Community Rehabilitation and Disability Studies (CRDS)

Program of Experiential Learning
Practicum Courses

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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

- Taking responsibility for own learning by taking an active role in the practicum setting.
- Maintain a level of professionalism in attire, language, attitude, and respecting all matters of the agency as confidential.
- Respect policies and procedures of practicum site.
- Maintain attendance and punctuality, inform the site of all expected absences.
- Interact respectfully with all supervisors and colleagues.
- Seek out and accept feedback from site facilitator and/or course instructor.
- Exert maximum effort in completing tasks and assignments.
- Ask questions whenever unsure of policies, procedures, assignments guidelines, and expectations.
- Understand level of competence.
- Manage time effectively.
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.
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
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!
Questions?