

PHED 397: THE CHILDREN'S PHYSICAL DEVELOPMENTAL CLINIC PRACTICUM

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Credit Hours: 2
Saturday 7:30am-12:00pm
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Course Description:

The course affords students serving as clinicians in the Children's Physical Developmental Clinic the challenging opportunity to assess a child's developmental level and design an individual activity program to ameliorate psychomotor and social deficiencies. More specifically, students will learn strategies for teaching children with disabilities, techniques for developing terminal goals and behavioral objectives, and methods for writing anecdotal records as well as writing and orally presenting a clinical report that summarizes a child's progress over the course of a semester. This course is open to all majors and may be repeated with consent of the instructor (pass/fail).

Required Textbook and Videotape List:

2017-2018 Clinician's Manual: Children's Physical Developmental Clinic

Course Justification:

Individuals with disabilities are a significant population in Massachusetts deserving of the rights to receive an education, seek employment, and participate in day to day activities. Current federal laws identify physical and motor participation on the part of individuals with disabilities as a primary education service, and involvement in leisure and sport activity as a fundamental right to be pursued and enjoyed. This course will provide undergraduate students from all majors the valuable opportunity to work in the Children's Physical Developmental Clinic---a nationally recognized professional development, service-learning and community service program. The course will focus on an interdisciplinary approach for teaching children with disabilities and will be based on principles and methods that guide future professionals in the identification and resolution of psychomotor and social deficiencies.

Teaching Methods Employed in the Course:

A balanced approach between lecture/discussion/application will enable students to acquire clinical methods and strategies related to physical, motor, and social development of children with disabilities. The Socratic method of teaching will also enable students to understand concepts and application of generalized principles. The opportunity for students to design an educational plan and implement strategies for individualizing instruction for a child with a disability in a clinical setting will be emphasized.

Goals:

Professor's course priorities will be advanced throughout the semester:

1. Gaining factual knowledge (terminology, methods, strategies, and techniques).
2. Learning fundamental principles and generalizations.

3. Learning application of course material in an effort to improve rational thinking, problem solving, and decision-making.
4. Discovering implications of the course material for understanding self (interest, talents, values, etc.).

Course Outcomes:

1. Attend six lectures that focus on medical, psychological, and educational needs of children with disabilities.
2. Utilize observation techniques and criterion-referenced instruments to identify physical, motor, and social needs of a child with a disability.
3. Demonstrate ability to write terminal goals and behavioral objectives that address physical, motor, and social needs of a child with a disability.
4. Demonstrate use of task analysis as it relates to modifications in a child's semester educational plan.
5. Demonstrate ability to write anecdotal comments that highlight adjustments and signify progress in a child's semester educational plan.
6. Demonstrates ability to write essential dimensions of a summative report: longitudinal history, terminal goals, behavioral objectives, specific progress related to performance, and general recommendations for future programming.
7. Orally present and defend a summative report of your assigned child's progress before a group of fellow clinicians.

Assignments:

1. Attend all eight Saturday morning sessions of the Children's Physical Developmental Clinic from 7:30am until 12 noon. Participate in the aquatic and gymnasium portions of clinic program.
2. Attend all six Children's Physical Developmental Clinic guest lectures between 8:00 am and 9:00 am in the Mohler-Faria Science and Mathematics Center.
3. Using observation techniques and criterion-referenced instruments, write a minimum of three terminal goals and accompanying behavioral objectives that address physical, motor, and social needs of your assigned child with a disability.
4. Based on a strategy of task analysis, write weekly anecdotal comments that highlight adjustments and signify progress in your assigned child's educational plan during the semester.
5. Using a child's confidential folder and weekly anecdotal comments, write a concise summative semester report of your child's progress: longitudinal history, terminal goals, behavioral objectives, specific progress related to performance, and general recommendations for future programming.
6. At the conclusion of the semester and as a culminating activity, orally present and defend a summative report of your child's progress before a group of fellow clinicians.

Guidelines:

1. Professional language, dress and demeanor are expected of all student clinicians throughout the entire clinic program.

2. All information both written and spoken, pertaining to children in the clinic program is strictly confidential and is not to be discussed or used outside the clinic program at any time. Please adhere to this policy. You never know who could be hearing what you say!
3. If you have to be absent, notify Sheila Campbell in advance by calling (508) 531-1776.
4. Come to the Children's Physical Developmental Clinic sessions dressed professionally and wearing the clinic t-shirt. Wear attire suitable for both aquatic and gymnasium activities.
5. All course assignments must be completed by the designated date. Late assignments will not be accepted unless the student makes arrangements with the instructor ahead of time. A student must have a significant reason (e.g., severe illness or death in the family, etc.) for a time extension related to any assignment item.
6. Anyone cheating or copying another person's work will warrant expulsion from the class with a failing grade and notification of actions made to the Vice President of Academic Affairs.
7. Copying/paraphrasing from manuscripts or publications without proper citation will warrant expulsion from the class with a failing grade and notification of actions made to the Vice President of Academic Affairs.
8. To assure the safety and confidentiality of all participants, the use of cell phones, smart phones and cameras are prohibited at all times while the clinic program is in session.
9. Individuals with special needs should contact the instructor during the first week of class if special arrangements are necessary to help facilitate the learning process.

Evaluation:

In order for clinicians to receive a passing grade for the course, clinicians must adhere to the following grading criteria:

1. Attendance will be monitored by the program director between 7:30am and 8:00am each Saturday morning. Clinicians are requested to sign the attendance roster as they enter the Kelly Gymnasium. In addition, group leaders will confirm the attendance of students at the 12:00 noon group leader staff meeting. Group leaders will maintain documentation of each student's attendance through the semester. For a passing grade, clinicians must attend all eight (8) clinic sessions and report to the program by 7:30 am unless an absence is approved by the Program Director. (severe illness, death in the family, wedding with invitation, etc.)
2. Attendance at all six (6) guest lecturers is required unless an absence is approved by the Program Director. Attendance at the guest lecturers will be confirmed by group leaders at the 12:00 noon group leader staff meeting. Group leaders will maintain documentation of each clinician's attendance at the lecturers.
3. On a weekly basis, group leaders will monitor the quality of each clinician's terminal goals and behavioral objectives so they address the physical, motor, and social needs of their

assigned child. The quality of the terminal goals and behavior objectives will be weekly by group leaders and a member of senior staff.

4. On a weekly basis, group leaders will monitor the quality of each clinician's anecdotal comments so they address the physical, motor, and social needs of their assigned child. The quality of the anecdotal comments will be checked periodically by the senior staff
5. At the end of the semester, group leaders will evaluate each clinician's summative report. The report must contain longitudinal history, terminal goals, behavioral objectives, specific progress related to performance, and general recommendation for future programming. The report must also adhere to proper form and style of writing. The senior staff and Program Director will review group leader evaluations of the reports and determine the final grade.
6. On the last Saturday of the clinic program, clinicians will give an oral presentation that addresses the key components of their summative report.. The presentation will be made before each clinician's group leader and fellow clinicians. Clinicians will defend their oral report by answering questions presented by their group leader and fellow clinicians. Group leaders will use a checklist to verify inclusion of all critical components from the summative report.

SHELTERED ENGLISH IMMERSION (SEI) REQUIREMENT:

As a result of the growth of English Language Learners in the state of Massachusetts, all initial licensure candidates are now required to complete state approved SEI training. To meet this requirement, the College of Education and Allied Studies will assess candidates for initial licensure (Teacher and other School-Related Personnel) on state approved SEI Subject Matter Knowledge using the specific indicators outlined by the Massachusetts Department of Elementary and Secondary Education.

All candidates must complete, sign, and submit the SEI acknowledgement form to the Office of Educator Licensure with the application to the Professional Educator Program and or the Student Teaching Application.

CEAS Dispositions

1. Exhibits sensitivity to community and cultural norms while recognizing individual differences and experiences.
2. Demonstrates a willingness to work with other professionals and members of the community to improve the overall learning environment for students.
3. Establishes a positive classroom climate and contributes to a positive school climate by engaging in appropriate professional and supportive practices for self and colleagues.
4. Appreciates and respects individuals and their rights to privacy and confidentiality of information.
5. Provides fair and equitable access to all learners and exhibits personal integrity and ethical behaviors with all members of the learning community.

6. Nurtures all aspects of each student's well being which may include cognitive, emotional, social and physical well being, as appropriate.
7. Plans, assesses, reflects and revises instruction based on needs and changing circumstances and social contexts.
8. Demonstrates thoughtful, effective verbal and nonverbal communication skills and responsive listening skills.
9. Evinces commitment to professional growth and enthusiasm for subjects taught and keeps abreast of new ideas and developments in the field.
10. Connects academic content to everyday life.