

CORE 487 – 02
Practicum in Rehabilitation Practice

Instructor:

Tiffany Boulton, PhD

tiffany.boulton@ucalgary.ca

403-210-9169

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 (alternate weeks) 11:00 am - 12:50 pm

Location: EDC 276

Please consult course schedule to confirm location of individual sessions.

Prerequisite/Co-Requisite:

Community Rehabilitation 207

Course Description:

Practical application of the basic principles of assessment, planning and intervention with individuals/groups. Supports professional development tutorials in community 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. The 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-weekly 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).

B. Professional Development Tutorials

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

- Inquiry-based learning
- Peer problem solving
- Applied skills
- Applying theory to practice
- Building a guiding philosophy for human service work
- 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 a variety of applied 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

Recommended Textbooks/Readings

Readings and information relevant to each course seminar will be posted to D2L

Evaluation

The University policy on grading and related matters is described in section F of the 2019-2020 Calendar.

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

1. Practicum Package 60% including:

- Learning Contract (20%) – due Oct 7, 2019
- Midterm Evaluation (10%) – due Nov 4, 2019
- Final Evaluation (30%) – due Dec 2, 2019

2. Tutorial Participation (including session facilitation) 16%:

- Overall tutorial participation throughout the semester (10%)
- Session facilitation (6%)

3. Critical Reflection Essays 24%:

- 3 essays @ 8% each, due Sept 30, Oct 21, and Nov 25 to be submitted to D2L Dropbox

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% - due Oct 7, 2019

Students will be required to complete a practicum contract within the first 20 - 30 hours of starting at their 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

b) Practicum Performance Evaluation

i. Mid-term due Nov 4, 2019 - 10%

ii. Final due Dec 2, 2019 – 30%

Students will be evaluated by their identified site supervisor and the course instructor (as per their practicum contract) after completion of 65 hours (midterm – 10%) and again after completion of their total hours 130 hours (final – 30%).

The supervisor will evaluate the students based on three categories:

- Personal Project Work – reflects the capstone project that the student undertakes
- General Direct Service Work – reflects the overall performance in the placement role
- Professional Conduct – reflects the student's commitment to learning and professionalism

2. Tutorial Participation & Facilitation: Value 16%

a) Session Facilitation: Students will work **in pairs** to organize an appropriate 15-minute activity for **one** of the five applied seminar workshops (refer to course schedule). This activity must engage all group members (approx. 6 classmates) to reinforce some aspect of the workshop content. Online content will be made available on D2L for students to reference, but students will also be expected to draw from their practicum experience and their own research. Grading will reflect appropriateness of the activity to the content and the level of engagement the activity elicits. Each group will be required facilitate a part of the class based on their pre-selected topic. (Value: 6%)

b) Participation: Students will also be evaluated on their overall participation in the tutorials throughout the semester (Value: 10%)

3. Critical Reflection Essays: Value 24%

Students will write three 2-3-page papers critically reflecting upon their practicum experience and the knowledge they have gained through their participation in the face-to-face

professional development tutorials. Specifically, for each essay, students are expected to reflect upon one of the topics discussed in the tutorials (refer to course schedule) and then connect this topic to their practicum work. Supplementary readings/research articles related to each of the tutorial topics will be made available on D2L, and students will be expected to integrate this material into their reflective essays. The essays will allow the students to connect theory to practice, while they also develop their critical thinking and writing skills. Further information, supplementary materials, and rubric will be made available on D2L.

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 2019-20 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:

Letter Grade	Description	Percentage
A+	Outstanding performance	97-100
A	Excellent performance	90-96
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	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 487 that **extensions will NOT be granted** on any assessed components. 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. Please be advised that students should notify the instructor before the assignment deadline to discuss.

Brightspace by Desire2Learn (D2L)

Brightspace (by D2L) 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 receive 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.

A laptop, desktop, tablet or mobile device is required for D2L access. 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

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. 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. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of both the user and those sitting nearby. Students are to refrain from accessing websites that may be distracting for fellow learners (i.e. personal email, Facebook, YouTube).

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

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 their instructor or to the designated BCR program contact, Mrs. Jennifer Logan (jljlogan@ucalgary.ca), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science

Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html> Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. 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 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

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

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. 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 10 days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

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.

Student Success Centre: The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <http://www.ucalgary.ca/emergencyplan/node/55>
<https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

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.

Class Schedule

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	Assignments & Due Dates
Sept 9	Introduction to course	Patti/Tiffany	
Sept 16	No Class		
Sept 23	Workshop 1 – Strategies for observation/data collection	Patti/Tiffany	Small group activity facilitation
Sept 30	No Class		Reflection essay #1 due
Oct 7	Workshop 2 – Introduction to Behaviour Modification	Patti/Tiffany	Learning Contract due Small group activity facilitation
Oct 14	No Class – Thanksgiving Monday		
Oct 21	Workshop 3 – Determining the Function of Behaviour	Patti/Tiffany	Reflection essay #2 due Small group activity facilitation
Oct 28	No Class		
Nov 4	Workshop 4 – Sensory Integration	Patti/Tiffany	Midterm evals due Small group activity facilitation
Nov 10 - 16	TERM BREAK		
Nov 18	Workshop 5 – Supporting Relationships and Sexuality	Patti/Tiffany	Small group activity facilitation.
Nov 25	No Class		Reflection essay #3 due
Dec 2	Final Class - Wrap up	Patti/Tiffany	Final evals due