactional Model Online Learning Object](#).
 

<p>Teaching Notes</p>	<p>Teaching Notes</p>
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#### Learning Materials/Objects

Judy Neill. *Communication Process PowerPoint*. Length: 25 slides. Media: Slides. Copyright: 2000. Location: C:/My Documents/PPTs/commproc.html. Description: Ready to post online - saved as html.

Leah Osborn. *Interview Worksheet*. Length: 2 pages. Media: Print. Copyright: 2001. Location: C:/My Documents/Comm/Interview.html. Description: Ready to post online.

# Performance Assessment Task

## Communication Situation Analysis

**Strategy** Drawing/Illustration

**Evaluators** Instructor, Self, Peer

### Target Competency

#### Analyze communication situations

##### Linked Core Abilities

Think critically and creatively

Communicate clearly

##### Linked Program Outcomes

Provide patient oral health instruction

### Directions

Describe an actual or hypothetical communication event. You may use one of the examples you identified in Learning Plan 2, learning activity #2. Describe who communicated what to whom, how each individual felt about the event, and the resulting action or behavior. To make this assignment manageable, select a brief event. For example:

- A supervisor giving an employee feedback on the performance of a specific task.
- A software user asking for assistance from a technical support person.
- A parent/child discussion about problem behavior

CREATE a visual model of your example communication event to illustrate the elements of communication. Use the graphic features in PowerPoint or the drawing functions in your word processing software to create your visual model.

POST your model in your group Workspace along with a written analysis of the elements of communication illustrated in your model.

VIEW the models and analyses created by your group members. GIVE feedback to the work done by your group members.

OBTAIN feedback on your work from your group members and refine your visual model and analysis.

### Scoring Standard

You must achieve a rating of at least "2" or "met" on each item to demonstrate competence.

### Rating Scale

- 3 Exceeded criterion in terms of accuracy, completeness, thoughtfulness, or attention to detail
- 2 Met criterion adequately
- 1 Did not meet criterion

### Scoring Guide (abridged)

	Criteria	Ratings		
1.	you analyze a communication situation using a graphic illustration and a written analysis	3	2	1
2.	analysis illustrates how the elements of the communication model apply to a communication situation	3	2	1
3.	analysis identifies how participants fulfill communication responsibilities in terms of the communication model	3	2	1
4.	analysis identifies elements that impact the communication situation	3	2	1
5.	analysis suggests techniques to improve the communication situation	3	2	1
6.	FOCUS CORE ABILITY ON ALL LEARNING PLAN ACTIVITIES: THINK CRITICALLY AND CREATIVELY AND COMMUNICATE CLEARLY			
7.	THINK CRITICALLY AND CREATIVELY			
8.	learner distinguishes between fact and opinion	met	not	met
9.	learner synthesizes information from a variety of sources	met	not	met
10.	COMMUNICATE CLEARLY			
11.	learner uses bias free language	met	not	met
12.	learner uses language that is free of obscenities	met	not	met

**Total Points** \_\_\_\_\_

**Grade** \_\_\_\_\_

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Evaluator's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Comments:**

## Course Outcome Summary

### Applied Communication

#### Course Information

<b>Organization</b>	Demo College
<b>Developers</b>	Judy Neill
<b>Revised Date</b>	4/8/2008
<b>Course Number</b>	801-300
<b>Instructional Level</b>	One-Year Technical Diploma
<b>Potential Hours of Instruction</b>	36
<b>Total Credits</b>	1

#### Description

Focuses on effective strategies for communicating with clients, patients, and co-workers. Students develop listening, speaking, conflict resolution, nonverbal, and multi cultural communication skills through group interaction, individual presentations, and projects.

#### Textbooks

Cheryl Hamilton. *Communicating for Results*. Wadsworth. 2007. **Edition:** Eighth. **Unit Price:** 97.00. **Source:** Bookstore.

#### Prerequisites

851-390 Language Fundamentals or satisfactory performance on the ASSET or comparable test

#### Exit Learning Outcomes

##### Core Abilities

- o Work cooperatively
- o Think critically and creatively
- o Communicate clearly

##### Program Outcomes

- A. Provide patient oral health instruction
- B. Model professional behaviors, ethics, and appearance

##### General Education Outcomes

- A Share meaning through writing, speaking, and listening
- B Apply psychological principles to personal and professional relationships

#### External Standards

- o 2-5 The curriculum must be designed to reflect the interrelationship of its general education, biomedical sciences, dental sciences, clinical sciences and clinical practice. This content must be integrated and of sufficient depth, scope, sequence of instruction, quality and emphasis to ensure achievement of the curriculum's defined competencies.
- o 2-11 The curriculum must include content in five areas: general education, biomedical sciences, dental sciences, clinical sciences and clinical practice.
- o 2-12 The general education aspect of the curriculum must include content at the familiarity level: a. Oral communications b. Written communications c. Psychology
- o 2-6 Written documentation of each course in the curriculum must be provided and include the course description, course outline including topics to be presented, specific instructional objectives, learning experiences including time allocated for each experience and evaluation procedures.

#### Competencies

##### 1. Analyze communication situations

###### Linked Core Abilities

- Think critically and creatively
- Communicate clearly

###### Linked Program Outcomes

- Provide patient oral health instruction

###### You will demonstrate your competence:

- o by developing an illustrated and written analysis of a communication situation

###### Your performance will be successful when:

- o you analyze a communication situation
- o analysis illustrates how the elements of the communication model apply to a communication situation
- o analysis identifies how participants fulfill communication responsibilities in terms of the communication model
- o analysis identifies elements that impact the communication situation
- o analysis suggests techniques to improve the communication situation

##### 2. Listen to patients and co-workers

###### Linked Core Abilities

- Communicate clearly

###### Linked Program Outcomes

- Provide patient oral health instruction

###### You will demonstrate your competence:

- o with a role-play patient in a typical dental office situation
- o with a role-play co-worker in a typical dental office situation

###### Your performance will be successful when:

- o you apply strategies for listening in various situations
- o you apply the five levels of listening: sense, interpret, evaluate, respond, remember