

**CORE 597**  
**Practicum I in Community Rehabilitation Distance Learners**

**Instructors:**

E. Anne Hughson, PhD

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403-220-6273

**Office Hours/Policy on Answering Student Emails**

Office Hours: Wednesdays 9:30-10:30am (online or by phone)

Email Policy: Student emails will be answered during office hours

**Time and Location:**

Synchronous online seminars on dates and times specified in class schedule

Please consult course schedule to confirm group seminars.

**Prerequisite:**

Admission to the BCR-C distance program.

Note: Course is normally taken in combination with Community Rehabilitation 598 in the same academic year.

**Course Description:**

Students will complete a project in the area of program or service development (e.g. needs analysis, developing funding proposals, program evaluation). In the seminars, students will be supported in the completion of agency-based program development. Content on professional ethics will also be covered.

**Overarching Theme**

This senior practicum course is the first half of two linked practicum courses: CORE 597 & CORE 598. Students will complete a 130-hour practicum related to a project of their choosing at this site. Students will also be required to attend online class seminars one time per month.

**Global Objectives**

Students will participate in a 130-hour linked practicum (which also includes 130 hours in CORE 598 in the 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. Placement sites are selected according to the following criteria; (a) interest in innovation/change/improvement in delivery of services (b) interest in an ongoing

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

### **Recommended Textbooks/Readings**

References and other resources specific to student project will be made available by instructor

### **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:

#### **CORE 597**

##### **1. Practicum Proposal, Midterm and Final Evaluation of performance: Value 75%**

###### **Includes:**

- Practicum Project Proposal (25%) – due October 9, 2019
- Midterm Evaluation (20%) – due November 6, 2019
- Final Evaluation (30%) – due December 4, 2019

##### **2. Interactive Seminar: Value 15%**

- Group 1    October 9, 2019
- Group 2    November 6, 2019

- Group 3 December 4, 2019

### 3. Seminar Participation: Value 10%

- Grades will be given for active participation in each of the three online group seminar sessions

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.

#### 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.**

**Extensions will NOT be granted** on any assignments. 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. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious reasons, **students are responsible for providing advance (14-day) notice and adhering to other guidelines on this matter**, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

### **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 and maintain a log of hours indicating activities related to projects that have been negotiated with their practicum site; and attend all monthly seminars online.

#### **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>)

### **Conduct During Seminars**

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 during ALL seminars. Students are expected to frame their comments and questions to presenters in respectful and appropriate language, always maintaining sensitivity towards the topic.

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

### **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](http://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/](http://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](mailto: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	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
Student Wellness Centre	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>
Library Resources	<a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>

### **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/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

### **Student Union (SU) Information**

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



## OVERVIEW OF ASSIGNMENTS

<b>Assignment 1: Initial Meeting &amp; Practicum Project Proposal (25%)</b>	<b>DUE October 9th 2019 11am MT in Dropbox</b>
<p><b>Grading Criteria:</b>            Student project proposals will be prepared using the course template provided on D2L. Students must arrange an initial meeting with the course instructor and practicum site supervisor to discuss the proposed project before the proposal can be submitted. Further instructions on how to arrange this meeting will be discussed individually. Grades will be assigned as follows:</p>	
Initial Meeting (Student, Site Supervisor, Course Instructor)	<b>Required, but no grades assigned</b>
Background & Rationale	<b>/15</b>
Approach/Method	<b>/15</b>
Steps Involved in Project	<b>/15</b>
Description of Final Outcome/Deliverable/Product	<b>/10</b>
How Experience Shapes Developing Professional Identity	<b>/15</b>
Anticipated Results (How will you know you are successful?)	<b>/15</b>
Milestones & Timelines (your plan to keep you on track)	<b>/15</b>
<b>Assignment 2: Mid Term Evaluation (20%)</b>	<b>DUE November 6th 2019 11am MT in Dropbox</b>
<p><b>Grading Criteria:</b>            Student mid-term evaluations will be prepared using the evaluation form provided on D2L. Students are responsible for arranging a mid-term meeting with their practicum site supervisor to assess student progress at the mid-point of the semester. Course instructor will attend mid-term meetings. The student and the site supervisor must complete a written report to submit. This can be done together or as two separate documents. The course instructor will assign grades for the submission of this report.</p>	
	<b>/20</b>
<b>Assignment 3: Final Evaluation Meeting &amp; Report (30%)</b>	<b>DUE December 4th 2019 11am MT in Dropbox</b>
<p><b>Grading Criteria:</b>            Student final evaluations will be prepared using the evaluation form provided on D2L. Students must arrange a final evaluation meeting with the course instructor and practicum site supervisor to assess student progress at the end of the semester. The student and site supervisor must each complete</p>	
	<b>/30</b>

and submit a written evaluation and grade report before the scheduled meeting.	
<b>Assignment 4: Theory to Practice, Practice to Theory: Interactive Seminar (15%)</b>	<b>DUE: Synchronous online Seminar meeting: Group 1: October 9, 2019 Group 2: November 6, 2019 Group 3: December 4, 2019</b>
<p>This exercise is aimed at familiarizing you with how to access, synthesize and present information about the ways that theory and practice intersect in our field. In your assigned small group, prepare and deliver a 20 to 30-minute seminar on an aspect that particularly interests you in ONE of the following topic areas.</p> <ol style="list-style-type: none"> <li>1. Leadership – various perspectives of what it means to be a leader working as a professional in the field of disability; types of leaders, roles and leadership styles in the community and the implications related to social hierarchy, power, authority, voice, stigma and language</li> <li>2. Advocacy – forms of advocacy; context in which advocacy is practiced; how is advocacy the same or different from leadership roles as a professional in the field.</li> <li>3. Reflective practice – theory and reflective practice in the work place – identify skills and habits of personal practice, discuss forms of critical analysis and possible disruption of status quo within professional practice.</li> </ol> <p>Make a group presentation, interspersed with multiple question and answer and discussion sections, aimed at stimulating ideas and debate. Prepare and distribute materials to class prior to presentation date. Some of the areas you might cover include: What are the issues that are current in your chosen topic area? Why did you choose it? What does professional literature say about this topic? What does academic literature say about this topic? Critical assessment of the available information, summary of your conclusions about the issue and how it fits into a broader context.</p>	
<b>Grading Criteria:</b> Grades will be assigned based on the following:	
Quality of seminar questions – clarity, focus, intellectually stimulating, creativity	
Development of seminar materials using evidence from chosen reading and other sources and linkages to theory and practice	
Evidence of critical thinking	
Presentation clarity	
Enthusiasm & originality	
Audience engagement and discussion leadership	
Synopsis at the end of the seminar	
<b>Assignment 5: Interactive Seminar Participation (10%)</b>	

<p>The success of a seminar largely depends on the quality of the discussion. The main objective is to encourage the thinking processes of identifying and assessing some of the major issues that run between our theoretical learning about disability and its application in the field. Participation in the discussion is a critically important part of the learning process. Please read the materials assigned before each seminar and <b>come prepared with a list of three relevant discussion ideas or questions.</b></p>	
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**Class 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.

<b>Date</b>	<b>Module / Topics</b>	<b>Instructor</b>	<b>Readings</b>	<b>Assignments &amp; Due Dates</b>
Week 1 September 11	Introduction & Course Overview	Anne Hughson	CORE 597 Course Outline and Practicum Handbook	
Week 5 October 9	Seminar: Leadership	Group 1 Anne Hughson	Group 1 Distributed material	<b>**Practicum Project Proposal Due 11am MT in D2L Dropbox</b>
Week 9 November 6	Seminar: Advocacy	Group 2 Anne Hughson	Group 2 distributed material	<b>**Mid Term Evaluations Due 11am MT in D2L Dropbox</b>
Week 13 December 4	Seminar: Reflective Practice	Group 3 Anne Hughson	Group 3 distributed material	<b>**Final Evaluations Due 11am MT in D2L Dropbox</b>