

CORE 595 Practicum II

Instructor:

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Office Hours / Policy on Answering Student Emails

Office Hours: By Appointment

Email Policy: Student emails will be answered in the week received.

Emails: Please include CORE 595 in subject headings.

Answering students' questions:

- For email account or access difficulties, contact IT Support www.ucalgary.ca/it/
- For all course-related materials and questions, please contact the instructors

Time and Location:

Location: TBD (once per month)

Date: 1st Class will be a synchronous session held **January 8, 2018, February 7, March 7, April 4th**

Time: **1:00 pm- 2:50pm MT**

These sessions will be recorded so that distance students in CORE 598 can access the recording of the panel presentations at another time.

Online Required Sessions :

No online sessions will be required for this course

Prerequisite/Co-Requisite:

Community Rehabilitation 595

Course Description:

Senior-level program and management skills in partner agencies, associations and systems. Specifics to be negotiated with the student.

Overarching Theme

This practicum course is the second half of two linked practica CORE 594 & CORE 595. Students will attend a 130 hour practicum and will complete a project of their choosing at this site. Students will be required to attend classroom seminars one time per month.

Global Objectives

Students will participate in a 130 hour linked practicum (including 130 hours in CORE 595 Winter term) focused on development of services and programs, consultation and leadership. Specific areas of focus will be developed in consultation with the organization, the student and the instructor. Internship sites are selected according to the following criteria; (a) interest in innovation/change/improvement in delivery of services (b) interest in an on-going relationship with Community Rehabilitation and Disability Studies and the University of Calgary and (c) commitment to student learning needs.

Learning Objectives

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

- Develop leadership skills in community practice
- Reflect on past and current service delivery and examine alternatives for future actions to enhance inclusion in community
- Recognize innovation and change to address limitations in human service outcomes
- Build a collaborative network for action
- Depending on the specific nature of the practicum students will develop skills in some of the following areas:
 - Work towards facilitating a change process – individual, organization or social action
 - Develop skills in areas such as fund development and marketing, curriculum development, and strategic planning
 - Facilitate a program evaluation plan, survey or needs assessment
 - Research a specific topic/question: e.g. a current literature review of theory and/or practice, critical policy analyses or develop an inquiry based proposal to respond to problem/question posed
 - Board Development – e.g. examine best practices for effective recruitment, role clarity

Required Textbooks

No text is required for this course

Evaluation

The University policy on grading and related matters is described in section F.2 of the 2017-2018 Calendar. Students must achieve a minimum GPA of 3.0 in each BCR practicum course.

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

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|--|------------------|
| 1. Agency presentation on topic related to practicum | Value 20% |
| 2. Complete approved contract and mid evaluation | Value 20% |
| 3. Completion of final contract and evaluations | Value 40% |
| 4. Reflective paper based on panel presentations | Value 20% |

There will be no final exam in 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.

1. Overall Practicum Completion 20% at mid-term and 40% final	
Grades for this component will based on the following 3 areas of performance:	
a) Completion of Approved Student Contract Goals and Practicum Plan	
Based on four competency areas (5 marks each). Value 20%	
Comprehensiveness	Purpose, work plan, and outcomes of project are clearly addressed.
Effort	A reasonable but challenging project for the 130 hours required.
Communication	Evidence that a communication plan has been negotiated and built into the plan. It includes communication with agency supervisor and U of C faculty.
Initiative	Student demonstrates initiative in finding means of achieving goals.
b) Professional and Ethical Conduct Value 20%	
Grades will be based on five areas. (4 marks each)	
Attendance and Punctuality 4 marks	All contracted hours completed. Gives notice when unable to attend. On time and prepared for scheduled appointments.
Flexibility 4 marks	Open and motivated to learn all aspects of the organization. Willingness to accept assignments and accommodate change. Makes creative recommendations and listens/respects those of others
Ethical Conduct and Respect 4 marks	Demonstrates a practical understanding of all-relevant policies and procedures, including but not limited to those concerning confidentiality and informed consent.

	Conduct consistent with policies and procedures. Shows respect for individuals with disabilities, colleagues
Growth 4 marks	Requests and is responsive to feedback. Comes prepared for meetings with questions or issues to discuss
Teamwork 4 marks	Does the student work to collaborate with supervisor and colleagues? Operates as a member of the team.

c) Skill-based competencies in achieving objectives associated with activities Value 20%

Note: In the final meeting, both you and your Site Facilitator asked to assign a mark in this area. Instructor will base grade on the average mark. Reflect on how well you completed your contracted activities based on the following criteria:

20 (A+) 19 (A+) 18 (A)	<ul style="list-style-type: none"> • Student has excelled in competently meeting objectives in contracted activities • Has shown very high level of initiative, competence • Exceeded expectations
17 (A-) 16 (B+) 15 (B)	<ul style="list-style-type: none"> • Student has made a good effort and has demonstrated progress • Demonstrated initiative; above average competence • Has easily met expectations
14 (B-) 13 (C+) 12 (C)	<ul style="list-style-type: none"> • Student has performed at a level that is satisfactory in the completion of contracted activities. Has not demonstrated initiative. Has met expectations, but requires further development in key competency areas.

Students should request regular feedback from the agency site facilitator. In addition to your requested feedback, a written summary of the mid-term and final evaluations will be provided to the student. U of C faculty will contact the agency supervisor at set times throughout the practicum to review student progress. Students at any time may request an individual meeting or joint meeting (agency supervisor, student, U of C faculty).

2. Reflective paper – reflections on panel topics related to career development and theory practice divide Value 20%

Grade based on the following:

5 marks - reflection on professional development/professional goals

5 marks – reflection on theory practice divide (student learnings vs. sector ‘realities’)

10 marks – reflections on personal goals/aspirations to bridge divide

3. Student presentation to agency on practicum topic Value 20%

Design and present a 15-30 minute presentation on a topic related to practicum and to the Community Rehabilitation & Disability Studies field. Topics to be negotiated with the instructor and supervisor.

Grade based on the following:
 10 marks – Content (well researched, appropriate and relevant content, clear, concise presentation – eg. PowerPoint
 5 marks – Presentation Delivery & Creativity –feedback from agency
 5 marks –Handouts - effective display of information, relevant content, applicable to the topic and contain useful information for audience and for use as a future resource.

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 2017-18 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 595 that **extensions will NOT be granted** on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (illness, religious conviction, or domestic affliction) that are received in writing and with supporting documentation. **The only other exception to this policy will be in cases where the delay is due to unforeseen issues at the practicum site (e.g. change in supervisor, supervisor illness or absence).** 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 s/he gets all posted communications and documents and that s/he receives 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 monthly seminars

Conduct During Lectures

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 handout 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 be to 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 lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams/quizzes, etc.

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. Ebba Kurz, 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 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. 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 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.

Date	Module / Topics	Instructor/Guest Lecturer	Readings	Assignments & Due Dates
January 8	First day of class Practicum Overview	Joanna Rankin Katrina Milaney	Review course outline	N/A
February 7	Career Counselling – Looking Forward	Invited panel	N/A	Approved Practicum Contracts Due in D2L Dropbox 11:30pm MT
March 7	Theory Practice Divide	Invited panel	N/A	Mid-term evaluation due March 1st Reflection paper due March 14th
March 30	Completed Agency presentations	Practicum site facilitator feedback	Relevant topic references	Copy of presentation due in Drop box 11:30pm MT
April 4-13	Final evaluation meetings	Practicum site facilitator, Joanna Rankin and student		
April 13	End of term			