The University of Southern Mississippi  
College of Health  
Department of Speech and Hearing Sciences  
Spring 2017

Course Title & Number: SHS 638 Advanced Clinical Practicum II

Course Credit Hours: 3 semester hours

Course Description: Internship with DHH children and parents in home-based setting. Students spend 7 hours per week actively participating and teaching.

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

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

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:

Required Reading and Resources:


Supplemental Text(s) and Sources:


Dornan, Dimity, 2010, *Listen Little Star*, Hear and Say Centre, Australia

Rossi, Karen. 2008,  *Learn to Talk Around the Clock*


**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 provide additional practice in planning and implementation of home-based intervention, Auditory-Verbal therapy and classroom teaching for deaf and hard of hearing children. Graduate students will also identify and perform appropriate assessment of parent/child skill development in attaining child listening and spoken language skills.

**Instructional Strategies:**
The course will be delivered through face-to-face lectures with internet support. In addition, students will participate in outside of the class assignments to provide instruction to deaf and hard of hearing children in classrooms, home-based intervention and/or Auditory-Verbal therapy.

**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.

**COURSE DESCRIPTION/OVERVIEW:**
This course is designed to give students opportunities to evaluate the needs of children and their families in home-based intervention and to meet the needs of families through appropriate planning and implementation of instruction for child and caregiver that will stimulate listening and spoken language. Students will observe mentor
teachers/interventionists to learn about scheduling home visits, and learn how to use the home environment to maximize the child’s learning.

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

1. construct lesson plans for home-based instruction, Auditory-Verbal therapy and classroom instruction that promotes listening and spoken language based on IFSP/IEP information, background profile information and previous formal and informal auditory, language, speech and developmental evaluations. (CEC/CED: DHH1K5, 2K1; InTASC 1,2,3,4,5,7,8)

2. observe mentors in home-based instruction, Auditory-Verbal Therapy and Classroom to learn about their roles, routines, responsibilities, resources, interactions with families/children, and collaboration with other key professionals to promote listening and spoken language. (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, 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)

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

5. check children technology and trouble shoot equipment and be alert to the importance of children having access to sound at all time. (CEC/CED: DHH2S4; InTASC: 4,5)

6. demonstrate Auditory-Verbal Strategies and techniques for eliciting listening and spoken language and promoting literacy. (CEC/CED: DHH2S2, 5S2, 5S3, 5S4, 5S5, 5S7, 5S8, 6K1, 6S1, 6S2; InTASC: 1,2,3,4,5,6,7,8)

7. demonstrate the ability to work well with faculty, cooperating school personnel, children and families of children enrolled in 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)

8. demonstrate understanding of how to use a variety of age appropriate curriculum materials and other tools designed to establish baseline behaviors and enhance learning for deaf and hard of hearing children in their planning of activities. (CEC/CED: DHH5K1, 6K3; InTASC: 1,4,8)

**Evaluation Methods:**
<table>
<thead>
<tr>
<th>Student Learning Outcomes aligned with CEC/CED and InTASC standards</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>Observation in classrooms, Auditory-Verbal therapy and home-based intervention.</td>
<td>Per Schedule</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reflective Journal</td>
<td>Per Schedule</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>2,3,4,5,6,7,8</td>
<td>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>Interpretation of age-appropriate formal and informal assessments</td>
<td>Per Schedule</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>1,4,5,7,8,9</td>
<td>Lesson Plans</td>
<td>Per Schedule</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>4,5,7,9</td>
<td>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>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>Portfolio of Teaching</td>
<td>Per Schedule</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

**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>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>91 - 95.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 90.9</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79.9</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76.9</td>
</tr>
<tr>
<td>D</td>
<td>65 - 72.9</td>
</tr>
<tr>
<td>F</td>
<td>BELOW 65</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 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>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Assessing Child’s needs utilizing developmental scales and inventories; assessing family needs based on interview and questionnaires</td>
</tr>
<tr>
<td>2</td>
<td>• Developing active listening techniques to understand the needs of children and families</td>
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<tr>
<td>3</td>
<td>• Structuring activities based on family schedules and available materials/toys in home</td>
</tr>
<tr>
<td>4</td>
<td>• Identifying learning styles of individual caregivers and applying different approaches to providing information</td>
</tr>
<tr>
<td>5</td>
<td>• Working with infants and their families utilizing <em>Listen Little Star, My Baby and Me</em>, and <em>Sound Foundations for Babies</em></td>
</tr>
<tr>
<td>6</td>
<td>• Working with families of toddlers utilizing <em>Talk Around the Clock</em></td>
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<tr>
<td>7</td>
<td>• Working with families of toddlers and preschoolers utilizing the <em>SKI-HI Curriculum</em></td>
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<tr>
<td>8</td>
<td>• Working with all ages of children seen in intervention and choosing appropriate materials for the different children and their families</td>
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<tr>
<td>9</td>
<td>• Identifying grief in the family setting and strategies for being supportive</td>
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<tr>
<td>10</td>
<td>• Explaining hearing loss: the hearing system to Families</td>
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<tr>
<td>11</td>
<td>• Explaining causes and types of hearing loss to families</td>
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<tr>
<td>12</td>
<td>• Explaining hearing devices, care/maintenance and troubleshooting to families</td>
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<tr>
<td>13</td>
<td>• Explaining modes of communication and discussing decision making with families</td>
</tr>
<tr>
<td>14</td>
<td>• Explaining IDEA (Parts C &amp; B), IFSP and IEPs to families</td>
</tr>
</tbody>
</table>
| 15 | • Helping families develop positive relationships with other professionals to advocate for their child’s success  
    • Building professional collaborations  
    • Explaining transitioning to Families |

**RUBRICS ATTACHED:**