



UNIVERSITY OF
CALGARY

Department of Community Health Sciences

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.

The 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

BCR Careers & Further Education

Advocacy

Individual Advocate
Systems Advocate
Policy Analyst

Government

AISH Consultant
PDD Client Services Worker
Client Specialists

Early Intervention & Childcare

Daycare Coordinator
Behavioral Consultant
Preschool Teacher

Mental Health

ACT Team Member
Case Manager
Peer Counselling
Program Manager

Business Ventures

Employment Equity
Recruiter
Small Business Development
Consultant
Executive Director
Career Navigator

Services for Children with Disabilities

Child Development Specialist
Clinical Individualized Planning
Coordinator
Developmental Specialist
Child Welfare Disability
Specialist

Community Health Supports

Home Care
Coordinator
Seniors Support
Worker
Community
Development Worker
Health and Wellness
Advisor

Vocational Rehabilitation and Counselling

Job Coach
Vocational Evaluator and
Educator
Return to Work Specialist
Corporate Disability
Manager
Client Services Coordinator
Client Counselling

Inclusive Community Supports

Parent Educator
Client Services Coordinator
Family Outreach Coordinator
Respite Care Coordinator
City Planning Accessibility
Consultant
Supported Employment
Facilitator
Public Guardian Representative
Residential Care Supervisor
Program Coordinator

Practicum Guidebook Table

<p>Introductory Practicum</p> <p>CORE 205 24 hours, 2 hours/week Introduces students to some of the values, philosophies, and concepts that support and empower people with disabilities and their families.</p>	<p>Junior Practicum</p> <p>CORE 207 60 hours, 5 hours/week 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 and theories in relation to practical experience.</p>	<p>Professional Practice & Identity</p> <p>CORE 487 60 hours, 5 hours/week 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 and theories in relation to practical experience.</p>	<p>Senior Linked Practicums</p> <p>Senior Practicums: Leadership Skills (CORE 594/595) 130 hours, 10 hours/week per semester (260 hours total) Stretches over Fall & 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.</p>
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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 205/207

Practicum: Students complete a 24-hour practicum (approximately 2 hours per week over 12 week semester) 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 130 hour practicum (approximately 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 130 hour practicum is usually carried out by completing 10 hours per week for the 13-week semester.

Professional Development Tutorials: In addition to 130 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 discuss student learning as it relates 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 595/595

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 130/260 hours 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

Practicum Courses *Continued*

CORE 597/598

Linked Distance Learning Practicum: Students will contract with a human service organization for 130 hours to complete a project focused on development of services and programs, consultation and leadership e.g. needs analysis, developing funding proposals, program evaluation.

This is developed in consultation with the organization, the practicum site facilitator, student and the course instructor.

Seminars: In the seminars, students will be supported in the completion of agency-based program development. Students will present on a topic relating to their contract. Topics will be selected on the basis of student practicum. Students participate in on-line discussion forums on D2L, participate in phone meetings with practicum site facilitator and instructor, and deliver a 15-30 minute presentation to the agency on related practicum topic and the Community Rehabilitation and Disability Studies field.

Outcomes/Competencies:

- Work towards facilitating a change process – individual, organization or social action
- Develop skills in areas such as fund development and marketing, curriculum development, and strategic planning.
- Facilitate a program evaluation plan, survey or needs assessment.
- Research a specific topic/question: e.g. a current literature review of theory and/or practice, critical policy analyses or develop an inquiry based proposal to respond to problem/question posed.
- Board Development: e.g. examine best practices for effective recruitment, role clarity.
- Analyze personal effectiveness in relation to chosen project.
- Establish, manage, and complete goals and objectives related to agreed-upon agency project
- Demonstrate knowledge of agency's organizational structure.