Community Rehabilitation & Disability Studies

Bachelor of Community Rehabilitation Practicum Experience Handbook

About our Program
Practicum Courses
Partnership Responsibilities

cumming.ucalgary.ca/bcr
Welcome

We are thrilled to know that you have an interest in becoming an integral part of the Community Rehabilitation & Disabilities Studies Program team. If you’re interested in innovating / changing / improving the delivery of services within the community, and are committed to student learning needs then look no further. This practicum handbook will guide you through the process, and provide you with additional information on how you and the CRDS program can provide a positive experience for yourself, the students, and the community.

Community Rehabilitation & Disability Studies Program

Community Rehabilitation and Disability Studies (CRDS) is an interdisciplinary program of study. The CRDS delivers undergraduate and graduate programs in the domains of leadership development, community capacity building, innovation and multiple allies aimed at improving well-being of people with diverse abilities, promoting social change and building corresponding knowledge and theory.
Our Principles

Consumer Informed Practice

Reflective Practice & Critical Thinking

Respect for Diversity across the life-span and across disabilities

Effecting Social Change

Collaboration and Community Partnerships

Interdisciplinary Teaching and Research
Bachelor of Community Rehabilitation (BCR)

A four year BCR program is offered for students coming directly from high school and a two-year degree completion is offered to those with a first degree, approved college diploma or two full years of university prerequisite courses.

Students are expected to achieve a foundation in health, social science, law and management and will work with individuals of diverse ages and disabling conditions. Through interdisciplinary study, practical experience and project work, they gain professional skills in individual supports, assessment, planning, intervention, design and management of community services, advocacy and leadership.
<table>
<thead>
<tr>
<th>Advocacy</th>
<th>Government</th>
<th>Early Intervention &amp; Childcare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Advocate</td>
<td>AISH Consultant</td>
<td>Daycare Coordinator</td>
</tr>
<tr>
<td>Systems Advocate</td>
<td>PDD Client Services Worker</td>
<td>Behavioral Consultant</td>
</tr>
<tr>
<td>Policy Analyst</td>
<td>Client Specialists</td>
<td>Preschool Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td>Business Ventures</td>
<td>Services for Children with Disabilities</td>
</tr>
<tr>
<td>ACT Team Member</td>
<td>Employment Equity</td>
<td>Child Development Specialist</td>
</tr>
<tr>
<td>Case Manager</td>
<td>Recruiter</td>
<td>Clinical Individualized Planning Coordinator</td>
</tr>
<tr>
<td>Peer Counselling</td>
<td>Small Business Development Consultant</td>
<td>Developmental Specialist</td>
</tr>
<tr>
<td>Program Manager</td>
<td>Executive Director</td>
<td>Child Welfare Disability Specialist</td>
</tr>
<tr>
<td></td>
<td>Career Navigator</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Health</td>
<td>Vocational Rehabilitation and Counselling</td>
<td>Inclusive Community Supports</td>
</tr>
<tr>
<td>Supports</td>
<td>Job Coach</td>
<td>Parent Educator</td>
</tr>
<tr>
<td>Home Care</td>
<td>Vocational Evaluator and Educator</td>
<td>Client Services Coordinator</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Return to Work Specialist</td>
<td>Family Outreach Coordinator</td>
</tr>
<tr>
<td>Seniors Support</td>
<td>Corporate Disability Manager</td>
<td>Respite Care Coordinator</td>
</tr>
<tr>
<td>Worker</td>
<td>Client Services Coordinator</td>
<td>City Planning Accessibility Consultant</td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development Worker</td>
<td></td>
<td>Supported Employment Facilitator</td>
</tr>
<tr>
<td>Health and Wellness Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Guardian Representative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Residential Care Supervisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program Coordinator</td>
</tr>
</tbody>
</table>
## Practicum Guidebook Table

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Course Code</th>
<th>Hours/Week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior Practicum</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORE 207</td>
<td>12 hours, 4 hours/week (during a 3-week cycle)</td>
<td>Building on work from the fall semester, the main objective is to allow students to build relationships with individuals at a practicum site, and to reflect on course materials</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Practice &amp; Identity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORE 487</td>
<td>100 hours, 8-10 hours/week</td>
<td>This course introduces students to direct service work and professional/ethical conduct and practice within community work. The main objective is to invite students to build various direct services skills with individuals at a practicum site, and to reflect on the values and theories that support those skills in relation to their practical experience.</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Linked Practicums</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORE 594/595</td>
<td>130 hours, 10 hours/week per semester (260 hours total)</td>
<td>Stretches over Fall &amp; Winter semesters. Students are expected to develop their leadership’s skills in a practical environment and to examine the role of disability theory in their placements.</td>
<td></td>
</tr>
</tbody>
</table>
Tips for Successful Practicum Site Facilitation

Clear goals and expectations - by having clear goals and expectations, the students and you the agency, will be able to make this experience as effective and successful as possible. This involves a clear understanding of students’ roles.

Mentor Professional Conduct - when the student knows what their job entails and whom they can talk to when they have questions, it will eliminate misunderstandings.

Keep practicum students involved - Expect students to be a part of the team. This can be as simple as inviting them to a meeting or a social. By including students in agency events, they feel more like a team member.

Never allow students to feel unwanted - some students may feel that they are hindering you or that their time with you is more of a nuisance than a help. Everyone has busy schedules but by letting students know your schedule it will better allow them to feel like you are taking time for them.

Give honest and sincere feedback - effective and positive praise on a job well done is invaluable to learning.

Forms - Ensuring the student has filled out all the relevant forms and applications necessary to fill the position (the University of Calgary does not pay for the Calgary Police Inspection Check or Vulnerable Sector Check as it is the student’s responsibility.

We expect each agency will request students to provide:
- Police Security Check
- Vulnerable Sector Check
- Student Interview (if required)
- Up-to-date immunization records if required by the site
Supervision & Grading Process

As a site facilitator it is also your role to provide the student with a supervisor, be it yourself or someone who may be working directly with or near the student. The field of Community Rehabilitation can be at times stressful, demanding and frustrating both physically and emotionally. Discussing specific concerns, issues, problems, and successes can help teach the students to deal with and alleviate those stresses. Supervision is essential for students’ morale, for maintaining objectivity and for the development of competent community rehabilitation practitioners.

Providing feedback on your practicum student’s successes and growth areas is an integral part of their development and learning. Feedback should come from the student’s site supervisor. The feedback should be ongoing and frequent from the beginning of the practicum until the end. In order to learn from mistakes, students must be informed of them so they can be given the opportunity to correct them. Feedback should be clear, immediate, and direct and stated in understandable language. Feedback should be based on strengths and limitations as well as positive and negative comments.

Agency personnel do not assign grades. They are assigned by the course instructors. However, student self-assessment and feedback from agency personnel inform grade determination. We use this feedback to establish student grade based on criteria in each course

Semester Check In

1. Initial Meeting with Student and Instructor to negotiate goals and learning.
2. Midterm Evaluation with Student and Instructor
3. Final Evaluation with Student and Instructor

*Students must pass practicum in order to receive their degree
University of Calgary Responsibilities

Practicum Student Liability and Coverage, students are covered during their practicum hours under two sources:

**Student Health and Dental Plan:** Students must either join the University of Calgary plan or provide proof of existing coverage. Coverage is provided regardless of the location or source of the accident.

**Workers Compensation through the Government of Alberta:** Through the Minister of Human Resources and Employment, the Government of Alberta carries WCB coverage for all university students. Because practicum experience is part of the core curriculum, practicum students are covered. Regular claim policies and procedures are followed and the government account is debited.

If students are hurt or injured, immediately attend to any medical needs then phone and file an accident report with Security Dispatch at 403-220-5333.

Course Instructor Responsibilities

- Meeting formally with the student and site facilitator at least two times throughout the term. At the start of the practicum to establish student activities, discuss possible goals, and to initiate the Student Learning Contract, and a final meeting to give feedback regarding student performance in relation to learning goals identified.
- Helping the negotiation of student activities and goals.
- Providing theoretical and practical instruction to students in designated tutorial times.
- Consulting with practicum site facilitators regarding student progress.
- Addressing concerns of students and site facilitators
- Be available to visit the practicum site upon request
- Supervising and grading the students’ assignments and field work.
Site Facilitator Responsibilities

- The site facilitator is the staff member within the host agency who will be most closely involved with the student, providing orientation to the practicum site policies and procedures.
- Providing students with an opportunity to practically experience operations in the field of rehabilitation.
- Meeting weekly with the student to discuss activities and expectations.
- Supervising the contracted work of the student and offer suggestions if requested or applicable.
- Providing performance feedback to the student periodically throughout the course of the practicum.
- Informing the course instructor of any notable concerns.
- Providing feedback on overall performance and contracted assignments to student and instructor.

Practicum Student Responsibilities

- Expectations are taking responsibility for own learning including having and active role in the practicum setting.
- Upholding a level of professionalism in attire, language, attitude, and respecting all matters of the agency as confidential.
- Respecting policies and procedures of the agency.
- Maintaining attendance and punctuality and informing the site facilitator of all expected absences.
- Interacting respectfully with all supervisors and colleagues.
- Seeking and accepting feedback from site facilitator and/or course instructor.
- Exerting maximum effort in completing tasks and assignments.
- Asking questions whenever unsure of any and all policies, procedures, assignments guidelines, and expectations.
- Understanding level of competence.
- Manage time effectively.
- Not transporting people in their vehicles nor to drive agency vehicles without arranging coverage and liability.
Practicum Courses
CORE 207

Practicum: Students complete a 24-hour practicum (approximately 4 hours per week over a 3-week cycle) focusing on observation and relationship building with adults, children and families from a variety of human service organizations. Practicum activities include the completion of a reflective journal that identifies and demonstrates the student’s personal learning goals and application and assimilation of theory into practice.

Seminar/Tutorial: In addition to the 24-hour volunteer practicum experience, students will be expected to attend a weekly seminar and tutorial that will present a variety of topics pertinent to the field of Community Rehabilitation and Disability Studies and discussions with practicum supervisors to develop an applied knowledge of these topics.

Outcomes/Competencies:
• Understand the impact that history has had on the concept of disability and impairment.
• Understand where the concepts of disability, health and impairment might go in the future.
• Understand how services for people with disabilities were developed in Canada and Alberta.
• Develop respectful relationships with persons with disabilities.
• Observe practices in service settings for people with disabilities.
• Analyze issues from the perspectives of the persons with disabilities and their families.
• Understand the roles of Community Rehabilitation and Disability Studies.
Practicum Courses Continued

CORE 487

Practicum: Students complete a 100 hour practicum (approximately 8-10 hours per week over the 13 week semester) focusing on 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). Practicum activities and goals are contracted between the student, the course instructor, and a practicum site facilitator. The 100 hour practicum is usually carried out by completing approximately 8-10 hours per week for the 13-week semester.

Professional Development Tutorials: In addition to 100 hours spent in practicum, students will attend a tutorial every two weeks for 100 minutes. The tutorial is a combination of facilitated discussions relevant to theory and practice. The purposes of the tutorial are; (a) to help students make sense of their experiences, through exploration, reflection and application, (b) to integrate theory into practice, and (c) to help students build a guiding philosophy and personal code of ethics. The course instructor facilitates the tutorials. In-class tutorials discussion on student learning as it retains to community rehabilitation practice and professional ethics.

Outcomes/Competencies:
• Demonstrate sensitivity in the initiation and closure of supports.
• Plan and implement individual and group supports.
• Collaborate with consumers, families and multi-disciplinary professionals.
• Demonstrate intervention strategies such as teaching, modeling, facilitating natural supports and group facilitation.
• Generalize learning through exploration, reflection and application.
• Develop critical thinking skills.
Practicum Courses Continued

CORE 594/595

Linked Practicum: 2-part linked practicum (260 hours) where students complete the first 130 hours in the Fall Semester and the second 130 hours during the Winter Semester. It is preferable for students to work with the same organization for the duration of their academic year (September – April).

Areas of study/organization relevant projects may include fostering leadership, facilitating change process, research, curriculum development, strategic planning, board development, building networks, clinical practice, fund and community development.

Tutorials: In addition to the 260 hours (combined) practicum, students will participate in both in-class and individual tutorials. In class tutorials will focus on discussion related to student internships, individual tutorials will relate to the competency areas specific to the students negotiated learning contracts. The students will meet, or be in contact, three times throughout the practicum; individual tutorial times will be negotiated with the student, site facilitator and course instructor.

Outcomes/Competencies:

- Develop leadership skills in community practice
- Reflect on past and current service delivery and examine alternatives for future actions to enhance inclusion in the community
- Recognize innovation and change to address limitations in human service outcomes.
- Build a collaborative network for action