CORE 207 – L02, B02, T02
An Introduction to Community Rehabilitation Practice & Professional Conduct

Instructors:
Tiffany Boulton, PhD
tiffany.boulton@ucalgary.ca

Office Hours/Policy on Answering Student Emails
Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student’s @ucalgary emails within the week of receipt.
Office Hours are Thursdays 2 – 3 pm via Zoom

Time and Location:
Synchronous
Thursdays
L02: 3:30 – 5:20 pm MT
T02: 5:30 – 6:20 pm MT
Online: ZOOM

The location of this course is ONLINE via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. If unable to participate in the Zoom sessions due to the time difference or unforeseen circumstances, it is the student’s responsibility to watch the recording and ensure that they understand the course material and complete any in-class assignments that were missed.

Prerequisite
Community Rehabilitation 205.

Course Description:
Practical application of the basic principles of assessment, planning and intervention with individuals/groups. Supports professional development tutorials in community practica.

Overarching Theme
This is an introductory course on community rehabilitation practice. Students will participate in a weekly lecture, a community-based practicum (research group or community) and a bi-weekly tutorial. Tutorials will be led by peer mentors who will both coordinate & supervise the practica and facilitate the tutorial assignments.

Topics to be covered:
• History of Services in Canada
• Role of community
• Human Service Models
• CR values and practice approach
• Best practices in CR – employment, creating meaningful day, education, finding a home,
Global Objectives
- History of community rehabilitation
- Human service models
- Values and assumptions in community rehabilitation
- Introduction to access to services, person centered planning & approaches to support
- Community inclusion strategies
- Professional roles & responsibilities
- Working with families, community members and other professionals
- Linkage of community rehabilitation to an inclusive life.

Course Learning Outcomes

By the end of this course, students will be able to:
1. Understand history, models, values, practices, and impact of community rehabilitation
2. Identify effective assessment and planning approaches
3. Apply positive strategies to address social devaluation
4. Articulate questions about current dilemmas in community rehabilitation
5. Analyze issues from the perspectives of those affected and from the base of knowledge and research
6. Analyze the effectiveness of strategies for enhancing community capacity and scaling up innovations to improve outcomes for people using community rehabilitation services

Learning Resources

There is no required textbook for this course*

*In lieu of a textbook, students will subscribe to the following online learning platform:
Conversations That Matter - https://conversationsthatter.org/
*Please see D2L for instructions on how to access a student subscription.

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 lecture. 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.

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:
• A computer with a supported operating system, as well as the latest security and malware updates;
• A current and updated web browser;
• Webcam (built-in or external);
• Microphone and speaker (built-in or external), or headset with microphone;
• Current antivirus and/or firewall software enabled;
• Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

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/.

Evaluation
The University policy on grading and related matters is described in section F of the 2020-2021 Calendar.

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

ASSIGNMENTS
1. Practicum “Passport” Package - 65% (Total)
Students will organize their practicum experience by linking real life community experiences (practicum) with workshop packages, and through their choice of online Q & A sessions with community leaders.

Includes the following components:
   a) Community-Based Practicum Placement (20%)
      • Learning Objectives 2,3 & 5
      • 12 hours in a practicum placement on-site. Student placements will be organized at the start of the term. Students will have a choice of completing their hours during one of three possible placement cycles:
         ▪ Cycle 1: Jan 25 – Feb 13; Cycle 2: Feb 22 – March 13; Cycle 3: Mar 22 – Apr 10
      • Time Sheet – due April 15, 2021 (5%)
      • Final Evaluation – due April 15, 2021 (15%)
   b) Online workshops utilizing the online learning platform Conversations that Matter (20%)
      • Learning Objectives 1,2,3,4 & 5
      • Each student must complete 4 workshop packages (available on D2L) worth 5% each. Students have the choice of completing any 4 of the workshops provided online. The workshop packages must be completed and submitted by the following dates:
         o Workshop 1 – to be submitted no later than January 28, 2021 – 5%
         o Workshop 2 – to be submitted no later than February 25, 2021 – 5%
         o Workshop 3 – to be submitted no later than March 25, 2021 – 5%
         o Workshop 4 – to be submitted no later than April 15, 2021 – 5%
   c) Participation in Q & A sessions with Community Leaders from a variety of disability organizations representing various service domains (20%)
      • Learning Objectives 4 & 5
      • Each student must sign-up and submit at least one question in order to attend at least 4 discussion sessions (5% each) with noteworthy community leaders. For each session, students must:
- Research the agency that the community leader is from
- Submit at least one question to the Dropbox for the community leader to address (2% x 4 sessions = 8%)
- Attend and participate in the online Q and A session (3% x 4 sessions = 12%)
- Question(s) for each session must be submitted 72 hours prior to the community leader’s Q & A session (see course schedule for due dates and refer to D2L for further information).

- PLEASE NOTE: The Zoom link to the session will be provided only to students who have submitted a question by the required date.

**d) Practicum Passport Checklist (5%) – Due January 21, 2021**

- **Learning Objective 2**
- To help students stay organized and on-track with their Practicum Passport, each student must complete and submit a Practicum Passport Checklist (please see D2L for template) that includes the following:
  - Which community-based cycle you will complete (see above) and the practicum location (if known)
  - Which workshops you propose to complete for each expected due date
  - Which 4 Q and A sessions you plan to attend
  - PLEASE NOTE: This is only a “plan” to help you organize your time. It is not set in stone, and it is okay if the plan changes.

2. **Peer Mentor Tutorials – 25% (Total) – 5 Tutorials @ 5% each**

- **Learning Objectives 1, 2, 3, 4 & 5**
- Students are required to both participate in scheduled peer mentor tutorials and complete the required activities associated with those tutorials.
- Rubric for each tutorial will be posted on D2L prior to the session. (The Tutorials are ongoing throughout the semester – please see course schedule for dates.)

3. **End-of-Term Critical Reflection Paper – 10% due April 15, 2021**

- **Learning Objectives 1, 4 & 5**
- Students will complete a final critical reflection essay to address their most significant learning over the course. The essay should include:
  - Reflections on the plan they made at the start of the semester (the original Practicum Passport Checklist) vs. the actual timeline and work completed
  - Reflections on what they learned from the various elements of the course (i.e. Community Practicum Placement, Online Workshops, Q and A sessions, and Peer Mentor Tutorials)
- Further details and rubric will be available on D2L

*There will be no 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 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 2020-
21 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 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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Percentage</th>
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<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</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 25% 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.

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. 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).

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).
**Guidelines for Zoom Sessions**

Zoom is a video conferencing program that will allow us to meet at specific times for a ‘live’ video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. **Zoom links and passwords are only intended for students registered in the course.** Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. **Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.**

Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: [https://elearn.ucalgary.ca/guidelines-for-zoom/](https://elearn.ucalgary.ca/guidelines-for-zoom/).

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

**Attendance**

Attendance at all lectures and tutorials is required. Students will be graded on their attendance and participation (see grading criteria above).

**Conduct During Lectures**

The classroom (whether in-person or virtual) 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/policies/forms/title](https://www.ucalgary.ca/policies/forms/title). 

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**Winter 2021**
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)

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 negatively affects the learning of the user and 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 reach 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
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). 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 their instructor.

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/.

**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.


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
MEDIA RECORDING
Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Media recording for lesson capture
The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for the assessment of student learning
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual 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 violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual 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/policies/files/policies/sexual-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/
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](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](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](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. The exam dates are firm and will not be altered.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Module / Topics</th>
<th>Peer Mentor Tutorial OR Community Leader Q &amp; A</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14</td>
<td>Introduction to the course; Introduction to “Conversations That Matter” Online Platform Learning</td>
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<tr>
<td>(Week 1)</td>
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<tr>
<td>Jan 21</td>
<td>History of Community Rehabilitation and De-Institutionalization</td>
<td></td>
<td>Practicum Passport Checklist Due January 21, 2021 to the Dropbox by 11:59 pm MT</td>
</tr>
<tr>
<td>(Week 2)</td>
<td></td>
<td>Community Leader Q &amp; A (Question for Community Leader due January 25 to the Dropbox by 11:59 pm MT)</td>
<td>Workshop Package #1 Due January 28 to the Dropbox by 11:59 pm MT</td>
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<tr>
<td>Jan 28</td>
<td>Values of Inclusion; O’Brien’s Five Accomplishments Supporting Social Roles</td>
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<td>(Week 3)</td>
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<td>Feb 4</td>
<td>Employment</td>
<td>Peer Mentor Tutorial</td>
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<tr>
<td>(Week 4)</td>
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<tr>
<td>Feb 11</td>
<td>Education</td>
<td>Community Leader Q &amp; A (Question for Community Leader due February 8 to the Dropbox by 11:59 pm MT)</td>
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<tr>
<td>(Week 5)</td>
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<tr>
<td>Feb 14-20</td>
<td>READING WEEK – NO CLASSES</td>
<td>NO TUTORIAL</td>
<td>NO ASSIGNMENTS</td>
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<td>(Week 6)</td>
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<tr>
<td>Feb 25</td>
<td>Sport &amp; Leisure</td>
<td>Peer Mentor Tutorial</td>
<td>Workshop Package #2 Due February 25 to the Dropbox by 11:59 pm MT</td>
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<tr>
<td>(Week 7)</td>
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<tr>
<td>Mar 4</td>
<td>Natural Supports</td>
<td>Community Leader Q &amp; A (Question for Community Leader due March 1 to the Dropbox by 11:59 pm MT)</td>
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<tr>
<td>(Week 8)</td>
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<tr>
<td>Mar 11</td>
<td>Creative Expression</td>
<td>Peer Mentor Tutorial</td>
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<tr>
<td>(Week 9)</td>
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<tr>
<td>Mar 18</td>
<td>Spirituality</td>
<td>Community Leader Q &amp; A (Question for Community Leader due March 15 to the Dropbox by 11:59 pm MT)</td>
<td>Workshop Package #3 Due March 18 to the Dropbox by 11:59 pm MT</td>
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<tr>
<td>(Week 10)</td>
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<tr>
<td>Mar 25</td>
<td>Relationships and Sexuality</td>
<td>Peer Mentor Tutorial</td>
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<tr>
<td>(Week 11)</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Activity Details</td>
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<tr>
<td>Apr 1 (Week 12)</td>
<td>Community Involvement &amp; Advocacy</td>
<td>Community Leader Q &amp; A (Question for Community Leader due March 29 to the Dropbox by 11:59 pm MT)</td>
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<tr>
<td>Apr 8 (Week 13)</td>
<td>Community Inclusion During Covid-19 and Beyond</td>
<td>Peer Mentor Tutorial</td>
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<td></td>
<td></td>
<td>Workshop Package #4 Due April 8 to the Dropbox by 11:59 pm MT</td>
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<tr>
<td>Apr 15 (Week 14)</td>
<td>Wrap up and Reflection</td>
<td>Final Critical Reflection Paper</td>
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<td>Practicum Time Sheet and Final Evaluation</td>
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<td>All due April 15 to the appropriate Dropbox by 11:59 pm MT</td>
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