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

Course Title & Number: SHS 639 Advanced Clinical Practicum III
Credit Hours: 3 semester hours
Course Description: Internship with DHH children in academic-based program. Students spend 7 hours per week actively participating and teaching.
Course Prerequisites: Normal Language Development
Infant Development or Child Development, Anatomy and Physiology of the Speech Mechanism, Anatomy and Physiology of the Hearing Mechanism, Introduction to Audiology, Phonetics
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. Appointments may be in person or via online technology
Telephone: 601-506-4786
Email: jane.luter@usm.edu
Format of Course: Email, telephone and Skype correspondence
Class Days, Time, Locations: n/a
Drop Date: n/a
Required Text(s): n/a
Required Readings and Resources: n/a

OPTIONAL/SUPPLEMENTARY TEXT:


**Required Technology:**
Students will need to be proficient with using Microsoft Word, Microsoft PowerPoint, scanning and uploading documents by E-mail. Students use technology in instruction and use web-based resources as appropriate.

**Course Objectives and Goals:**
This course will give students the opportunity to work with highly qualified professionals in the field of education of the deaf and Auditory Verbal therapy. Students will apply previous learning from Advanced Practicum Clinical I and Advanced Clinical Practicum II as well as academic courses to enhance their skill development with the focus on excellence to teach children with hearing loss to listen and talk.

**Instructional Strategies:** The course will be delivered through collaboration with mentoring sites of excellence for listening and spoken language learning for deaf and hard of hearing children. Graduate students will practice home-based intervention, Auditory-Verbal therapy, or classroom teaching. Student will share their experience with the Clinical Supervisor through phone conversations, Skype meetings and Email.

**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. construct lesson plans and unit plans that promote listening and spoken language in classrooms, home-based intervention or in Auditory-Verbal therapy for children who are deaf and hard of hearing based on IFSP/IEP information and previous formal and informal auditory, language, speech and developmental evaluations. (CEC/CED: DHH1K5, 2K1, 5S2, 5S3, 5S4; InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 10)
2. observe mentor teachers in classrooms, home-based intervention or Auditory Verbal Therapists and learn about their routines, responsibilities and resources, interaction with children and collaboration with other key professionals in an auditory-oral school, intervention setting, or Auditory Verbal therapy setting for deaf and hard of hearing children. (CEC/CED: DHH6K2, 6K3; InTASC: 1, 2, 3, 4, 5, 7)

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 performance, and assessment data available in order to plan and implement appropriate lessons. (CEC/CED: CHH1K2, 4S3; InTASC: 1, 2, 3, 4, 5, 7)

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 in groups. (CEC/CED: DHH1K6, 1K7, 1K8; InTASC: 1, 2, 3, 4, 7, 8)

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

6. 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 Auditory-Verbal Therapy Clients (CEC/CED: DHH4S1, 4S2, 7S1; InTASC: 1, 2, 3, 4, 5, 7, 8)

7. implement lessons using standard spoken English with strategies and techniques for eliciting listening and spoken language and promoting literacy with groups of children and in classroom, home-based intervention or Auditory-Verbal Therapy. (CEC/CED: DHH2S1, 2S2, 2S5, 3S2, 5S2, 5S3, 5S4, 5S5, 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/site personnel, children and families of children enrolled in classroom and Auditory-Verbal therapy 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. use a variety of age appropriate curriculum materials and other tools designed to enhance learning for deaf and hard of hearing children in their planning of activities. (CEC/CED DHH5K1, 6K3; InTASC: 1, 4, 7, 8)

10. interpret a variety of assessment tools to determine developmental levels of children in all domains and determine growth factors in children’s progress over time. (CEC/CED: DHH1K1, 1K3; InTASC: 1, 4, 5, 6, 7, 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>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) Teaching lesson evaluation</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>5%</td>
<td></td>
</tr>
<tr>
<td>1, 3,6,7,9,10</td>
<td>9) Profile Presentation of Auditory-Verbal Therapy</td>
<td>Per Schedule</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

### Explanation of Assignments:

**Observations**

During the first week of practicum the students begin following the 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, interventionist’s or therapist’s behavior during a lessons.

**Reflections**

Each day of the externship 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 language 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.

Lesson Plans

Graduate students follow the Responsibilities Document to begin planning and implementing lessons at their externship site starting with the first week through the final week. They meet daily with their cooperating professional to receive suggestion and guidance on the extent of responsibility the student will take each week as well as following the Responsibilities Document.

Implementation of Lesson Planning and lesson evaluation

During the second week of practicum assignments students begin teaching a lesson or parts of lesson as indicated by the Responsibilities Document agreed to by the externship mentor. The continue to take on more responsibility each week as directed by the cooperating mentor.

Videos of Teaching

Cameras are provided for each student, and they are required to video two lessons during the externship … one video should be done in the first month and the second video should be done in the last week. These videos are submitted with the final Portfolio on a video memory device. If a mentoring site has a policy preventing videotaping, the Clinical Supervisor will SKYPE sessions at appointed times.

Portfolio of Teaching

At the end of the last externship 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)

Profile Presentation
A culminating experience takes place at the end of this course when, students make presentations of the Auditory-Verbal children that they have worked with over the past school year. Students must report using a PowerPoint that discusses: Background of family/child information, results of initial assessment, targeted goals and objectives for the year, description of their intervention, language and speech samples, outcomes of formal and informal assessments, video clips of initial child behavior and end child behavior and a summary of parent response to therapy.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
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</thead>
<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 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 ad 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 SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Structured Observation, Profiles of Children served and Reflections</td>
</tr>
<tr>
<td>2</td>
<td>Lesson Plans/lesson evaluations, reflections</td>
</tr>
<tr>
<td>3</td>
<td>Lesson Plans/lesson evaluations, reflections, Self-Evaluations, Video of Teaching, Mentor Evaluations</td>
</tr>
<tr>
<td>4</td>
<td>Lesson Plans/lesson evaluations, reflections, Self-Evaluations and Mentor Evaluation</td>
</tr>
<tr>
<td>5</td>
<td>Lesson Plans/lesson evaluations, reflections, Self-Evaluations and Mentor Evaluation</td>
</tr>
<tr>
<td>6</td>
<td>Lesson Plans/lesson evaluations, reflections, Self-Evaluations and Mentor Evaluation</td>
</tr>
<tr>
<td>7</td>
<td>Lesson Plans/lesson evaluations, reflections, Self-Evaluations and Mentor Evaluation</td>
</tr>
<tr>
<td>8</td>
<td>Lesson Plans/lesson evaluations, reflections, Self-Evaluations, Video of Teaching, Mentor Evaluations</td>
</tr>
<tr>
<td>9</td>
<td>Preparation of Portfolio and Profile Presentation – (Letter to Mentor Teacher)</td>
</tr>
<tr>
<td>10</td>
<td>Complete Summary of Student Lesson Evaluations Preparation of Portfolio and Profile Presentation</td>
</tr>
<tr>
<td>11</td>
<td>Preparation of Portfolio and Profile Presentation</td>
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<tr>
<td>12</td>
<td>Preparation of Portfolio and Profile Presentation</td>
</tr>
<tr>
<td>13</td>
<td>Poster Presentation of Profile Child for Faculty and Students</td>
</tr>
<tr>
<td>14</td>
<td>Profile Presentation and Poster Due</td>
</tr>
<tr>
<td>15</td>
<td>Professional Portfolio Due</td>
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</tbody>
</table>