

# SYLLABUS

## LSL Early Childhood and Preschool Practicum COMD 6700

**Instructor:** Liz Parker

**Office:** Off Campus (SLC)

**E-Mail:** Liz.parker@usu.edu

**Cell Phone:** 801-949-3406

**Dept. Web:** www.comd.usu.edu

### Practicum Overview

Practicum placements in the Listening and Spoken Language (LSL) Deaf Education program are designed to provide deaf education graduate students with experiences in early intervention and preschool or kindergarten services for children who are DHH and who are developing listening and spoken language skills. This includes the following placement opportunities:

- Family-centered home-based visits for children ages 0-36 months (either in-home or via tele-intervention)
- Parent-child toddler group for children ages 18-36 months.
- Preschool or kindergarten classroom-based services
- Individual or small group pull-out/push-in therapy
- Audiology clinic rotation
- Cochlear implant rotation

Students can request placement assignments that provide experiences in specific areas of personal interest as long as the minimum requirements have been met. Student requests will be accommodated when possible but cannot be guaranteed. It is the goal of the LSL Staff to mentor students in acquiring strong service delivery skills and to experience the joy of playing a role in a child's progress toward listening and spoken language skill development. Most practicum placements will occur in *Sound Beginnings*, which is an early intervention, preschool, and kindergarten program located on the USU campus. Other practicum placement opportunities can be arranged on an individual basis.

### Practicum Objectives

- Learn best practices in deaf education for the development of listening and spoken language skills in children who are deaf or hard of hearing.
- Skill development across a variety of service delivery types, including home visits, toddler group, classroom, small-group, and individual interventions.
- Effective assessment and lesson plan development to meet the IEP/IFSP goals of each child.
- Obtain interdisciplinary knowledge and experiences for effective collaboration with professional colleagues.

### Practicum Requirements

There are three primary components to the practicum requirements:

1. **Direct services in the practicum setting.** This includes preparation and implementation of services within the practicum setting consistent with cooperating teacher expectations (e.g., lesson plan development, use of effective teaching strategies, adherence to all deadlines, professionalism). Students typically meet with cooperating teacher on a weekly basis and will complete mid-term and final evaluations to monitor performance and progress in the practicum setting.
2. **Written practicum assignments.** Written assignments associated with each rotation are found on Box (Go to my usu, to Box, to LSL Interdisciplinary Practicum, to Deaf Education Practicum Rotations). Due dates are listed for each written assignment and differ between rotations.
3. **Weekly self-reflection.** Each week, students will reflect on their performance in their practicum setting. From this self-reflection, students will write goals to improve and monitor their own personal progress throughout the semester. (These are personal goals for the student teacher, not goals for the children.) The weekly self-reflection outline is on Box. Weekly self-reflections will be turned in to Liz via email by Friday of each week of practicum.

## **Grading:**

Criteria used for the final practicum letter grade will include the direct services grade combined with weekly self-reflections. Other practicum requirements to fulfill the objectives of the practicum experiences can be modified at the discretion of the practicum supervisor. Grades will be based on:

1. **Direct services.** The cooperating teacher will submit the grade earned for direct services based on overall performance as indicated on the mid-term and final performance evaluations. This includes successful completion of all associated practicum assignments and submission of the signed assignment cover page.
2. **Weekly self-reflections.** For each self-reflection, students will earn one of the following three scores:
  - ✓+ A 'check-plus' indicates exceptional work, reserved for highest quality submissions
  - ✓ A 'check' indicates the student met self-reflection expectations
  - ✓- A 'check-minus' indicates a late submission and/or suboptimal quality

If a student earns 3 'check-minus' scores, the direct services grade will be reduced by a half letter grade. For example, in this scenario, if a student received an 'A' for direct services, the final grade would be 'A-'. If a student earns 4 or 5 'check-minus' scores, the direct services grade will be reduced by a full letter grade. If a student earns 6 or more 'check-minus' scores, he/she will be required to complete a practicum remediation plan.

If a student earns all 'check' scores with no more than two 'check-minus' scores, the final practicum grade will be the same as the direct services grade suggested by the cooperating teacher.

Each 'check-plus' score can replace a previous 'check-minus' score to offset any negative consequences to the final grade. Students who earn 3 or more 'check-plus' scores can increase their direct services grade by a half letter grade. A grade of 'A' is the highest grade possible.

**Remember** - The practicum experience is based on students developing and demonstrating competencies. It is not based on fulfilling a certain amount of time. Students who do not maintain the minimum expected competency requirements at the time of the midterm and/or final grading will meet with Liz to develop a practicum support plan for deaf education graduate students. Upon successful completion of the remedial process, the support plan will be signed by the student, Liz Parker, and Dr. Nelson. If unsuccessful, the student may be required to continue in the practicum placement the following semester and/or may be withheld from further registration, pending a careful review of his/her progress in the academic and education areas by appointed members of the Deaf Education Graduate Committee. Following the Committee members' review, a decision about the proper course of action for the student will be made.

## **Practicum Placement Assignment Descriptions**

### **Classroom Practicum Placement**

The primary practicum placement for Deaf Education students is in the preschool and/or kindergarten classroom. Students gain experiences in providing individual or small-group classroom instruction with a specific focus on integrating each child's individual goals with the classroom goals. Students provide instruction under the direction of the classroom cooperating teacher. Student assignments in the classroom will vary depending upon the practicum requirement for a given semester, the type of experience desired for the student, and the specific needs of the classroom.

- Students will complete assignments as determined by the practicum supervisor and cooperating teacher.
- Lesson plan due dates will be discussed individually with each student as determined by the cooperating teacher. Students are expected to be fully prepared for each class session, including preparation of supplies and materials.
- Students should plan to attend a weekly planning meeting with their cooperating teacher and as needed with the practicum supervisor.
- Students are expected to maintain professionalism at all times and in all interactions with parents, children, professional staff, and fellow students.
- Students are expected to schedule a midterm and final feedback evaluation with their supervisor.

### **Family-centered home-based visits for children ages 0-36 months**

Students participate in weekly home visits, either home-based or via tele-intervention, to provide services to parents of infants and toddlers with hearing loss. Services typically include assisting parents with facilitating auditory

perception skills, early speech and language skill development, and music perception awareness in the child's natural home environment. Services are individualized to meet the family needs and include a variety of additional supports, such as audiological management, understanding typical child development, and assisting families with appropriate referrals to other needed resources. The home visits schedule is arranged between the family and the cooperating teacher assigned to provide services. Students should coordinate home visit assignments and other scheduling requirements with the cooperating teacher.

### **Parent-child toddler group for children ages 18-36 months**

Students will provide a combination of both direct services and clinical assistance to the birth-to-3 coordinator in the toddler group. Students will participate in lesson plan development, materials preparation, and other toddler group support as needed. Services in toddler group are an extension of home visit goals, with a strong focus on auditory skills training and speech and language development. Toddler group meets either Monday/Wednesday or Tuesday/Thursday. Students should anticipate time before and after toddler group for preparation and clean-up and will coordinate practicum requirements with their supervisor.

### **Individual or small group pull-out therapy**

Students provide individual or small-group pull-out therapy utilizing LSL techniques and strategies. Therapy sessions are designed to provide intensive, individualized speech, language, and listening skills development for children who are developing spoken language. A strong emphasis is placed on integrating each child's individual goals with the classroom goals. Therefore, a significant component of this practicum assignment is for students to learn effective communication and collaboration with the child's classroom teacher. Students will coordinate the day/time of the service delivery schedule and practicum requirements with their cooperating teacher or SLP supervisor.

## **Audiology Rotation**

Deaf Education and Speech-language pathology students in the LSL emphasis have the unique opportunity to obtain audiological clinical experiences. Students are assigned to one audiology rotation and one cochlear implant rotation, and must demonstrate competence in each learning objective (see Audiology Competency Rating Sheet for Deaf Education Graduate Students). The assignments will consist of structured observations, participation in testing, and written exercises.

Learning Objectives:

- Understand and interpret audiological findings
- Understand and interpret S-REM results
- Understand purpose of RECD measurement
- Perform as a test assistant
- Perform hearing aid listening checks
- Perform tympanometry testing
- Understand the elements of a cochlear implant mapping session
- Understand when a child is a candidate for a cochlear implant
- Troubleshoot cochlear implant function

The audiology clinic schedule varies. Students will be informed of their audiology clinical requirements at the beginning of the semester. Students will coordinate the day/time of the service delivery schedule and practicum requirements with the audiologist as instructed by the clinical supervisor.

## **Practicum Policies and Expectations**

1. Students are expected to provide services for each clinical assignment based on the school calendar, not based on the university semester calendar. An "incomplete" grade may be given at the end of the university semester and then changed to the earned grade at the completion of the school semester.
2. Recognizing the importance of consistent services for young children, students should make every effort to attend all scheduled practicum assignments. If a student is sick and must cancel their classroom or clinical assignment, he/she must contact the clinical supervisor and cooperating teacher as quickly as possible to let

them know. Students are required to make up all missing sessions, so please make these arrangements immediately upon return. Lesson plans must be sent to the cooperating teacher.

3. If a student has an unusual circumstance and wishes to request an excused absence from the practicum assignment, this request must be submitted at least two weeks (14 days) in advance of the scheduled absence. These requests will be evaluated by faculty on a case-by-case basis. Students must complete the minimum rotation requirements. Therefore, excessive absences may result in an incomplete for that semester and the student will be required to continue the placement into the next semester.
4. Consistent feedback and communication with the practicum supervisor is critical to providing excellent services to the children and their families, as well as ensuring an optimal learning experience for students. Therefore, students should expect to attend a scheduled weekly appointment with their supervisor for performance feedback and to discuss progress, goals, and strategies.
5. Students should administer standardized assessments **ONLY** under the direction and supervision of their clinical supervisor.
6. Students should be aware of and adhere to the policies and procedures of each individual classroom teacher and/or practicum supervisor. If students have a question or concern, they should first discuss their questions with the cooperating teacher or their practicum supervisor. Good communication can usually resolve most concerns or issues. If an issue cannot be resolved with the teacher or practicum supervisor, students can request an appointment with Dr. Lauri Nelson, Deaf Education Division Chair. If an issue still cannot be resolved, students can request to meet with Dr. Kim Corbin-Lewis, the ComD Department Head.
7. Adhering to strict practices of confidentiality regarding the children and families is critically important. It is common to discuss therapy strategies with other students while in seminar or during class. However, these discussions should never include child names or any identifying information. A breach of confidentiality violates federal law, university policy, and will result in disciplinary action.
8. Within each practicum placement, students are acting as representatives of Utah State University. As such, students are expected to exhibit utmost professional behavior at all times. This includes respectful behavior toward children, parents, other students, and all other faculty and staff; professional dress at all practicum assignments; professional dress at conferences or other similar events; adherence to recommended infection control procedures, and overall observance of professional Codes of Ethics within each discipline. Clinical supervisors will abide by University Regulations (See Academic Honesty section from the USU Honor System) regarding student violations of university standards and discipline for academic dishonesty violations.

## University Policies

### Utah State University Selected Policies and Procedures

[http://www.usu.edu/provost/faculty/teaching/doc/Syllabus\\_resources\\_USU\\_policies.pdf](http://www.usu.edu/provost/faculty/teaching/doc/Syllabus_resources_USU_policies.pdf)

### Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities: <http://personnel.usu.edu/policies/403.htm>.

### Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

### Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

### Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance

through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

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### **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

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### **Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

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### **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

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### **Course Fees**

Courses that utilize course fees are required to identify the amount of the course fee and explain the purpose of the course fee on the syllabus given to students. Course fee information not included on the syllabus will result in the course fee automatically being deleted.

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