

CORE 595 – T02, B02 Practicum II

Instructor:

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Office Hours/Policy on Answering Student Emails

Office Hours: Wednesdays 9:30-10:30 am (online or in-person)
Email Policy: Student emails will be answered within the week of receipt.

Time and Location:

Wednesday 11:00-12:50 **January 15, February 12, March 11, April 8**
Location: EDC 289
Please consult course schedule to confirm location of individual sessions.

Prerequisite/Co-Requisite:

Community Rehabilitation 594

Course Description:

Senior level program and management skills in partner agencies, associations and systems. Specifics to be negotiated with the student. Content on professional ethics will also be covered.

Overarching Theme

This practicum course is the second half of two linked practica CORE 594 & CORE 595. Students will attend a 130-hour practicum and will complete a project of their choosing at this site. Students will be required to attend classroom seminars one time per month.

Global Objectives

Students will participate in a 130-hour linked practicum (including 130 hours in CORE 595 Winter term) focused on development of services and programs, consultation and leadership. Specific areas of focus will be developed in consultation with the organization, the student and the instructor. Internship sites are selected according to the following criteria; (a) interest in innovation/change/improvement in delivery of services (b) interest in an on-going relationship with Community Rehabilitation and Disability Studies and the University of Calgary and (c) commitment to student learning needs.

Learning Objectives

By the end of this course, students will be able to:

- Develop leadership skills in community practice
- Reflect on past and current service delivery and examine alternatives for future actions to enhance inclusion in community
- Recognize innovation and change to address limitations in human service outcomes
- Build a collaborative network for action
- Depending on the specific nature of the practicum students will develop skills in some of the following areas:
 - 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

Required Textbooks

No text is required for this course

Evaluation

The University policy on grading and related matters is described in section F of the 2019-2020 Calendar.

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

1. Practicum Proposal & Evaluation: Value 60% including:

- Practicum Project Proposal (20%) – due February 12, 2020
- Midterm Evaluation (20%) – due March 11, 2020
- Final Evaluation (20%) – due April 8, 2020

2. Interactive Seminars: Value 20% including:

- Journal Submission (10%)
 - for Peer Review – **March 4, 2020 (1 week before class)**
 - for Submission to Journal (Optional) – April 8, 2020
- Student Peer Review (10%) – due March 11, 2020

3. Poster Presentation: Value 20%

- **Students will present a poster about their practicum project on April 8, 2020 during regular class time (11 am – 12:50 pm) at the CRDS Connector Event.** The event will include all CRDS practicum students and employers/agency representatives. While students are strongly encouraged to attend the entire CRDS Connector Event, *you are only required to present your poster and attend the event during regular class time.*

There will be no final exam in 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.

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 2019-20 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). The University of Calgary offers a number of 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:

Letter Grade	Description	Percentage
A+	Outstanding performance	97-100
A	Excellent performance	90-96
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

Missed Components of Term Work:

Late assignments will lose 25% per day late past the deadline for all assignments. In this case, assignments will **NOT** be accepted more than 48 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero. **There will be NO exceptions to this policy.**

It is the agreement of all Faculty and Staff involved in CORE 595 that **extensions will NOT be granted** on any assignment. The only exceptions to this are those in keeping with the University

Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. 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>).

Brightspace by Desire2Learn (D2L)

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/>.

Policies Governing the Course:

Conduct During 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 conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors.

Conduct during Practicum

It is expected that students will maintain a professional manner while in their community-based 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 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>)

Electronic Devices

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 both the user and those sitting nearby. Students are to refrain from accessing websites that may be distracting for fellow learners (i.e. personal email, Facebook, YouTube).

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>

Cell phones (or similar devices) should **be turned off** (not merely silent) upon entering the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams/quizzes, etc.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). 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 Based on Disability or Medical Condition

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to their

instructor or to the designated BCR program contact, Mrs. Jennifer Logan (jljlogan@ucalgary.ca), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html> Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

Student information will be collected in accordance with typical 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>

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/
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 (Room 370 MacEwan Student 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.

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.

Class Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements.

Date	Module / Topics	Readings	Assignments & Due Dates
January 15	Semester Overview – Introduction	Course Outline	
February 12	Small Group Journal Article Development Seminar	Review “Preparing to Write Worksheet” on D2L Read accepted articles from last year’s course: http://www.ijdc.ca/VOL17_01/index.shtml How Disability Is Portrayed In University Websites , by Roberta Armitage Dining Room Enhancements to Empower Long Term Care Residents , by Yun Cho Access to Advocacy for Individuals with Developmental Disabilities and Their Families , by Mikaela Johnson Pan-Indigenism and Cultural Appropriation: A Practicum Student’s Observations in the Community , by Candace Parsons The Impact of Parent Voice in Fundraising Initiatives for Non-Profits that Support Children with Varying Abilities: An Empowering Approach to Fundraising , by Andrea Sorley My Experience Working in a Home-Based Early Childhood Education Program: A Collaborative Learning Model for Multidisciplinary Teams Working in Early Childhood Education , by Janine Sorley	Project Progress Report Due February 12, 2020 by 11 am in Dropbox

<p>March 11, 2020</p>	<p>Student Article Peer Review</p>	<p>Review IJDCR submission guidelines and “Peer Review Template” on D2L</p> <p>Read your groups article submissions on D2L</p>	<p>Journal Submission for Peer Review – Due March 4 (1 week before class) by 11 am in Dropbox</p> <p>Peer Review – Due March 11, 2020 by 11 am in Dropbox</p> <p>Mid Term Report Progress Report: Due March 11, 2020 by 11 am in Dropbox</p>
<p>April 8, 2020</p>	<p>CRDS Connector Event</p>	<p>Review “Creating an Academic Style Poster” on D2L</p>	<p>Poster Presentation at Connector Event: Due April 8, 2020 by 11 am. Poster is to be presented at the event during regular class time</p> <p>NOTE: You are required to provide a poster for this event and to attend for at least the duration of class (11 am – 12:50 pm).</p> <p>Final Evaluation Report Due April 8, 2020 by 11 am in Dropbox</p>