SHS 690 Clinical Experience in Speech and Hearing

Contacting your Instructor:

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Course Description and Objectives: The practicum experience includes supervised and guided practice of intervention using the DuBard Association Method®. Time is spent in direct instruction with student/clients(s) who present characteristics of dyslexia and/or related language-based learning disorders. Ancillary activities such as writing lesson plans, scoring tests and preparing intervention activities and materials may not be counted. Meetings with practicum supervisors may not be counted.

The following standards must be met for practicum hours to be approved.

- The practicum will consist of individual and/or small group therapy (group = 2 – 7 students), with a minimum of 350 clock hours and 20 hours of observation included.
- Each lesson will consist of a minimum of 40 minutes.
- Lessons shall occur a minimum of two times a week within 24 months.
- Each case shall be a minimum of 120 minutes per week.
- Lessons will include beginning through upper levels of instruction (i.e., advanced phonology and structure of language).
- Three different cases are required (A group is considered one case.).
- If the therapist does not demonstrate the required level of competency, the practicum may be extended as needed.
- An approved therapy-level practicum supervisor or supervisor intern (under the guidance of a supervisor) will provide personal observation of therapeutic procedures (coaching as needed), evaluation and feedback of the therapist's performance, written documentation of competency in lesson planning, case management, test administration and interpretation of test results. Note: A portion of the observations may be done via videotape or electronic means.
- The required number of observations are to be distributed throughout the practicum with an emphasis on observations early in the practicum.

Course Materials: Practicum students are required to make a therapy notebook as part of practicum requirements. More information will be given to students at a practicum meeting.
**Course Requirements:** Students are required to submit therapy sessions for supervision, including video or live supervision, therapy plans, data, and student work samples. Additionally, students are required to submit a semester treatment plan and a semester progress report. Dates for these submissions are listed in the practicum handbook.

**Online Learning Guidelines:** Class handouts, instructional lectures/PowerPoint presentations, videos, online assignments etc. may be accessed through Canvas.

**Grading Policies and Calculation:** A list of possible grades at the University can be found in the Bulletin ([http://catalog.usm.edu](http://catalog.usm.edu)).

**Grading Scale:**

- 93-100% = A
- 90-92% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 77-79% = C+
- 73-76% = C
- 70-72% = C-
- 67-69% = D+
- 60-66% = D
- < 60% = F

Students may drop a course with no penalty in the first week of the semester. If students wish to leave a course with a grade of “W” (for “withdrawal”), they may request to do so before the 50th day (specific dates can be found here: [https://www.usm.edu/registrar/calendars](https://www.usm.edu/registrar/calendars)). Important note: Students who receive a grade of W do not receive any money back, and that grade is permanently included on their transcripts.

Students should be aware that “Incompletes” can only be assigned in cases of “extraordinary circumstances” beyond the student’s control.
**Important Class Policies:** Students are expected to complete practicum hours according to the schedule in the practicum handbook. Late assignments will be accepted with a penalty of -10 points/week.

**Academic Integrity:** All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

- Cheating (including copying from others’ work)
- Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members’ involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” For more details, please see the University’s Academic Integrity Policy: [https://www.usm.edu/institutional-policies/policy-acaf-pro-012](https://www.usm.edu/institutional-policies/policy-acaf-pro-012) Note that repeated acts of academic misconduct will lead to expulsion from the University.

**Academic Support Resources:** Please see the Student Success Website: [http://www.usm.edu/success](http://www.usm.edu/success) for information on where students may find tutoring and other academic assistance, as well as the location of key resources on campus.

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

**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 at oda@usm.edu.

**Mental Well-Being Statement:** USM recognizes that students sometimes experience challenges that make learning difficult. If a student finds that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with academic or personal success, the student should consider contacting Student Counseling Services on campus at 601-266-4829. More information is also available at https://www.usm.edu/student-counseling-services. All students are eligible for free, confidential individual or group counseling services. *In the event of emergency, please call 911 or contact the counselor on call at 601-606-HELP (4357).*

**Nondiscrimination Statement:** The University of Southern Mississippi offers to all persons equal access to educational, programmatic and employment opportunities without regard to age, sex, sexual orientation, disability, pregnancy, gender identity, genetic information, religion, race, color, national origin, and/or veteran status pursuant to applicable state and federal law.

**Confidentiality and Mandatory Reporting:** As an instructor, one of my responsibilities is to help create and maintain a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USM’s campus with certain University officials responsible for the investigation and remediation of sexual misconduct. The information will remain private and will only be shared with those officials necessary to resolve the matter. If you would like to speak in confidence, resources available to students include Confidential Advisors with the Shafer Center for Crisis Intervention, the Counseling Center, Student Health Services, and Clergy. More information on these resources and University Policies is available at https://www.usm.edu/sexual-misconduct.

**Remediation Strategies**
The following remediation strategies are recommended to improve unsatisfactory performance in this course:

1. Ask questions if you do not understand material presented.
2. Refer to your textbook as a guideline for therapy.
3. Review personal notes.
4. Utilize study guides available on Canvas (as applicable).
5. Contact your supervisor for an appointment to discuss therapy strategies.
6. Contact ODA as needed to request accommodations to which you are entitled.
Knowledge and Skills Acquisition (KASA)

The ASHA Council on Academic Accreditation in Audiology and Speech-Language Pathology requires students to demonstrate "knowledge acquisition" for all content areas covered in this course. Any grade below 70% will be considered lack of knowledge acquisition for the content area tested. You will be required to repeat any test or assignment until you demonstrate 70+ percent proficiency in the content area.

In order to meet KASA standards you must reach 70% accuracy on each measure of competency. If you fall below this criterion, it will be your responsibility to meet with the instructor, develop an action plan to improve your knowledge/skills, and set a date to retake the competency. You must also reach a performance level of 70% on the project and any related assignments. Again, if you fall below the criterion, it will be your responsibility to meet with the instructor and develop an action plan to improve your knowledge/skills.

KASA standards addressed in this course include, but are not limited to, the following:

Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):

2. Intervention (must include all skill outcomes listed in a-g below for each of the 9 major areas)
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process
   b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
   d. Measure and evaluate clients'/patients' performance and progress
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients

Required Readings:


Supplemental Guide for Graduate Students in the M.Ed. in Dyslexia Therapy Program