

CORE 485-02

Introduction to Community Rehabilitation Practice and Professional Conduct

Instructors:

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403-220-2416

Office Hours/Policy on Answering Student Emails

Office Hours: By Appointment

Email Policy: Student emails will be answered within 24 hours of receipt during the week and within 72 hours over the weekend

Time and Location:

Monday 4:30pm-6:20pm (alternate weeks) – see schedule for dates
Location: SA 015

Please consult course schedule to confirm location of individual sessions.

Online Required Sessions:

No online sessions will be required for this course; however students will be required to use D2L to access course materials and to hand in assignments

Prerequisite/Co-Requisite:

27 units (4.5 full-course equivalents)

Prior completion of Community Rehabilitation 205 and 207 is strongly recommended.

Course Description:

Practical application of the basic principles of assessment, planning and intervention with individuals/groups. Professional development tutorials support 130 hours in community practicum. Students taking both CORE 485 and 487 will choose a different human service realm for each practicum.

Overarching Theme

Students complete a 130-hour practicum with a human service organization or with an individual/family identified as providing foundation skills to Community Rehabilitation practice.

Practicum is contracted between the student, the instructor/practicum coordinator, and a site facilitator in the human service organization or individual/family member.

In addition to 130 hours spent in practicum, students will attend bi-tutorials*.

Global Objectives

A. Practicum:

- Planning and facilitating supports with consumers, families and agency personnel within a variety of human services (Community Support Services, Children Services, Vocational Rehabilitation, Rehabilitation Management, Inclusive Education, and Health Professions) across the lifespan (Children, Adults, Seniors).
- Students taking both CORE 485 and 487 will choose a different human service realm for each practicum.

B. Professional Development Tutorials

Content areas will vary according to the human service realm identified for each section.

- Inquiry based learning
- Peer problem solving
- The nature and dynamics of helping relationships
- Effective collaboration with consumers, families and multi-disciplinary professionals
- Applying theory to practice
- Building a guiding philosophy and personal code of ethics in practice
- Social change

Learning Objectives

By the end of this course, students will be able to:

- Demonstrate sensitivity in the initiation and closure of supports
- Plan and implement individual and/or group supports
- Collaborate with consumers, families and multi-disciplinary professionals
- Demonstrate intervention strategies such as teaching, modeling, facilitating natural supports and group facilitation
- Generalize learning through exploration, reflection and application
- Develop critical thinking skills

Required Textbooks

No textbooks are required for this course

Evaluation

The University policy on grading and related matters is described in section F.2 of the 2018-2019 Calendar.

In determining the overall grade in the course, the following weights will be used:

1. Practicum Package 60% including:

- Learning Contract (20%) – due October 8, 2018
- Midterm Evaluation (20%) – due November 8, 2018
- Final Evaluation (20%) – due December 7, 2018

2. **In class Presentation on Professional Identity (10%)** - due December 3, 2018

3. **Online Professional Profile (30%)**- due December 3, 2018

There will be no final exam for this course

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

Assignment Details

1. **Practicum Package: Value – 60%**

a) Initial Learning Contract - 20%

Students will be required to complete a practicum contract within the first 20 hours of starting at their respective placement. This contract will help the student to identify the expectations of their chosen practicum (both personally and professionally) and will act as a guide for both the site supervisor and the practicum supervisor in the process of evaluating the student

Due – October 8, 2018

b) Practicum Performance Evaluation – 40%

Students will be evaluated by their identified site supervisor and the course instructor(as per their practicum contract) after completion of 65 hours (**midterm – 20%**) and again after completion of their total hours 130hours (**final – 20%**).

The supervisor will evaluate the students based on three categories:

- Project Work
- Administrative Work
- Direct Service

All onsite Practicum Midterm Evaluations need to be submitted to the instructor's D2L dropbox by November 8, 2018 * –

****final evaluations will not be scheduled before midterm evaluations are submitted***

All onsite Practicum Final Evaluations need to be submitted by December 7, 2018

2. **In class Presentation on Professional Identity (10%)** - Due December 3, 2018

- a. Students will prepare a 2 minute “speed-dating” presentation where they will share with their classmates their understanding of what it means to be a professional in the Community Rehabilitation and Disability Studies field.

3. Development of an online Professional Profile (30%) - Due December 3, 2018

- a. Students will create an online professional profile to outline their education, work experience, skills etc. as a step to developing a professional identity. Students work within a profile outline and will be evaluated on this as a preliminary description of their prior experience, education, competencies as developed in CORE 425.

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary’s emphasis on the importance of academic writing in student assignments (section E.2 of 2018-19 Calendar), writing is emphasized, and the grading thereof in determining a student’s mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students’ Success Centre’s Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme:

A+ 97-100%	B+ 80-84%	C+ 65-69%	D+54-56%
A 90-96%	B 75-79%	C 60-64%	D 50-53%
A- 85-89%	B- 70-74%	C- 57-59%	F 0-49%

Missed Components of Term Work:

Late assignments will lose 25% per day late past the deadline for all assignments. In this case, assignments will **NOT** be accepted more than 48 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero. **There will be NO exceptions to this policy.**

It is the agreement of all Faculty and Staff involved in CORE 485 that **extensions will NOT be granted** on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Please be advised that students should notify the instructor before the assignment deadline to discuss.

Desire2Learn (D2L)

Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they get all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Policies Governing the Course:

Attendance

Students are required to complete 130 hours at their practicum site and attend all bi-weekly seminars

Conduct During Tutorials

Students are expected to conduct themselves in a mature and courteous manner at their practicum sites and during class time. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic

Students are expected to take notes during each session and should not rely solely on material supplied by the instructors.

Conduct during Practicum

It is expected that students will maintain a professional manner while in their community-based practicum placements. As such, students are expected to adhere to all policies and procedures of their practicum site, including attendance/punctuality, attire, language and attitude and respecting all matter of the site as confidential. Students should recognize that they are responsible for their own learning and therefore need to take an active role in their setting. This can be achieved by interacting respectfully with site supervisors and staff, seeking and accepting feedback from site supervisors, designated site mentors and/or the course instructor while always exerting maximum effort in completing assigned tasks, contracted learning goals and project work (if required). Students are also reminded that they must adhere to the University of Calgary Code of Conduct Policy (<http://www.ucalgary.ca/policies/files/policies/code-of-conduct.pdf>)

Electronic Devices

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. Research studies have found that student use of electronic devices (laptops, tablets, etc) in the classroom negatively affects the learning of both the user and those sitting nearby. Inappropriate use of laptops is also disruptive to your fellow classmates and disrespectful to the lecturer. The use of laptops and other electronic note-taking devices is permitted; however, their use in the classroom should be for course-related

work/note-taking only. Please do **NOT surf the web, check email or do other unrelated work**. Students who use their laptops inappropriately or are otherwise disruptive during lectures will be asked to leave.

Cell phones (or similar devices) should **be turned off** (not merely silent) upon entering the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Students who disregard this rule during tutorials will be asked to leave.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

Academic Accommodations Based on Disability or Medical Condition

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities_0.pdf). If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer Logan (jljlogan@ucalgary), or to Dr. EbbaKurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine.

Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional

information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. These rules are contained principally in Sections J to L of the *University of Calgary Calendar*. Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. The Calendar also stipulates the penalties for violating these rules. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean (Undergraduate Health and Science Education) for investigation;** infractions will be noted on the record of a student found to be guilty.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP); students should identify themselves on written assignments (exams and term work) by their name and ID number on the front page and ID on each subsequent page. Work assigned to you by your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission. See <http://www.ucalgary.ca/policies/files/policies/privacy-policy-2011.pdf> for more information.

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar, which normally begins with the Associate Dean (Undergraduate Health and Science Education). Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 15 days** of first being notified of the grade.

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre <http://www.ucalgary.ca/ssc/>

Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>
Distress Centre <http://www.distresscentre.com/>
Library Resources <http://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; and from the evacuated population to the emergency responders. The primary assembly point for the Science A is the Social Science Food Court. For more information, see the University of Calgary's Emergency Management website: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Course Tutorial Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements.

CORE 485: Fall 2018				
Date	Module/Topic	Instructor	Readings	Assignments
September 10, 2018	Setting goals and expectations	Nancy & Patti		
September 24, 2018	Professionalism/Principles of Professionalism	Patti	See D2L	
Week of October 8, 2018	Public Speaking online module	D2L	See D2L	Contract Due Oct 9 th – Please submit to D2L dropbox by midnight
October 22, 2018	Dealing with Conflict	Nancy & Guest speaker	See D2L	Student led discussions
November 5	Professional Ethics	Patti & Guest speaker	See D2L	Student led discussions Mid Term Evaluation due
November 19	Bringing CRDS Principles to Practice	Nancy	See D2L	Student led discussions
December 3	Developing a Professional Presence	Nancy & Patti		Student Presentations Online Professional Profile Due Final Practicum evaluation due