CORE 487
Practicum in Rehabilitation Practice

Instructor:
Section 01 - Dr. Patricia DesJardine, padesjar@ucalgary.ca

Office Hours/Policy on Answering Student Emails
All course communications must occur through your @ucalgary email, and I will respond to emails sent via student’s @ucalgary emails within 48 hours.

Time and Location:
Mondays (alternate weeks) – 1600-1750 – SA107
Sep 12, 2022
Sep 26, 2022
Oct 10, 2022 (Holiday/No Class)
Oct 24, 2022
Nov 14, 2022
Nov 28, 2022

Prerequisite/Co-Requisite:
CORE 207 – Introduction to Community Rehabilitation

Course Description:
This course addresses the practical application of the basic principles of assessment, planning and intervention with individuals and groups. Content supports professional development tutorials in community practicum.

Overarching Theme
Students complete a 100-hour practicum with a human service organization, faculty researcher 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 approved placement. In addition to 100 hours spent in practicum, students will attend bi-weekly tutorials (see schedule).

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.
   • Community-Engaged Learning
Peer problem solving
Critical thinking
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:

- Observe, plan, implement and evaluate 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, and
- Apply strategies that demonstrate an understanding of how theory informs practice.

Transferable Skill Development:
Many of the skills and abilities that you are developing in your coursework are transferable to the workforce, graduate and professional studies and other facets of life. Employers seek applicants with transferable skills because they can be an asset in the workplace, regardless of industry or sector. Transferable skills are core skills for your success in building your future career.

The work that you will do in CORE 487 will help you build the following transferable skills:

- **Collaboration**: Work respectfully with others from different backgrounds, cultures, abilities and countries.
- **Verbal Communication**: Learn and share information by presenting, listening, and interacting with others.
- **Creativity and Innovation**: Find different and better ways to do things, being curious, thinking imaginatively.
- **Critical Thinking**: Actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information (data, facts, observable phenomena, and research findings) to make a reasoned judgement or draw a reasonable conclusion.
- **Problem Solving**: Identify an issue, find and implement a solution, and assess whether the situation has improved.
- **Written Communication**: Share ideas and information by using words, images, and symbols.

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 lecture 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.

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/](http://elearn.ucalgary.ca/d2l-student/).

**Evaluation**

**Grading for this course is Pass/Fail. Students receive a passing grade only with no less than 75% (Grade level B).**

The University policy on grading and related matters is described in section F of the 2022-2023 Calendar.

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

1. **Practicum Package – 60% includes:**
   - Student Learning Contract (25%) – due Oct 3, 2022*
   - Midterm Evaluation (15%) – to be completed on or around 65 hours - due no later than Nov 4, 2022**
   - Final Evaluation (20%) – to be completed on or around 100 hours - due no later than Dec 7, 2022*

* Students will be required to book a date/time with their course instructor to make an in person/virtual visit at two points in the course, an initial meeting to be conducted prior to Oct 3, 2022, and a final meeting to be conducted on or close to the completion of your 100 hours. Please check instructions on D2L on how to set up a date/time.

** Midterm evaluations will not be accepted from students who have not yet submitted a Learning Contract.

Failure to submit any of the abovementioned elements by due date, unless otherwise discussed with the course instructor in a timely manner, will result in failure of that specific course element.

2. **Mapped Storytelling – 20% includes:**
   - Completed body-map (options include life-size body map or hand maps)
   - A testimonio (a brief story narrated in the first person) to accompany the visual image(s))
   - A key to describe each visual element found on the map
   - Final products due Nov 28, 2022

Developed by Gastaldo et al. (2012), Betancourt (2016), and Gailits et al. (2022), body maps and hand maps are used to visually communicate social and structural processes, “as well as individuals’ embodied experiences and meaning attributed to their life circumstances that shape who they have become” (2012, p. 10). Students will use experiential, arts-based methods to critically reflect on their
practicum journey, including attention to direct service contexts, their personal values, community networks, and future goals.

3. **Seminar Activities – 20% includes:**
   a. Participation in CRDS Speaker Series (Oct 24, 2022) – 6% (2% post question by Oct 23 based on course readings, 4% attendance)
   b. Small Group Practicum Check-Ins – 8% (2% per seminar)
   c. Completion of Seminar Mini-Activities – 6% (2% per seminar)

**IMPORTANT TO REMEMBER**
- There will not be a 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.
- This course is a PASS/FAIL however all BCR practica require students to attain no lower than a B grade (75%) in order to receive a PASS.
- Students who are asked by their host organization to leave a practicum placement due to poor or unprofessional performance will automatically receive a failing grade for this 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 2022-23 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 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:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Outstanding performance</td>
<td>96-100</td>
</tr>
<tr>
<td>A</td>
<td>Excellent performance</td>
<td>90-95.99</td>
</tr>
<tr>
<td>A-</td>
<td>Approaching excellent performance</td>
<td>85-89</td>
</tr>
<tr>
<td>B+</td>
<td>Exceeding good performance</td>
<td>80-84</td>
</tr>
<tr>
<td>B</td>
<td>Good performance</td>
<td>75-79</td>
</tr>
<tr>
<td>B-</td>
<td>Approaching good performance</td>
<td>70-74</td>
</tr>
<tr>
<td>C+</td>
<td>Exceeding satisfactory performance</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance</td>
<td>60-64</td>
</tr>
<tr>
<td>C-</td>
<td>Approaching satisfactory performance</td>
<td>57-59</td>
</tr>
<tr>
<td>D+</td>
<td>Marginal pass</td>
<td>54-56</td>
</tr>
<tr>
<td>D</td>
<td>Minimal pass</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>Did not meet course requirements</td>
<td>0-49</td>
</tr>
</tbody>
</table>
Missed Components of Term Work:
Students will lose 5% per day late past the deadline for all assignments. In this case, assignments will **NOT** be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero.

Course instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline. Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time.

Please note that while absences are permitted for religious reasons, students are responsible for providing advance 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](https://www.ucalgary.ca/pubs/calendar/current/e-4.html)).

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](mailto:kurz@ucalgary.ca)).

Attendance
Attendance during agreed upon days/times with your practicum placement are mandatory. Reasonable situations where you may not be able to attend (example; illness) should be communicated to your site supervisor in a timely and professional manner. Other school obligations are not considered reasonable situations.

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/legal-services/university-policies-procedures](https://www.ucalgary.ca/legal-services/university-policies-procedures).

Conduct during Practicum
It is expected that students will maintain a professional manner while in their community-based or academic 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 to communicate regularly and respond in a timely manner with site supervisors and staff, the course
instructor and the practicum coordinator. 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).

Students who are asked to leave their practicum or who choose not to complete their practicum placement will, in the absence of extenuating circumstances at the site, fail the course.

**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 read 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). 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/.
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 Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) (kurz@ucalgary.ca).

**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. **It also includes using of third-party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

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

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

**Sexual and Gender-Based 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 and gender-based violence policy guides us in how we respond to incidents of sexual and gender-based violence, including supports available to those who have experienced or witnessed sexual or gender-based violence, or those who are alleged to have committed sexual or gender-based 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/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-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/
CSM Student Advocacy and Wellness Hub (CSM Students only)  https://cumming.ucalgary.ca/student-advocacy-wellness-hub/home
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 suvpaca@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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Module / Topics</th>
<th>Instructor/Guest Lecturer</th>
<th>Assignment due dates</th>
<th>In class activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 12</td>
<td>Course Introduction</td>
<td>Patti DesJardine</td>
<td></td>
<td>-Intro to Check ins and Body Mapping</td>
</tr>
<tr>
<td>Sept 26</td>
<td>Observe to Learn</td>
<td>Patti DesJardine</td>
<td>Update of Body Map</td>
<td>-Check in -Observation activity</td>
</tr>
<tr>
<td>Oct 3</td>
<td></td>
<td></td>
<td></td>
<td>Learning Contract</td>
</tr>
<tr>
<td>Oct 10</td>
<td>Thanksgiving (no class)</td>
<td></td>
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</tr>
<tr>
<td>Oct 24</td>
<td>CRDS Speaker Series: Disability, Relational Inequality, and the Structures that Disadvantage</td>
<td>Michelle Maroto</td>
<td></td>
<td>-Check in</td>
</tr>
<tr>
<td>Nov 4</td>
<td></td>
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<td>Last date to get Midterm Eval submitted</td>
<td></td>
</tr>
<tr>
<td>Nov 6-12</td>
<td>Fall Term Break</td>
<td></td>
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</tr>
<tr>
<td>Nov 14</td>
<td>Intentional Planning and Facilitating</td>
<td>Patti DesJardine</td>
<td></td>
<td>-Check in -Facilitation Activity</td>
</tr>
<tr>
<td>Nov 28</td>
<td>What worked, what did not and what does that mean - Assess &amp; Adapt</td>
<td>Patti DesJardine</td>
<td>Mapped Storytelling Assignment</td>
<td>-Final Check in -Assessing/Adapting Activity</td>
</tr>
<tr>
<td>Dec 7</td>
<td></td>
<td></td>
<td>Last date to get Final Eval submitted</td>
<td></td>
</tr>
</tbody>
</table>