New Course Proposal

College: JHCOE
Contact Person: Laurie Dinnebeil
Email: laurie.dinnebeil@utoledo.edu

Dept: ECPSE
Phone: x4118

Proposed title: Practicum in Interprofessional Teaming
Proposed effective term: Fall, 2015

Planned enrollment per section: 15
Per term: 1

Is the course cross-listed with another academic unit? □ Yes  □ No
Is the course offered at more than one level? □ Yes  □ No

If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.

a. SPED - 5640
b. -
c. -

Approval of other academic unit (signature): __________________________

Name and title: Practicum in Interprofessional Teaming

If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.
Catalog Description (30 words Maximum):

Students will work as part of an inter-professional team to develop, implement, and evaluate integrated intervention plans designed to support the development of children who have special needs.

Attach a copy of a complete outline of the major topics covered. (Syllabus preferred)

Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.

This is the capstone experience for students earning the graduate certificate in interprofessional teaming. This seminar is open to any individual from the disciplines of early childhood education, occupational therapy, physical therapy, school psychology, social work, special education, or speech/language pathology who meets the internship prerequisites.

If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

If the course is intended to meet a University Undergraduate Core requirement, submit a course syllabus and complete the following:

Please explain how this course fulfills the general education guidelines.

COURSE APPROVAL:

<table>
<thead>
<tr>
<th>Department Curriculum Authority:</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td>Edward J.</td>
<td>11/25/14</td>
</tr>
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<td>Department Chairperson:</td>
<td></td>
<td>25 Nov 14</td>
</tr>
<tr>
<td>College Curriculum Authority:</td>
<td></td>
<td>12-8-14</td>
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<tr>
<td>College Dean:</td>
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<td>12/17/14</td>
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After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

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<th>Signature</th>
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<tr>
<td>Faculty Senate Undergrad. Curriculum Comm.:</td>
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<td>Faculty Senate Core Curriculum Comm.:</td>
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<td>Graduate Council:</td>
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<td>Office of the Provost:</td>
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<td>Registrar’s Office:</td>
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Dean of Graduate Studies: [Signature]
4-28-2015
University of Toledo
SPED 5/7640: Practicum in Interprofessional Teaming
2.0 credit hours
Syllabus

Instructor:

Contact Information:

Office Hours:

Prerequisites:

- Successful (grade of B or higher) completion of SPED 5/7620: Evidence-based practice and innovation in teaming
- 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: SPED 5/7630: Leadership and Advocacy in Interprofessional Teaming

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.

\(^1\) Students who are taking this course at the advanced graduate level, i.e., 8940 will be required to complete an additional 10 clock hours to satisfy the requirements of the practicum. This is described in more detail below.
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).
• For students registered at the 8940 level, 10 additional hours focused on providing a workshop or inservice session for groups of teachers or parents.

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
Workshops or Inservice Sessions

Advance graduate students will design, implement, and evaluate a workshops or inservice session for groups of parents and/or teachers. The workshop/inservice will be a minimum of 1.5 hours in length. In order to implement useful workshops/inservice trainings, students will conduct a needs assessment survey of parents and/or teachers to identify specific interests and/or needs for training. Finally, as part of this requirement, students will design and implement an evaluation system that will yield useful feedback concerning the utility of the workshop/inservice from the perspective of participants.

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.

<table>
<thead>
<tr>
<th>Assignment Overview</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Intervention Plans</td>
<td>3 x 10 points each = 30 points</td>
</tr>
<tr>
<td>Progress Monitoring Reports</td>
<td>3 x 5 points each = 15 points</td>
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<tr>
<td>Team Member Evaluation of Each Member’s Participation</td>
<td>15 points</td>
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<tr>
<td>(feedback provided by other team members)</td>
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<tr>
<td>Student Evaluation by Adult (i.e., classroom teacher or</td>
<td>10 points</td>
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<tr>
<td>parent of focus child(ren)</td>
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<tr>
<td>Report on Technical Assistance Activities</td>
<td>20 points</td>
</tr>
<tr>
<td>Reflection on Practicum Experience</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
<tr>
<td>*For Advanced Graduate Students: Report on Workshops or</td>
<td>25 points</td>
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<tr>
<td>Inservice Training Provided*</td>
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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
B   84-87
A-  90-94
B-  80-83
B+  88-89
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.