

## 460-718 Professional Practice 2 (LI&HI)

<b>Credit Points:</b>	12.500
<b>Level:</b>	Graduate/Postgraduate
<b>Dates &amp; Locations:</b>	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville campus
<b>Time Commitment:</b>	Contact Hours: 15 days of practicum experience and 12 hours of workshops Total Time Commitment: Not available
<b>Prerequisites:</b>	460-716 Language and Literacy Intervention 2 Students completing their teacher of the deaf qualification must demonstrate competence in Auslan at a level equivalent to Auslan certificate 1
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Subject Overview:</b>	Students will complete practicum placement/s in approved settings to allow them to work towards assuming the full-time role of a teacher of students with language delay/disorder or hearing loss. Students will complete an extensive case study with an individual child involving assessment, analysis and design of an appropriate intervention program.
<b>Assessment:</b>	Satisfactory completion of a minimum of 15 days of supervised practicum experience (40 per cent), an individual case study (40 per cent), and practicum tasks (20 per cent).
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> <li># Demonstrate an awareness and understanding of the needs of students with a language delay/disorder or hearing loss;</li> <li># Demonstrate an ability to interact appropriately with students with a language delay/disorder or hearing loss;</li> <li># Develop an understanding of the general and specialized curricula and classroom practices used in the education of students with a language delay/disorder or hearing loss;</li> <li># Demonstrate an ability to plan individualised programs catering for students of varying ages, degrees of hearing loss and stages of language development;</li> <li># Demonstrate an understanding of specialized technological equipment such as hearing aids, radio frequency aids, cochlear implants;</li> <li># Demonstrate an understanding of the techniques used to observe and assess students with a language delay/disorder or hearing loss;</li> <li># Demonstrate an ability to communicate with students with a hearing loss using Auslan and/or other methods of manual communication;</li> </ul>

	<ul style="list-style-type: none"> <li># Demonstrate an ability to communicate with students with a hearing loss using various oral communication strategies;</li> <li># Develop an understanding of the skills and strategies used to communicate effectively and sensitively with parents of students with a language delay/disorder or hearing loss;</li> <li># Demonstrate an understanding of the roles of different professionals working with students with a language delay/disorder or hearing loss.</li> <li># Apply specialized curricula within the wider curriculum of the school;</li> <li># Plan and implement individualized programs for students with a language delay/disorder or hearing loss;</li> <li># Manage technological equipment, such as, hearing aids, cochlear implants, radio frequency aids;</li> <li># Use of techniques to observe and assess students with a language delay/disorder or hearing loss;</li> <li># Communicate with students with a language delay/disorder or hearing loss using different methods of communication.</li> </ul>
<b>Related Course(s):</b>	Master of Education (Language Intervention and Hearing Impairment)