The University of Southern Mississippi  
College of Health  
Department of Speech and Hearing Sciences  
Fall 2016

Course Title & Number: SHS 637 Advanced Clinical Practicum I

Course Credit Hours: 3 semester hours

Course Description: Practicum and internship in education of children who are deaf or hard of hearing with placements in birth-to-six classroom settings. Students spend 7 hours per week (105 clock hours) in observation, active participation and teaching; in center-based programs.

Professor of Record: Jane W. Luter, Ed.S.

Office Location: Magnolia Speech School/Magnolia House, Jackson, MS

Office Hours: Students can make appointments by phone or by email.

Telephone: 601-506-4786

Email: jane.luter@usm.edu

Format of Course: Face-to-face at Magnolia Speech School and/or Magnolia House, Jackson, MS

Class Days, Time, Location: Tuesdays from 12:00-1:00, Magnolia House

Required Text(s):


Required Readings and Resources:


San Antonio, TX: Sunshine Cottage School for Deaf Children. (to be provided)


**Supplemental Text(s) and Sources:**


**Required Technology:**

Students will need to be proficient with using Microsoft Word, Microsoft PowerPoint, scanning and uploading documents by email or Dropbox.

**Course Objectives and Goals:**

This course will review child development and practice evaluating and planning for the developmental and instructional needs of deaf and hard of hearing children in classrooms and homes. Graduate students will perform formal and informal assessments to be used to develop yearly goals, write lesson plans and teach listening and spoken language skills to deaf and hard of hearing children in classrooms and in home-based intervention.

**Instructional Strategies:** The course will be delivered through face-to-face lectures with internet support. In addition, students will view videos, observe and participate in live classrooms and self-reflect.

**Standards Alignment:** The Deaf Education graduate curriculum is aligned with the Initial Teacher Preparation standards of the Council on Exceptional Children (CEC), which subsume the Council on Education of the Deaf (CED) candidate standards. InTASC student standards (1-10) which are aligned with CAEP standards are also subsumed. This course addresses the following CEC Initial Teacher Preparation Standards: Standard 1: Learner Development and Individual Learning Differences; Standard 2: Learning Environments; Standard 3: Curricular Content Knowledge, Standard 4: Assessment, Standard 5: Instructional Planning & Strategies; Standard 6: Professional Learning and Ethical Practices; Standard 7: Collaboration. The CED sub-standards and InTASC standards related to each Candidate Learning Outcome are listed in the brackets.

**Candidate Learning Outcomes from Course:** The student will . . .

1. learn how to construct lesson plans that promote listening and spoken language in classrooms and in home-based intervention for children who are deaf and hard of hearing based on IEP information and previous formal and informal auditory, language, speech
and developmental evaluations. (CEC/CED: DHH1K5, 2K1, 2S1, 3S2; InTASC 1,2,3,4,5,7,8)

2. observe mentor teachers in classrooms and learn about their roles, routines, responsibilities and resources, interaction with children and collaboration with other key professionals in an auditory-oral school for deaf and hard of hearing children and in a typical preschool. (CEC/CED: DHH6K2, 6K3; InTASC 3,5,8)

3. observe children and record findings in writing and establish profiles based on children's records to determine age of onset of hearing loss, etiology of hearing loss, age of fitting of technology, type of technology fitted, hearing age, other conditions affecting learning and assessment data available in order to plan and implement appropriate lessons. (CEC/CED: CHH1K2, 4S3, 6K7; InTASC 1,4,5,8)

4. compare and contrast the outcomes of children based on their age at the time of identification, age when fitted of technology, hearing age, assessments, as well as other learning problems to be able to construct lessons that target a variety of objectives to meet needs of all children in groups. (CEC/CED DHH1K6, 1K7,1K8; InTASC 1,2,3,4,5,7,8)

5. Students will learn to check children technology and trouble shoot equipment and become aware of importance of children having access to sound at all time. (CEC/CED: DHH2S4; InTASC 4,5,)

6. learn to administer a variety of assessment tools to determine developmental levels in all domains especially in listening and spoken language as well as provide family support and parent training for Home-based Intervention participants. (CEC/CED: DHH4S1, 4S2, 7S1; InTASC 1,2,3,4,8)

7. demonstrate activities using standard spoken English with strategies and techniques for eliciting listening and spoken language and promoting literacy with groups of children in classrooms and home-based intervention. (CEC/CED DHH2S1, 2S2, 2S5, 5K2, 5K3, 5K4, 4K5, 5S7, 5S8, 6K1, 6S1, 6S2; InTASC 1,2,3,4,5,6,7,8)

8. demonstrate the ability to work well with faculty, cooperating school personnel, children and families of children enrolled in classroom and home-based intervention as well as evaluate their own performance by performing weekly self-evaluations and by feedback from mentor teachers, peers and the Clinical Supervisor. (CEC/CED: DHH5S10; InTASC 6)

9. understand how to use a variety of age appropriate curricula and other tools designed to enhance learning for deaf and hard of hearing children in planning of activities. (CEC/CED: DHH5K1, 5S1, 5S2, 5S4, 5S7, 5S8, 6K3; InTASC 1,4,7,8)

Evaluation Methods:
<table>
<thead>
<tr>
<th>Student Learning Outcome Measure #</th>
<th>Assignments</th>
<th>Due Date</th>
<th>% of Grade</th>
<th>Rubric or template available</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1) Observation in classrooms or home-based intervention.</td>
<td>Per Schedule</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2) Reflective Journal</td>
<td>Per Schedule</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>2,3,4,5,6,7,8</td>
<td>3) Growth Plan with Evaluation of lessons: self-evaluations, peer evaluations, mentor and clinical supervisor evaluations</td>
<td>Per schedule</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>4,6</td>
<td>4) Interpretation of age-appropriate formal and informal assessments</td>
<td>Per Schedule</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>1,4,5,7,9</td>
<td>*5) Lesson Plans</td>
<td>Per Schedule</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>4,5,7,9</td>
<td>6) Group Lessons/classroom management and Individual Intervention Lessons</td>
<td>Per Schedule</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>2,3,4,6,7,8</td>
<td>7) Videos of Teaching</td>
<td>Per Schedule</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>1,2,3,4,5,6,7,8</td>
<td>8) Portfolio of Teaching</td>
<td>Per Schedule</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

*Key CED Candidate Assessment #3*

**Explanation of Assignments:**

**Observations**

During the first week of practicum the students receive an assignment schedule for classroom/home-based teaching for the semester. They also receive a Responsibilities Document delineating what the student, cooperating teacher and Clinical Supervisor are responsible for each week. During the first week of the assignment, the student observes and completes an observation template focusing on the teacher’s behavior during a lesson. They are also responsible for observing other lessons and completing an observation template that focuses on the children’s behavior during individual lessons.

**Reflections**

Each week of the semester students are required to keep a reflective diary of experiences in the classroom/home intervention and sent by E-mail to the Clinical Supervisor.

**Growth Plan**
On the third week and last week of practicum students provide their Cooperating Teachers with Growth Plan Documents. The teachers rate the students of professional and ethical behavior as well as identify strengths and weaknesses in teaching target listening, speech and languages behaviors to the children where assigned. Students are also expected to submit requested, self, peer, Cooperating Teacher evaluations to the Clinical Supervisor during the requirements on the Responsibilities Document (weekly delineation of what students, mentors and Clinical Supervisor are responsible to accomplish.)

**Interpretation of age-appropriate formal and informal assessments**

During the first week of assigned practicum, each student and peer coach must complete a summary of profile information on each child being served including: date of birth, chronological age, etiology, hearing age, fitting of technology, type and description of technology, type and degree of hearing loss, other significant information such as other learning problems and evaluation results. They also are responsible for evaluating one child using a MacArthur Bates Inventory, Learning Accomplishment Profile, Infant-Toddler Meaningful Auditory Integration Scale.

**Lesson Plans**

During the first week of the Practicum Class students attend a workshop on preparation for the practicum with introduction to the template for writing plans and practice using the template. In the second week of the practicum assignments through the final week students write lesson plans and teach lessons as indicated in their Responsibilities Document.

**Group Lessons/classroom management and Individual Intervention Lessons**

During the second week of practicum assignments students begin teaching a lesson to a classroom or begin to take part in some aspect of home-based intervention. Following weeks more lessons are required based on the Responsibilities Document.

**Videos of Teaching**

Cameras are provided for each student, and they are required to video a lesson a week starting in the 4th week of the assignment. These videos are moved by the student to a computer and labeled with their name and information on the lesson: date, name of lesson as compared to the lesson plan.

**Portfolio of Teaching**

At the end of the last teaching assignment, all students provide the Clinical Supervisor with a binder with all the information collected documenting their experience during the teaching assignment such as: schedules and calendars, practicum descriptions of classrooms or families served, observations, lesson plans, child assessments, samples of activities, self evaluations, peer evaluations, cooperating teacher evaluations, Clinical Supervisor evaluations, summary sheet of all evaluations scored, hours log, Resume, (videos on computer)

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
</tbody>
</table>
Please be advised that a “B” average must be maintained in graduate school to remain in the program.

**Professional Education Unit Policies and Conceptual Framework:**

All policies of The University of Southern Mississippi’s Professional Education Unit can be found online at [https://www.usm.edu/education-psychology/unit-policies](https://www.usm.edu/education-psychology/unit-policies). The Unit is responsible for developing and revising Unit policies and procedures to reflect changes in University requirements, accreditation standards, and applicable federal, state, and authoritative sources. In the event of a conflict between another Unit-created document (paper or electronic) and the updated policies and procedures, the policies and procedures listed on this website will prevail. The Unit’s conceptual framework can be found at that link as well.

**Class Policies:**

Students are expected to actively participate in all class discussions and activities and to complete all assignments.

- Come prepared to attend and to participate in each class and in any related field experiences.
- Actively participate in all class discussion or activities.

**Remediation Statement:**

According to SHS department policy, students who make a grade of “C” or lower on any examination or project must come to the instructor’s office to discuss study habits and the reasons for poor performance. A remediation plan will be developed, which may include extra readings and/or additional assignments to ensure the acquisition of the requisite skills.

**Communication Statement:**

You may contact your instructor via phone or email, or by setting up an office appointment. Please feel free to ask if you have questions about how to complete assignments or feedback on assignments.

**Policy on Attendance and Makeup Work:**

- Turn off all cell-phones when entering class and do not text or answer phones during class.
- Students are expected to prepare and submit assignments on the date these assignments are due.
- Late submission of assignments should be rare. Late assignments will be accepted only on or before the next regularly scheduled class period and penalized by 50%. Late assignments will not be accepted beyond the next class period and will earn "0" credit.
- Make-up examinations will be given only in the most merited circumstances. Make-up examinations may be oral, written, or oral and written.
- Requests for an Incomplete (I) grade, are discouraged, and will not be approved except in
the most merited circumstances

Academic Honesty Statement:
When cheating is discovered, the faculty member may give the student an “F” on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

Plagiarism Statement:
Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes, and include author(s), year of publication of other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, etc. Academic dishonesty will result in a grade of a “0” on the assignment and/or in the course and/or the student may be reported to the Vice President for Academic Affairs for further action.

ADA Statement: Students with disabilities requiring assistance, and who qualify under Section 504 and/or the American with Disabilities Act (ADA), should contact the Coordinator for the Office of Disability Accommodations for information on appropriate policies and protocols.

Address: The University of Southern Mississippi
           Office for Disability Accommodations
           118 College Drive # 8586
           Hattiesburg, MS  39406-0001
Voice Telephone:  (601) 266-5024 or (228) 214-3232
Fax:             (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email ODA@usm.edu.

Resources for Student Success:
As a student at The University of Southern Mississippi, you have access to individualized assistance with writing and speaking assignments for any course through the University’s Writing Center and Speaking Center on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process. Whether you want help brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills, the centers can help you become a more effective writer and speaker. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available). The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past
Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online, or join us on Facebook (USM Writing Center or Southern Miss Speaking Center).

- Speaking Center - 601.266.4965, Cook Library 117, [www.usm.edu/speakingcenter](http://www.usm.edu/speakingcenter).
- Writing Center - 601.266.4821, Cook Library 112, [www.usm.edu/writing-center](http://www.usm.edu/writing-center).
- Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, [www.usm.edu/gulfcoast/learning-commons](http://www.usm.edu/gulfcoast/learning-commons).

**TENTATIVE CLASSROOM SCHEDULE/AGENDA:**

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
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</thead>
</table>
| 1 -Day 1 | • Orientation to Practicum  
• Practicum Assignments  
• Expectations |
| 1 –Day 2 | Defining Goals and Objectives  
- Determining base-line behaviors  
- Establishing Goals  
- Establishing Objectives |
| 1 –Day 3 | Lesson Planning  
- Focus  
- IEP Goals  
- Lesson Objectives |
| 1 –Day 4 | Writing Lesson Plans |
| 1 –Day 5 | Evaluating Lessons |
| 2 | Planning for Listening and Talking throughout the Days Events |
| 3 | Some Common Types of Lessons for Classroom Instructions  
- Language Experiences  
- Chart Stories and Sentence Cards  
- Show and Tell  
- Sequence Stories  
- Additional Conversational Activities |
| 4 | Focusing on Different Language Needs:  
- Initial Words  
- First Word Combinations  
- Beginning Conversations |
| 5 | • Theories of Child Developmental  
• Planning an Excellent Learning Environments |
<table>
<thead>
<tr>
<th>6</th>
<th>Encouragement of Appropriate Behavior by setting up a Positive Environment</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- Arrangement of the Physical Setting</td>
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<tr>
<td></td>
<td>- Materials and Activities</td>
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<tr>
<td></td>
<td>- Management of Time</td>
</tr>
<tr>
<td></td>
<td>- Adult Actions and Reactions</td>
</tr>
<tr>
<td>7</td>
<td>Examples of Activities for Positive Classroom Management</td>
</tr>
<tr>
<td>8</td>
<td>Challenging Behaviors exhibited by Children</td>
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<tr>
<td></td>
<td>- Influences of the Physical Environment</td>
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<tr>
<td>9</td>
<td>Challenges of working in classrooms with children with other Learning Problems in addition to Hearing Loss</td>
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<tr>
<td></td>
<td>- Emotional Challenges</td>
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<td></td>
<td>- Sensory Challenges</td>
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<td></td>
<td>- Physical Challenges</td>
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<td>- Cognitive Challenges</td>
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<tr>
<td>10</td>
<td>Strategies for Dealing with Challenging Behavior</td>
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<tr>
<td>11</td>
<td>Working with Families</td>
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<tr>
<td></td>
<td>- Positive Family-Teacher Interactions</td>
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<tr>
<td></td>
<td>- What to do when Challenges arise with these Interactions</td>
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<tr>
<td></td>
<td>- Communication Strategies for building Relationships with Families</td>
</tr>
<tr>
<td>12</td>
<td>Importance of Play-Based Instruction</td>
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<tr>
<td></td>
<td>- Concept Development</td>
</tr>
<tr>
<td>13</td>
<td>Planning Play Instruction that promotes</td>
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<tr>
<td></td>
<td>- Symbolic Play and Thinking</td>
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<tr>
<td></td>
<td>- Language and Communication</td>
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<tr>
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<td>- Exploratory, Constructive and Symbolic Play</td>
</tr>
<tr>
<td>14</td>
<td>Planning Play Instruction that promotes</td>
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<tr>
<td></td>
<td>- Relationship Building</td>
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<tr>
<td></td>
<td>- Quality Interactions</td>
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<td></td>
<td>- Literacy</td>
</tr>
<tr>
<td>15</td>
<td>Components of a Play-Based Preschool</td>
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</table>