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)*: OCCT 7810

4. Proposed title*: Orientation to Interprofessional Team

   Proposed effective term*: 201520

   (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)

6. Credit hours*

   Fixed: 1

   Variable: to

7. Delivery Mode:

   Primary*

   Activity Type *

   Minimum Credit Hours *

   Maximum Credit Hours *

   Online

   Tertiary

   Select Type

   Weekly Contact Hours *

8. Terms offered:

   ✔ Fall ✔ Spring ✔ Summer
9. Are students permitted to register for more than one section during a term? 
- Yes
- No

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

12. Catalog Description* (75 words Maximum)

Orientation to the Graduate Certificate in Teaching in Early Childhood. Focus on individual competencies needed to work collaboratively to meet the needs of young children with disabilities and their families.

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

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This one credit hour seminar is required for completion 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. This is the first of three required seminars. SPED 5270 is a prerequisite for this seminar. 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, i-seminar series, and a practicum.

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: 2015/03/12

Dean of Graduate Studies: Date:

Office of the Provost: Date:
University of Toledo

OCCT 7610: Orientation to Interprofessional Teaming

Seminar I

1 credit hour

Syllabus

Instructor:

Contact Information:

Office Hours:

Prerequisite: Acceptance into a graduate program of study, completion of at least one semester with a minimum 3.5 GPA, and verification of good standing by the Program Director in Occupational Therapy. SPED 5/7270: Team Models and Community Networking

Seminar Description: The purpose of this seminar is to become familiar with the requirements for the Graduate Certificate in Teaming in Early Childhood (GCTEC) and develop a plan of study which will lead to successful completion of those requirements. This seminar focuses on the knowledge, skills, and dispositions that professionals who work with individuals who have special needs need to work effectively with other professionals as well as family members. The value of compassion and empathy for others will be stressed. Students will explore models of collaborative consultation and group problem-solving strategies. Students will also demonstrate knowledge of effective and proactive communication skills, including verbal, nonverbal and written skills. Finally, students will demonstrate an understanding of conflict resolution and working with others whose values and beliefs differ significantly from their own.

Required Text:


Seminar Objectives

1. Students will demonstrate their understanding of the values and mission associated with the GCTEC.

2. Students will reflect on the degree to which their professional values and interpersonal skills are consistent with the values and mission of the GCTEC.
3. Students will identify their personal and professional characteristics that can support or hinder their collaborative work with others.
4. Students will identify ways in which they can meet the GCTEC competencies within their professional program of study.
5. Students will identify essential components of an effective group problem-solving process.
6. Students will describe ways in which they effectively resolve professional conflicts with others, including those whose values and beliefs differ significantly from their own.
7. Students will describe the impact of cultural differences on collaborative relationships with others and will discuss ways to minimize the negative impact and maximize the positive impact that cultural differences have on collaborative relationships.
8. Students will describe instances in which they exhibited compassion and empathy to others as well as what happened as a result of their actions.

Seminar Assignments

1. Write a 5-page paper reflecting on the alignment between the student’s personal value and belief system and the mission and values of the GCTEC. The paper should demonstrate an understanding of the mission and values of GCTEC as well as the student’s ability to engage in reflection and self-awareness.
2. Keep a reflective journal of your experiences with inter-professional teaming. If you are not currently engaged in a professional teaming situation, you can reflect on collaborative or group work that you are currently engaged in with other students as part of course assignments or other activities. You should submit your journal 5 times over the course of the semester—see the course website for specific due dates. Each journal entry should be approximately 700 words. Specific prompts for journal entries will be posted on the course website. One of the journal entries must focus on an instance in which you exhibited compassion and empathy for others and the outcome of that experience for both you and the person with whom you interacted.
3. Complete a plan of study that will allow the student to successfully earn the GCTEC during his or her graduate matriculation at UT.
4. Actively participate in all seminar meetings and online activities.
5. In addition to face-to-face meetings, students will also participate in threaded discussions related to Part 1 (Chapters 1-3 of the text). Each threaded discussion will focus on a single chapter. Students are expected to post an initial response to the discussion prompt as well as respond to AT LEAST two others’ initial responses in ways that further and enrich the discussion (i.e., you can’t just say “I agree”).
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<th>Assignments</th>
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<tr>
<td>Assessment of values and beliefs</td>
<td>50 points</td>
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<td>Reflective journal</td>
<td>10 points</td>
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<td>Completion of plan of study</td>
<td>10 points</td>
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<tr>
<td>Discussion board participation</td>
<td>30 points</td>
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<tr>
<td>Total</td>
<td>100 points</td>
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**Grading Policies**

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

**Seminar Schedule**

This is a hybrid seminar. Students will complete it by attending 3 3-hour sessions. The remaining 6 hours of work will be done using Blackboard. Session 1 will take place on XX. During that session, the group will schedule two additional times (3 hours each) to meet during the semester.

**Meeting 1:**

- Introduce GCTEC faculty
- Review mission and values of the GCTEC
- Review GCTEC and seminar requirements
- Identify characteristics of reflective practice
- Identify characteristics of valued team members
- Roles and responsibilities on interprofessional teams

**Meeting 2:**

- Discuss the importance of understanding one’s values and belief systems
- Understanding the principles of collaboration
• Identifying characteristics of effective collaborators
• Discuss ways to meet GCTEC competencies
• Describe personal and professional experiences that involved conflict with another team member
• Identify strategies for resolving interpersonal conflict through using a problem-solving approach

Meeting 3:

• Discuss the impact of culture and ethnicity on one’s professional values and belief systems
• Discuss the degree to which cultural differences can support or hinder collaborative relationships.
• Discuss ways in which professionals can address cultural differences in an effective manner
• Strategies for coordinating effective meetings with others
• The importance of compassion and empathy
• Report on ways in which students are planning to meet GCTEC competencies

In addition to face-to-face meetings, students will also participate in threaded discussions related to Parts 1 and 2 of the text (Chapters 1-5). Each threaded discussion will focus on a specific chapter. Students are expected to post an initial response to the discussion prompt as well as respond to AT LEAST two others’ initial responses in ways that further and enrich the discussion (i.e., you can’t just say “I agree”).

COURSE POLICIES

Academic Dishonesty

Academic dishonesty can incur severe penalties. All submitted written work must be a product of your own thoughts and ideas. When other sources are used, they should be fully acknowledged. If you are uncertain how to cite or credit another person’s idea or work, please check with me. UT’s Academic Honesty Policy is presented in detail at: http://www.utoledo.edu/offices/provost/file/curriculum/academic_honesty_policy.ppt

Late Assignments
I expect you to complete and submit all assignments and tests by the due date listed in the Course Schedule. However, I will accept late assignments without penalty. If you need extra time to complete an assignment, please just let me know if you need a few more days. In special cases, you may have an additional week to complete an assignment—please make special arrangements with me if you know you need extended time. I’d rather have you complete an assignment to the best of your ability then rush through something to get it in on time. I understand that graduate students are busy individuals with many duties and responsibilities outside of class. Ask questions as soon as possible by email or by phone if you do not understand an assignment.

**Accommodating the Special Needs of Students:** Students with special learning needs may request special arrangements for note-taking as well as special print or other considerations that may help learn more effectively or demonstrate their learning. If students are unable to participate in chats, instructor should be notified so that other forums can be used.

**TECHNOLOGY REQUIREMENTS**

**Browser Check Page**
Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course:

http://www.utdl.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browserccheck.html

**Software**
Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the Online Learning Download Center at http://www.utoledo.edu/dl/main/downloads.html:

- Word Processing Software
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser - Recommended
Internet Service
High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming video content.

Use of Public Computers
If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available at http://www.utoledo.edu/it/CS/Lab_hours.html.

UT Virtual Labs
Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT’s Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at http://www.utoledo.edu/it/VLab/Index.html.