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COLLEGE OF GRADUATE STUDIES

The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*: College of Health Sciences

   Department*: Rehabilitation Sciences

2. Contact Person*: Alexia E. Metz Phone: 530-6692 (xxx-xxxx) Email: alexia.metz@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)*: SLP - ~~7640~~ 5640

4. Proposed title*: Practicum in Interprofessional Teaming

   Proposed effective term*: 201510 (e.g. 201140 for 2011 Fall)

5. Is the course cross-listed with another academic unit? ○ Yes ◉ No

   Approval of other academic unit (signature and title)

   Is the course offered at more than one level? ○ Yes ◉ No

   If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

6. Credit hours*: Fixed: 2 or Variable: to

7. Delivery Mode:

	Primary*	Secondary	Tertiary
a. Activity Type *	Field	--SelectType--	--SelectType--
b. Minimum Credit Hours *	2		
Maximum Credit Hours *	2		
c. Weekly Contact Hours *	4		

8. Terms offered: ☑ Fall ☑ Spring ☑ Summer

Years offered: ◉ **Every Year** ○ **Alternate Years**

9. Are students permitted to register for more than one section during a term? ◉ No ○ Yes

May the courses be repeated for credit? ◉ No ○ Yes Maximum Hours

10. Grading System*:
- ◉ Normal Grading (A-F, S/U, WP/WF, PR, I)
- ○ Satisfactory/Unsatisfactory (A-C, less than C)
- ○ Grade Only (A-F, WP/WF, PR, I)
- ○ Audit Only
- ○ No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

~~SLP7620~~ SLP 5620

○ PIN (Permisson From Instructor) ○ PDP (Permission From Department)

Co-requisites (must be taken **together**):

~~SLP7630~~ SLP 5630

12. Catalog Description* (**75 words Maximum**)

The practicum is provides an opportunity to engage in interprofessional teaming in order to provide integrated services to young children with special needs in an inclusive setting.

13. Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click here for template.

File Type	View File
Syllabus	View

14. Comments/Notes:

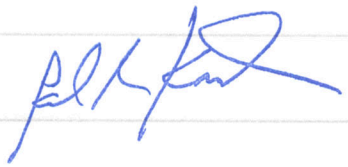
This two credit hour practicum is the culmination of the certificate program in interprofessional teaming that is jointly proposed by the Judith Herb College of Education, the College of Health Science and the College of Social Justice and Human Service. A concurrent seminar provides opportunities for reflection and obtaining supportive resources. Through parallel courses, the proposed certificate program is an option for any graduate student who is majoring in early childhood education, occupational therapy, physical therapy, school psychology, social work, special education, or speech/language pathology.

15. Rationale:

The goal of the graduate certificate in teaming is to prepare and guide professionals to engage in collaborative best practices in service to individuals with special needs and their families. Graduate students enrolled in professional programs in seven disciplines will be able to earn this certificate to augment their preparation to engage in collaborative best practices in services to young children with special needs and their families.
Earning the certificate will entail documenting 38 competencies in the areas of collaboration, advocacy, diversity and cultural competence, evidence-based practice, professional and ethical standards, technology, human development, assessment and evaluation, and service provision
Students will demonstrate competencies through individualized programs of study in their own disciplines, a course in teaming, 3-seminar series, and a practicum. Students will document their obtainment of competencies in an individualized portfolio.

Course Approval:

Department Curriculum Authority:	Beth Ann Hatkevich	Date 2015/03/13
Department Chairperson:	Michelle Masterson	Date 2015/03/16
College Curriculum Authority or Chair:	Eric Longsdorf	Date 2015/03/17
College Dean:	Barry W. Scheuermann	Date 2015/03/24
Graduate Council:		Date 2015/05/12 GC 5.5.2015

Dean of Graduate Studies:  Date 2015/05/12

Office of the Provost : Date

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Administrative Use Only

Effective Date: (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on:

Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:

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University of Toledo

SLP 5640: Practicum in Interprofessional Teaming

2.0 credit hours

Syllabus

Instructor:

Contact Information:

Office Hours:

Prerequisites:

- Successful (grade of B or higher) completion of PHYT 5620: ~~Evidence-based practice and innovation in teaming~~ Working Effectively with Team Members
- Clear BCI and/or FBI criminal background check (required to complete practicum hours in early childhood program)
- Physician's approval to complete practicum in early childhood program (includes TB test and verification that the student is physically fit to work with young children)

Corequisite: SLP 5643~~0~~: ~~Leadership and Advocacy in Interprofessional Teaming~~
Evidence-Based Practice and Innovation in Interprofessional Teaming

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Practicum Description: The purpose of this practicum is to provide students enrolled in the Graduate Certificate in Teaming for Early Childhood (GCTEC) program with an opportunity to engage in interprofessional teaming in order to provide integrated services to young children with special needs in an inclusive setting. Students will work as an interprofessional team to develop, implement, and evaluate integrated intervention plans designed to support the well-being and development of one or more young children who have special needs. The team will be considered to include other GCTEC certificate students at the practicum site and site staff as appropriate to the case study. The team will design, conduct, and evaluate an assessment of one or more young children with special needs and will use that information to provide integrated team-based services, including utilization of consultation/coaching as appropriate. Students will also provide professional support to the parents of these young children in an effective and respectful manner. During this practicum, students will complete a minimum of 60 clock hours[1] directly working with team members, young children with special needs, their families, and their general education teachers.

Practicum Objectives

1. Exhibit caring, compassion, and empathy in providing services to others (i.e., patients, clients, students, other professionals, family members)
2. Provide consultation within boundaries of expertise to businesses, schools, government agencies, other organizations, or individuals.
3. Engage in effective teaming to support the learning and development of individuals with disabilities and their families.
4. Communicate the results and interpretation of assessment results to clients/families, team members, and stake holders
5. Work with a team to conduct assessments and data collection using methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics
6. Select and utilize appropriate outcome measures to monitor and direct intervention plans and for programmatic evaluation
7. Effectively communicate, coordinate, and work inter-professionally to establish client-and family-centered goals/outcomes for service provision
8. Effectively communicate, coordinate, and work inter-professionally to establish intervention plans and strategies to obtain goals/outcomes
9. Effectively communicate, coordinate, and work inter-professionally to design inclusive environments to support development, learning, engagement, and functional performance
10. Effectively communicate, coordinate, and work inter-professionally to develop and promote programming to support development, learning, engagement, and functional performance in the client's natural environments

Practicum Overview:

The practicum will take place over 14 weeks in a given semester and we anticipate that students will spend about 4 hours per week engaged in practicum activities. It's important to complete hours across the semester as opposed to completing all activities in a compressed period of time to allow observation of growth and progress that occurs for a child across time.

Since this is a practicum on interprofessional teaming, time spent in teams designing and evaluating integrated services planned for focus children will count towards the completion of the students' practicum hours.

We anticipate that practicum hours will be distributed as follows:

- 20 hours of time with children (working individually, in groups, and/or in community settings including homes),
- 20 hours of planning or debriefing time with other professionals or parents,

- 10 hours providing technical assistance or consultation to adults (professionals and family members) who work with the focus child(ren), and
- 10 hours of preparation for time spent working with children (e.g., tracking down supplies, observing the child).

Developing, Implementing, and Evaluating Individualized Plans of Support

Within your practicum, you will be working with other adults (certificate students, practicum site staff, and families) to support the development of one or more young children with disabilities who are served in community-based early childhood programs (e.g., childcare center, Head Start classroom, schools). Students will use an Individualized Plan of Support (IPS, Hunt, Soto, Maier, & Doering, 2003) as a model to support the successful inclusion of a young child with special needs in an inclusive setting. The practicum instructor will prepare students to use this model. The IPS model was developed and evaluated through a series of research studies and has been demonstrated to effectively support the successful inclusion of students with disabilities in regular settings. The IPS model integrates input from all of the IEP (or IFSP) team members so that it is useful for general educators and caregivers.

Providing Technical Assistance

In addition to developing, implementing and evaluating the intervention plans described above, students will also gain experience providing technical assistance to adults who work with the focus child(ren). This technical assistance will consist of activities related to consultation and coaching in order to improve (a) the goodness of fit between the child(ren's) needs and dimensions of their learning environment or (b) the ability of the other adult(s) to successfully meet the needs of the focus child(ren) .

At the conclusion of the practicum, students will collaboratively disseminate their work over the course of the practicum. The dissemination will include:

a) Description(s) of the child(ren) with whom they worked, including assessment results as appropriate.
b) Copies of at least 3 intervention plans that were designed, implemented, and evaluated.
c) A summary of progress monitoring data collected over a minimum of 3 weeks about the child(ren's) performance.
d) A narrative describing their evaluation of the child(ren's) progress towards meeting the goals the child(ren's) family and teachers set for them.
e) A summary of feedback about each team member's performance in the practicum (based on the competencies reflected in the practicum objectives) provided by each team member.
f) A summary of how the students provided technical assistance or support to adults who worked with the focus child(ren)
g) A written reflection from each student describing "lessons learned".

h) Signed time sheets documenting clock hours spent in the practicum

Supervision

The practicum instructor will provide on-site supervision throughout the practicum experience. Each student will receive a minimum of two (2) supervision visits and one individualized debriefing/feedback session. The practicum instructor will visit planning/debriefing meetings as well as classrooms during times when students are implementing intervention plans. The practicum supervisor will provide written performance feedback to each student, documenting their strengths and challenges. The practicum instructor will also seek feedback from the adults who are receiving technical assistance from practicum students.

Assignment Overview	**Point Value**
Intervention Plans	3 x 10 points each = 30 points
Progress Monitoring Reports	3 x 5 points each = 15 points
Team Member Evaluation of Each Member's Participation (feedback provided by other team members)	15 points
Student Evaluation by Adult (i.e., classroom teacher or parent of focus child(ren)	10 points
Report on Technical Assistance Activities	20 points
Reflection on Practicum Experience	10 points
Total	**100 points**

Point Values

To determine your grade, divide the number of earned points by the number of possible points. There are 100 possible points in this class; 125 for Education Specialist or Doctoral students

A	100-95	A-	90-94	B+	88-89
B	84-87	B-	80-83	C+	78-79
C	74-77	C-	70-73	D+	69-66
D-	65-60	F	below 65		

Accommodating the Special Needs of Students: Students with special learning needs may request special arrangements for practicum activities or other considerations that may help learn more effectively or demonstrate their learning.

Academic honesty: Students will follow University policy regarding academic honesty. Papers will be the original work of the student unless otherwise cited. The works of others will be appropriately cited and direct quotations will be indicated. APA V will be followed on

research papers. All papers will adhere to the APA V guidelines regarding avoiding plagiarism.