

Course Syllabus

HDCD 6V20-Combined Practicum & Internship-Summer 2016

Course Information

HDCD 6V20-001; *Professional and Ethical Practice*

Room: GR 4.805 (Professor's office)

Seminar: bi-weekly

Internship: Tuesdays 9:00am-10:30am

Practicum: Tuesdays 11:00am-12:30pm

On-site days and times vary by student

Professor Contact Information

Sherry Bryant; GR 4.805

972-883-4476

sherry.bryant@utdallas.edu

Office Hours: Monday, 9:00-11:00 am

or by appointment

Course Restrictions

Must have consent of instructor.

Practicum taken for 3 hours credit coincident with practicum placement.

Internship taken for 6 hours credit coincident with internship placement.

Course Description

Supervised participation in early intervention settings, including professional activities such as assessment, intervention, service coordination and interdisciplinary teaming. Weekly/biweekly seminar addresses issues such as reflective practice as a tool for professional growth, ethical decision making in real situations, and professional use of self.

PRACTICUM: Student Learning Objectives/Outcomes

1. Apply differential strategies to assess delayed/atypical development in young children.
2. Observe various assessment tools and processes/paperwork used at the field placement site.
3. Demonstrate ability to interpret developmental assessment data for child to determine need for referral or services.
3. Explain rationale used to determine a child's eligibility for services.
4. Demonstrate knowledge to evaluate child's treatment progress. *Depends on field placement.*
5. Compare different treatment approaches. *Depends on field placement.*
6. Describe the rationale for goals and treatment of specific children receiving services in early intervention. *Depends on field placement.*
7. Exhibit awareness of ethical behavior and practices related to the assessment process and in delivering intervention of young children.
8. Become familiar with community resources available for children with special needs.
9. Demonstrate knowledge of the role family, culture and society play in the expectations on the development of young children.

INTERNSHIP: Student Learning Objectives/Outcomes *(some overlap with Practicum objectives)*

1. Apply differential strategies to assess young children.
2. Analyze child's developmental progress and efficacy of the intervention.
3. Write and present to the family a comprehensive report incorporating and interpreting child assessment data and natural observation.
4. Demonstrate ability to incorporate and interpret assessment data and natural observation to develop an intervention plan.
5. Analyze and explain rationales for intervention strategies used.
6. Apply knowledge of family dynamics and cultural sensitivity when developing intervention goals.
7. Develop effective, empowering partnerships with families in a manner that is respectful of cultural, social, gender, ethnic, and social differences.
8. Apply ethical considerations and knowledge about professional issues that relate to the assessment and intervention of young children.

Required Textbooks and Materials

Student Field Experience Handbook *(given in Practicum)*

Field Supervisor Handbook *(given in Practicum)*

Competency Demonstration Activities, State of Texas ECI (if placed with an ECI program)

Individualized Professional Development Plan (IPDP) –***Internship only***

All Students in Practicum and Internship must have on file with Melanie Davis:

- 1)-up to date immunizations,
- 2)-a current negative TB test (less than one year old),
- 3)-a criminal background check

Some field sites require each student to be fingerprinted and background checked in addition to the UTD's background check, before students may participate in their program.

- 4)-current student liability insurance in order to participate at field sites other than on the UTD campus.

International Students on an F1 Visa or spouse's Visa have additional requirements.

- 1)-Students must register for and attend CPT training through the Career Center
- 2)-If placed at an off campus field site, students must have an offer letter from the site which is uploaded to the Career Center
- 3)-After the above two are done, meet with the BBS Career Center liaison, Jane Shipman, to complete the process.

This process has to be completed before students can begin their practicum/internship. Talk with Melanie Davis or the class professor PRIOR to applying for practicum or internship.

Tentative Schedule of Lectures & Assignments (varies based on needs of the group)

- May 24: Overview of requirements, expectations, syllabus. Reflection as a tool for self-understanding and personal growth. Professionalism, including professional maturity, responsibility, boundaries and ethics. Safety issues in home visiting.
Choosing outcomes for professional growth. *Turn in at next seminar.*
Expectations, roles, agendas, settings from students' and program's perspective.
Student IPDP. **Internship only**
Case presentations (oral and written)-**Internship only**
Development of student's Portfolio-**Internship only**
- June 07: Transference and counter-transference and how they relate to ethical and responsible behavior.
Intervention planning and formats used at field sites.
Resume writing. Writing cover letters. **Internship only**
Draft of resume & cover letter due by July 5th. **Internship only**
- June 21: Parallel processes as they pertain to your work
Conflict resolution and its application to infant-toddler work.
Handling disappointment. Giving difficult information to Caregivers.
- July 05: Discussion of site-based issues (observations by students of team and staff at field site).
Practicum students- Preparing for internship-Discuss site placement for internship.
Determine which semester for placement.
- July 22: Field supervisor given student evaluation form.
Overview of experiences during the semester and the effect on student as a professional.
Completed timesheet or date when hours will be completed turned in.
Saying goodbye.
Case presentations-Internship only
Portfolio Notebook, IPDP, completed timesheet and written case presentation due. **Internship**
- August 6: **No class for Practicum Students**
Celebration for Internship Students

Any assignments given are due on the designated date. Assignments will **not** be accepted late without prior arrangements.

For all assignments observe the following guidelines. Do not use first and last names of families; use initials, pseudonyms, **or** first names only, in seminar or if emailing the information to your professor. If you include any information from the program on a family, child or other professional, you **MUST** thoroughly eradicate all personal information.

FAILURE TO DO SO IS A SERIOUS BREACH OF PROCEDURAL SAFEGUARDS.

Practicum Assignments:

1. **Timesheet:** Student is responsible for keeping the timesheet hours current and signed by their site supervisor **WEEKLY**-bring the timesheet with you to each seminar.
2. **Reflective Journal:** This is not just a log of your activities but meant for you to think about and process your experiences in the field. Turned in/emailed **WEEKLY**, at the end of your week at your field site.
3. **Experience Notebook (Portfolio):** Practicum students will **begin to develop** a notebook which will, by the end of your Internship, contain the following:
 - a. **Syllabi** from all of the HDCD courses taken
 - b. **Samples** of reports, progress notes, IFSPs, developmental recommendations, lesson plans, etc. completed and approved by field site supervisor, also information about special projects done at field sites. Again, observe the guidelines given above to protect families' confidentiality.
 - c. **Resources:** Any resource material gathered during field work including *websites, sample reports, brochures, flyers, developmental charts/info, intervention strategies, ECI/site information, etc.*
4. **CDS activities** (ECI Competencies completed in any of your classes and at your **ECI** field sites)
5. **IPDP** (Individualized Professional Development Plan)-**required if** interested in ECI & you have done practicum or internship at an ECI agency or Competencies done in an HDCD class
-this is the required form to be completed by an ECI Supervisor.
-discuss with your ECI site supervisor if interested

Internship Assignments:

1. **Timesheet:** Student responsible for keeping the timesheet hours current and signed by their site supervisor weekly
2. **Reflective Journal:** This is not just a log of your activities but meant for you to think about and process our experiences in the field. Turned in/emailed to Professor Bryant WEEKLY.
3. **Experience Notebook:** Student will continue to maintain a loose leaf notebook/portfolio containing the following sections:
 - a. **Resume** and **Cover Letter**
 - b. **Case Presentation**
 - c. **Syllabi** from all of the HDCD courses taken
 - d. **CDS activities** (ECI Competencies completed in any of your HDCD classes & at your **ECI** field sites)
 - e. **Samples** of reports, progress notes, IFSPs, lesson plans, etc. completed and approved by field site Supervisor, Case study from seminar. Again, observe the guidelines given above to protect families' confidentiality.
 - f. **Resources:** Any resource material gathered during field work including *websites, sample reports, brochures, flyers, developmental charts/info, ECI/site information, etc.*
4. **Self-Critique of Interactions** - SEE HANDOUT
5. **Case Presentation** – SEE HANDOUT
6. **IPDP** (Individualized Professional Development Plan)-**required if** interested in ECI & you have done practicum or internship at an ECI agency-this is the required form to be completed by an ECI Supervisor.
-This includes completing assignments taken from the Texas ECI CDS "Making it Work" either completed in an HDCD class or completed **if** you are placed at an ECI field site (*discuss with your site supervisor*).

There are many reflective discussions in seminar about families, including personal reactions to families and field sites as related to the students' professional development/understanding and ***confidentiality must be maintained at all times***. Therefore, at no time may the information be discussed outside of the seminar.

This course requires participation on campus and at off campus sites. Because of this, there are **additional expectations for student conduct** while at community program sites. These include:

- a. **If your site has a higher standard of Dress Code than that specified here, observe their standard.**
If they have adopted a more casual dress code, talk with me about the dress code and we'll discuss it in seminar. Please look neat and tidy. Refrain from wearing: t-shirts (the very casual kind); sleeveless or tank tops; open-toed shoes, sandals, or athletic shoes (canvas slides are alright as long as they are clean); jeans, sweats, shorts, or workout attire; short or straight skirts; revealing clothing (please check to make sure there is no gap between the bottom of your shirt and the top of your pants); ball caps; "name" or "message" clothing; **or anything about which you have doubts**. Capris are alright as long as they are mid-calf. It is always a good idea to avoid dangling earrings and other jewelry, as well as perfume. Refrain from any personal grooming unless in a car or bathroom.

(continue)

- b. You are **required** to wear a name tag for this course. The name tag ***must be worn at all times*** when at your practicum/internship site. It should have your name and degree on the first line and identify your program as well as “UTD Graduate Student Intern” (see example below):

Jane Smith, BA
UTD Graduate Student Intern
Early Childhood Disorders

- c. Refrain from discussing personal issues (your family, friends, etc.) on-site. Focus and concentrate on learning the many things you must master. Your on-site supervisor will be evaluating your professionalism. *Conduct yourself at all times as if you are currently an employed professional.*
- d. Observe confidentiality in all areas. Do not discuss other programs, cases, professionals, professors, friends or families. No matter what you hear that is negative or gossip, refrain from adding your opinion.
- e. Use your best communication skills. If you become upset, please refrain from losing your composure, exhibit self control under stress.
- f. Listen and observe. You are there to learn from the professionals at the site, not to teach them.
- g. **ALWAYS** check with your UTD supervisor first before you give anyone at the site any feedback that contains the words or concepts "should" or "ought."
- h. ***Cell phones must be turned off and may not be answered on site whether or not your site supervisor does so.***
- i. Observe all the rules of your site. If in doubt, ask, before assuming that your actions are permitted.

Grading Policy

This course is graded as Pass (P)/Fail (F).

Course Policies

You must attend a biweekly 1½ hour seminar on campus. ***Attendance and punctuality are mandatory.*** In addition, you should arrange your schedule to maximize the time spent at your field site: **140** hours during the semester for practicum students.

Be prompt for all activities, both on-site and on-campus. *If you're going to be late, call.* If you cannot participate in any scheduled activity with your field site, **inform your site and UTD supervisor every time.** Failure to do so will result in a withdrawal from the course or a grade of F.

Off-Campus Instruction and Course Activities

Students participate at a variety of field sites and must provide their own transportation to the sites.

Students **must purchase the Student Liability Insurance each year through UTD** to participate at sites other than on the UTD campus.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to

complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Student AccessAbility Services

The primary function of the Office of Student AccessAbility is to provide academic accommodations for eligible students with a documented physical, mental or sensory disability.

The office is located in the Student Services Building, room [SSB 3.200](#)

Office hours are Mondays and Wednesdays 8:30am-6pm; Tuesdays and Thursdays 8:30am-7pm;

Fridays 8am-5pm; Evenings by appointment.

The contact information for the Office of Student AccessAbility is:

972-883-2098 Office

972-883-6561 Fax

studentaccess@utdallas.edu Email

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind.

Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. The Office of Student AccessAbility provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.