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)*: PHYT 5630

4. Proposed title*: Evidence-Based Practice and Innovation in Interprofessional Teaming
   Proposed effective term*: 2015-0 (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: 1 to
   Variable: to

7. Delivery Mode:
   a. Activity Type *
      Primary* Seminar
      Secondary --SelectType--
      Tertiary --SelectType--
   b. Minimum Credit Hours *
      1
   c. Weekly Contact Hours *
      1

8. Terms offered: ☑ Fall ☑ Spring ☑ Summer

Years offered:  
- 〇 Every Year  
- 〇 Alternate Years

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

May the courses be repeated for credit?  
- 〇 No  
- 〇 Yes

Maximum Hours

10. Grading System*:  
- 〇 Normal Grading (A-F, S/U, WP/WF, PR, I)  
- 〇 Satisfactory/Unsatisfactory (A-C, less than C)  
- 〇 Grade Only (A-F, WP/WF, PR, I)  
- 〇 Audit Only  
- 〇 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

- SPED 5270, PHYT 5610, PHYT 5620

- 〇 PIN (Permission From Instructor)  
- 〇 PDP (Permission From Department)

Co-requisites (must be taken together):

- PHYT 5640

12. Catalog Description* (75 words Maximum)

This third seminar in the Graduate Certificate in Teaching in Early Childhood provides students the opportunity to reflect on their practicum experiences in teaming to support young children with disabilities.

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

<table>
<thead>
<tr>
<th>File Type</th>
<th>View File</th>
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<tbody>
<tr>
<td>Syllabus</td>
<td>View</td>
</tr>
</tbody>
</table>

14. Comments/Notes:
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 third of three required seminars, taken concurrently with a practicum experience. 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 36 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, a seminar series, and a practicum.

Course Approval:

<table>
<thead>
<tr>
<th>Department Curriculum Authority:</th>
<th>Beth Ann Hatkevich</th>
<th>Date 2015/03/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chairperson:</td>
<td>Michelle Masterson</td>
<td>Date 2015/03/16</td>
</tr>
<tr>
<td>College Curriculum Authority or Chair:</td>
<td>Eric Longsdorf</td>
<td>Date 2015/03/17</td>
</tr>
<tr>
<td>College Dean:</td>
<td>Barry W. Scheuermann</td>
<td>Date 2015/03/24</td>
</tr>
<tr>
<td>Graduate Council:</td>
<td></td>
<td>Date 2015/05/12</td>
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<tr>
<td>Dean of Graduate Studies:</td>
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<td>Date 2015/05/19</td>
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<tr>
<td>Office of the Provost:</td>
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University of Toledo

PHYT 5630: Evidence-Based Practice and Innovation in Interprofessional Teaming

Seminar III

1 credit hour

Syllabus

Instructor:

Contact Information:

Office Hours:

Prerequisite: Successful completion (grade of B or higher) of PHYT 5620: Working Effectively with Team Members.

Co-requisite: PHYT 5640: Practicum in Interprofessional Teaming

Seminar Description: This is the final seminar needed to complete the Graduate Certificate in Teaming in Early Childhood. This seminar is completed at the same time that the student completes the practicum required for the Graduate Certificate in Teaming in Early Childhood (GCTEC). The purpose of this seminar is to provide an opportunity for students to reflect on their practicum experiences as well as examine issues related to principles of ethical practice, professional identity and advocacy to promote the well-being of young children with special needs and their families. Students will also explore ways in which technology can promote effective teaming practices with other professionals as well as with family members.

Required Text:


Seminar Objectives:

1. Students will identify, analyze, and apply evidence from across disciplines relating to professional practice with children with special needs.
2. Students will demonstrate a commitment to their own continuous learning through the development, implementation and evaluation of a personal learning plan associated with a topic of interest to them that is relevant to inter-professional teaming.
3. Students will explore the use of a technology that is new to them that can be useful to support their involvement in inter-professional teaming.
4. Students will demonstrate the ability to work collaboratively with others in ways that mirror effective interprofessional skills.
5. Students will demonstrate the ability to provide effective feedback to other group members.
6. Students will analyze the degree to which their behavior and actions that occur within the context of the practicum are consistent with their discipline’s ethical code of conduct.

Seminar Assignments:

1. As a collaborative team, complete a case study that focuses on a young child with special needs with whom you are working as part of your practicum.
2. As a collaborative team, set “ground rules” for your work together. Your ground rules should reflect knowledge of competencies related to effective collaboration as well as the problem-solving process you will use to complete your case study. Due dates for your team’s ground rules will be posted on the course website.
3. Once you have completed your case study, provide written feedback to each of your team members on their abilities to work together collaboratively. Your feedback can reflect each team members’ adherence to the team’s ground rules and the problem-solving process you employed. Your feedback should be specific, descriptive and instructive.
4. Finalize documentation of your obtainment of all certificate competencies in a professional portfolio for presentation.
5. Conduct a cross-disciplinary review and critical analysis of the literature that relates to the practicum case study. Draw application to practice from the findings.
6. Develop, implement and evaluate a personal learning plan that focuses on a topic affiliated with inter-professional teaming. Your personal learning plan should include information about what you are interested in learning about, why you are interested in learning about that topic, how you plan to learn about it and outcome measures you will use to judge the degree to which your plan was successful. A protocol for developing your personal learning plan is available on the course website.
7. Learn about a new technology that can help you to be a more effective team member and share what you’ve learned in a demonstration of the technology to others enrolled in the seminar. Provide written information to share with other students so that they can benefit from what you’ve learned.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Case Study</td>
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<td>Assignment</td>
<td>Point Value</td>
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<tr>
<td>Case Study</td>
<td>20 points</td>
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<tr>
<td>Portfolio</td>
<td>25 points</td>
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<tr>
<td>Literature review</td>
<td>25 points</td>
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<tr>
<td>Personal learning plan &amp; evaluation</td>
<td>15 points</td>
</tr>
<tr>
<td>Presentation on new technology</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>84-87</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>78-79</td>
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<tr>
<td>C</td>
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<td>D</td>
<td>65-60</td>
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<tr>
<td>F</td>
<td>below 65</td>
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**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:**

- Review seminar requirements
- Reflect on the success of the practicum to date and discuss portfolio format
- Discuss technology
- Characteristics of effective feedback
- Ethics in practice

**Meeting 2:**

- Reflect on the success of the practicum to date
- Report on progress towards developing, implementing and evaluating personal learning plans
• Identify possible new technologies that students could explore within the context of their practicum

Meeting 3:

• Present student portfolios to GCTEC faculty
• Evaluate the success of the practicum
• Report on students’ explorations with new technology

In addition to face-to-face meetings, students will also participate in three threaded discussions related to Part 5 (Chapters 13-15 of the text). 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/browsercheck.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.