

CORE 487 –01
Practicum in Rehabilitation Practice

Instructor:

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Office Hours/Policy on Answering Student Emails

Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails only, within 48 hours on weekdays and 72 hours on weekends.

Office Hours are by appointment only. Please email to set up a Zoom meeting.

Time and Location:

Monday (alternate weeks – see schedule on pages 12-13) 16:00 - 17:50
Location: ONLINE only; Synchronous practicum seminars to be held via Zoom

For online courses:

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

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 100-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 100 hours spent in practicum, students will attend bi-weekly tutorials*.

Global Objectives

A. Practicum:

- Planning/designing 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

Course Learning Outcomes

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

- 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, if applicable to the location.
- Generalize learning through exploration, reflection, and application
- Develop critical thinking skills
- Apply strategies that demonstrate an understanding of how theory informs practice.

Learning Resources

No textbooks are required for this course

Recommended Textbooks/Readings

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

A Note regarding readings

A list of required readings will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the seminar material. **Students are REQUIRED to complete assigned readings BEFORE each seminar.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Learning Technology Requirements

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.

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

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/>.

Evaluation

The University policy on grading and related matters is described in section F of the 2020-2021 Calendar.

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

1. Project Based Practicum Package 70% including:

- Group/Individual Project Proposal – (10%), – due Oct 9, 2020
- Individual Learning Contract (15%) – due Oct 9, 2020
- Midterm Evaluation/Progress Report (15%) – due Nov 6, 2020
- Final Evaluation/ Final Project (30%) – due Dec 7, 2020

2. Online Tutorial Participation (including session facilitation) 14%:

- Overall tutorial participation throughout the semester (6% - 6 sessions @ 1% each)
- Session Facilitation (8%)

3. Critical Reflection Essays 16%:

- 2 critical reflection essays @ 8% each, due Oct 2 and Nov 27 to be submitted to the 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 – 70%

A.i) Individual/Group Project Proposal – 10% - due Oct 9, 2020

In consultation with their practicum site/site supervisor, students will develop a proposal (including timelines) for the completion of an identified project that will enhance their practicum agency, in some capacity. Students should use the proposal components to identify their personal Learning Contract goals.

The proposal template is found on D2L.

A.ii) Individual Learning Contract - 15% - due Oct 9, 2020

Students will be required to complete a practicum contract within the first 20 - 30 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/course instructor in the process of evaluating the student

B) Practicum Performance Evaluation/Progress Report

- i.* Midterm Evaluation/Progress Report due Nov 6, 2020 – 15%
- ii.* Final Evaluation/Final Project due Dec 7, 2020– 30%

Students will be individually evaluated by their site supervisor and the course instructor (as per their individual practicum learning contract) after completion of 50 hours (midterm – 15%). At this time, students will also, either individually or in groups, submit an update of their progress toward the completion of their contracted project

This process will be repeated at the completion of the practicum (100 hrs) and project.

Students will be expected to provide their practicum placement with a final copy of their project (final evaluation/project presentation – 30%).

2. Tutorial Participation & Session Facilitation: Value 14%

Session Facilitation: Students will work in groups (4-5 students/group) to facilitate one of the online sessions. Groups will select a topic from a list of topics posted on D2L. Resources 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. Further information and grading criteria will be posted on D2L (Value: 8%)

Tutorial Participation: Students will be evaluated on their overall participation in online tutorials throughout the semester (Value: 6% - 6 tutorials @ 1% each)

3. Critical Reflection Essays: Value 16% (Due: Oct 2 and Nov 27)

Students will write two 500-750-word (double-spaced) papers critically reflecting upon their practicum experience and the knowledge they have gained through their participation in the online professional development tutorials. 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 2020-21 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). Sources used in research papers must be properly documented. 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	96-100
A	Excellent performance	90-95
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 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. Please be advised that students should notify the instructor before the assignment deadline to discuss.

Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (kurz@ucalgary.ca).

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create

an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

Attendance

Attendance at practicum site is subject to negotiation with the community-based site.

Attendance and participation in bi-monthly practicum seminars is mandatory.

Conduct During Lectures/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 frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/policies/forms/title>.

Students are expected to take notes during class 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>)

Use of Internet and Electronic Communication Devices in Class

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 others during class time.

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>.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright

All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

Instructor Intellectual Property

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. 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

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) 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.pdf>). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor.

SAS will process the request and issue letters of accommodations to instructors. 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.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar.

For information of the Student Academic Misconduct Policy and Procedures, please visit;

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

Recording of Lectures

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

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

MEDIA RECORDING

Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for the assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

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 (<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 suypaca@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 <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

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. The exam dates are firm and will not be altered.

Date	Module / Topics	Synchronous Zoom Sessions	Required Readings (found on D2L)	Assignments & Due Dates
Week 1: Sept 14 (Start of classes Sept 8)	Introduction to Course	Sept 14 at 16:00 – 17:50 MT	-Course outline -Rosetti, Z. & Tashie C. (2002) Outing the prejudice: Making the least dangerous assumption, <i>Newsletter of the National Autism Committee</i> -Fialka J. (2005) Changing the way we think, <i>Everyone Altogether</i> , 1(2)	
Week 2: Sept 21	No class			
Week 3: Sept 28	Community Rehabilitation and Professional Practice: Challenges and Opportunities	Sept 28 at 16:00 – 17:50 MT	-Lang, R. (2011). Community-based rehabilitation and health professional practice: Developmental opportunities and challenges in the global North and South, <i>Disability and Rehabilitation</i> , 33(2)	Session Facilitation (Group 1) Critical Reflection Essay #1 due Oct 2, 2020
Week 4: Oct 5	No class			Group/Individual Project Proposal due Oct 9, 2020 Individual Learning Contract due Oct 9, 2020
Week 5: Oct 12 (Thanksgiving)	No class Thanksgiving			
Week 6: Oct 19	Understandings of Disability and Professional Practice	Oct 19 at 16:00 – 17:50 MT	-Roush, S.E. & Sharby N. (2011). Disability reconsidered: The paradox of physical therapy, <i>Physical Therapy</i> , 91(12)	Session Facilitation (Group 2)

Week 7: Oct 26	No class			
Week 8: Nov 2	Disability and Discrimination:Disabled Professionals working in Community Rehabilitation	Nov 2 at 16:00 – 17:50 MT	-Chacala, A., McCormack, C., Collins, B. & Beagan, B. (2014). "My view that disability is okay sometimes clashes": Experiences of two disabled occupational therapists, <i>Scandinavian Journal of Occupational Therapy</i> , 21(2)	Session Facilitation (Group 3) Midterm Evaluation/ Progress Report due Nov 6, 2020
Week 9: Nov 9	No class			
Week 10 Nov 16	Positive Behaviour Support and Models of Disability	Nov 16 at 16:00-17:50 MT	- Grey, I., Lydon, H., & Healy, O., (2016). Positive Behaviour Support: What model of disability does it represent? <i>Journal of Intellectual and Developmental Disability</i> , 41(3) - Emerson, A. (2016) Applying the "least dangerous assumption" in regard to behavioural policies and children with special needs, <i>Pastoral Care in Education</i> , 34(2)	Session Facilitation (Group 4)
Week 11 Nov 23	No class			Critical Reflection Essay #2 due Nov 27
Week 12 Nov 30	Professional Practice in Social and Medical Model Spaces	Nov 30 at 16:00-17:50 MT	Beck, B. (2020). Embodied practice: Reflections of a physically disabled art therapist in social and medical model spaces, <i>Art Therapy</i> , 37(2) Fialka (2001) The dance of partnership, Why do my feet hurt? <i>Young Exceptional Children</i> , 4(2)	Session Facilitation (Group 5)
Week 13 Dec 7	No class			Final Evaluation/ Final Project due Dec 7, 2020