

Community Rehabilitation and Disability Studies (CRDS)

**Program of Experiential Learning
Practicum Courses**

Dr. Patricia DesJardine, Practicum Coordinator
Valerie Martin, Practicum Administrator



**UNIVERSITY OF
CALGARY**

What Is Experiential Learning?



Experiential learning (EL) is learning-by-doing that bridges knowledge and experience through critical reflection.



It empowers learners to enhance individual and collaborative skills such as complex problem solving, professional practice skills, and teamwork.



Reflecting critically on these activities helps students to develop higher order thinking to challenge and advance their perspectives.



The EL process prepares students to take on roles as active citizens and thrive in an increasingly complex world.

UCalgary 2020-25 Foundational Commitments



University's
foundational
commitments

Teaching and Learning
Research and Scholarship
Community Engagement



Experiential Learning fits within the
parameters of all three of these University
mandated commitments.

CRDS Practicums & Principles

- Responsive to the needs of students and to the needs of our community
- Been offering practicum courses in the Bachelor of Community Rehabilitation (BCR) since the degree's inception.
- Interdisciplinary
- Collaboration
- Consumer-Based
- Diversity across lifespan and disability
- Effecting social change



CRDS Practicum Course

CORE 207 – Introduction to Community Rehabilitation

- Introduces students to community based programs and supports.
- Encourages students to reflect on experiences
- 24* hours (approx. 2 hours per week/across length of winter term)

CORE 487 – Introduction to Professional Conduct and Practice

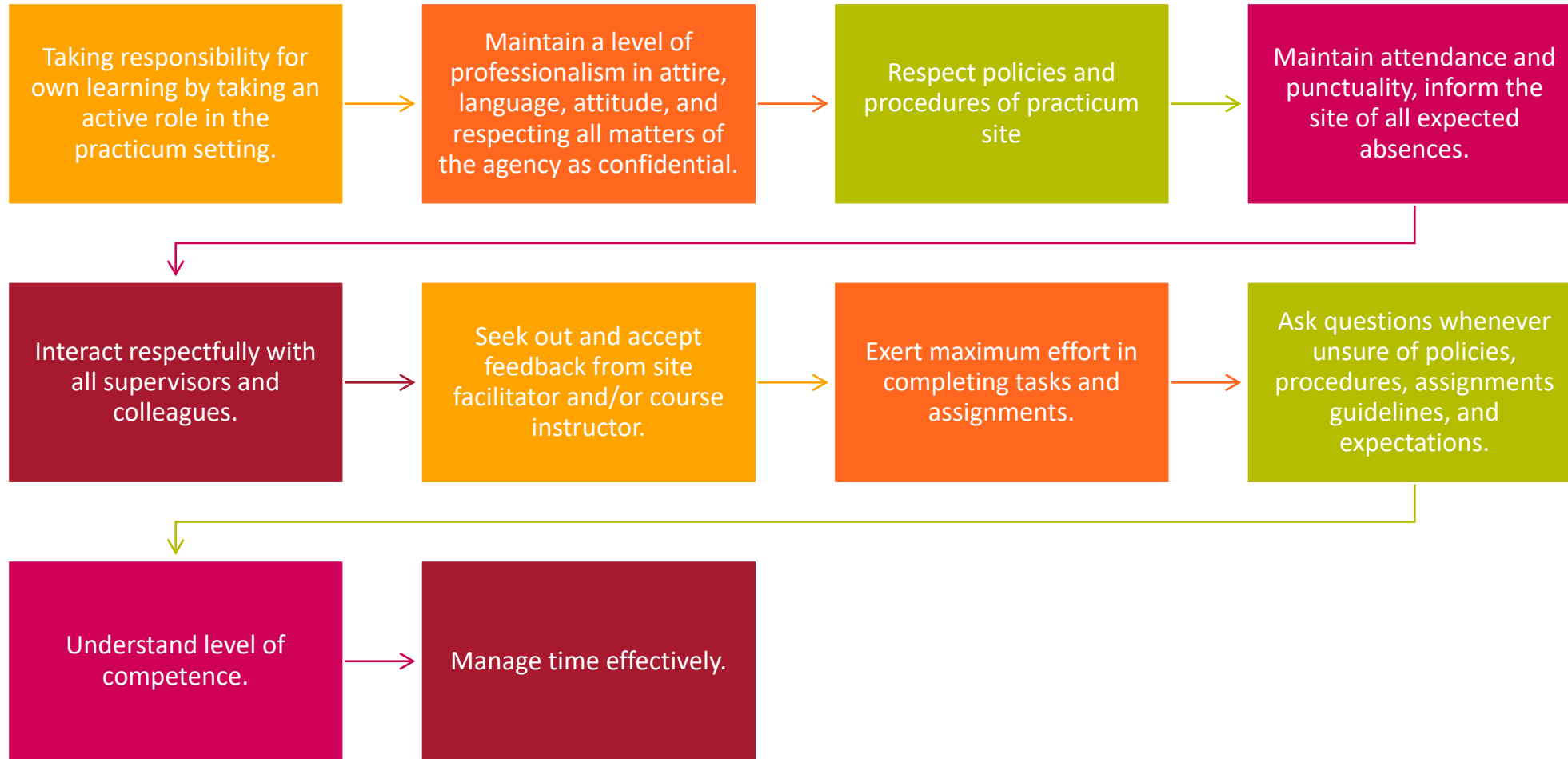
- Expands student learning of applied skills and strategies within direct service.
- Encourages students to critically question and reflect on use of skills and strategies.
- 100 hours (approx. 8 hours per week/across length of fall term)

CORE 594/595 – Senior Linked Practicum

- Capstone practicum – project based objectives that facilitate student’s leadership and facilitation of higher level work (program development and assessment, curriculum design, research, program sustainability)
- Linked courses across fall/winter-130 hours (10 hours/week)
- Students become embedded with their agency and build their capacity to see a longer view of their placement’s operations and service recipients.



CRDS Student Expectations





Site Supervisor Expectations

The site facilitator is the staff member within the host agency who will be most closely involved with the student:

Orient student to site policies and procedures

Opportunities to practically experience operations

Meet regularly to discuss activities and expectations

Supervise contracted work by student and offer suggestions if requested or applicable.

Provide performance feedback to student throughout practicum

Inform practicum coordinator of any notable concerns

Provide formal evaluation at appropriate times (midterm & final).

4 Expected Evaluation student outcomes

- Know the agency
 - Who your provide service to and what services do you offer
 - Policies and procedures of your agency
- Present themselves as engaged learners
 - Open to taking and applying critical feedback
 - Being self-directed – show initiative
- Exhibit self-awareness and reflective practice
 - Recognize their own growth within your organization
- Demonstrate their understanding of the roles and responsibilities they hold within their placement.
 - Learning goals/project outcomes addressed
 - Conduct themselves in a manner that reflects your expectations of employees

Goal Setting & Evaluations

- CORE 487 – Learning Contract
 - Students will set 4 learning goals (2 professional & 2 personal)
- CORE 594 – Project Proposal
 - Students will provide a broad outline of the project work you are proposing they take part in
- Student Evaluations
 - Midterm – 50 hours (487), 65 hours (594)
 - Final – 100 hours (487), 130 hours (594)
 - **These documents should be provided to you by the students and then returned to the students for submission into the course dropbox.**

Browser tabs: - Patti Desjardine - Outlook X, F2021 Orientation Presentation.p X, Bachelor of Community Rehabil X

Address bar: cumming.ucalgary.ca/bcr

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PROGRAM OVERVIEW


Admission Requirements

Practica

- Peer Mentoring
- Site Supervisors

Graduate Degrees in Disability Studies

Minors and Combined Degrees



Bachelor of Community Rehabilitation

Community Rehabilitation & Disability Studies | Cumming School of Medicine

For your records:

- Copies of the respective course outlines and evaluation documents can be accessed at:
- Cumming.ucalgary.ca/bcr

CRDS Requirements

- Police Security Check
- Child Welfare Check

- Immunizations



Community Rehabilitation and Disability Studies Program

Department of Community Health Sciences

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August 25, 2021

Calgary Police Service
Security Check Office
5111 – 47 St. N.E.
Calgary, Alberta

Hello,

Please view this letter as confirmation that **FIRST NAME LAST NAME** is currently completing an undergraduate degree in the Community Rehabilitation and Disability Studies Bachelor Degree program (BCR) in the Cumming School of Medicine at the University of Calgary. This student is registered in course(s) for the 2021/2022 academic year that involve unpaid practicum component(s). The community based placements for these practicum courses require this student to have a police security check, child welfare check, as well as a vulnerable sector check.

Sincerely,



Patricia DesJardine MSc
Practicum Coordinator
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Need Help?

- **Dr. Patti DesJardine**, Practicum Coordinator
- **Valerie Martin**, Practicum Administrator
 - crdspracticum@ucalgary.ca
- CORE 594 (Fall)
 - Dr. Joanna Rankin, Dr. Tiffany Boulton, Dr. Alan Martino
- CORE 487 (fall)
 - Dr. Patti DesJardine, Dr. Katrina Milaney
- CORE 207 (Winter)
 - Dr. Patti DesJardine, Dr. Alan Martino
- CORE 595 (Winter)
 - Dr. Joanna Rankin, Dr. Patti DesJardine, Dr. Alan Martino

**We are here to
support you!**



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Questions?