

# CLASS SYLLABUS



COURSE TITLE: CSEA 111 - Practicum 1  
CLASS SECTION: X14  
TERM: W2022  
COURSE CREDITS: 4  
DELIVERY METHOD(S): Synchronous

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.  
Learn more about Camosun's [Territorial Acknowledgement](#).

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<https://camosun.ca/about/covid-19-updates>

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Meaghan Feduck & Madison Brooks  
EMAIL: [feduckm@camosun.bc.ca](mailto:feduckm@camosun.bc.ca); [brooksm@camosun.bc.ca](mailto:brooksm@camosun.bc.ca)  
OFFICE: Room A111, Belmont Secondary site  
HOURS: Wednesday Meaghan 12:30-1:30; Madison 3:30-4:30 or by appointment

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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This combined seminar and practicum course provides the opportunity for students to observe and apply the beginning knowledge, skills and abilities needed to support people with disabilities in a supervised practicum setting. Weekly seminars assist students to integrate classroom learning and theory with practice.

**Note:** Only open to students in the Education Assistant and Community Support Program

PREREQUISITE(S): **All of:** C in CSEA 110; C in CSEA 120; C in CSEA 140  
CO-REQUISITE(S): Click or tap here to enter text.  
PRE/CO-REQUISITE(S): **All of:** C in CSEA 150 ; C in CSEA 160; C in CSEA 175; C in PSYC 154

## COURSE DELIVERY

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ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
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Lecture			
Seminar	2	14	
Lab / Collaborative Learning			
Supervised Field Practice	12	12	
Workplace Integrated Learning			
Online			
	<b>TOTAL HOURS</b>		<b>172</b>

## COURSE LEARNING OUTCOMES

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Upon successful completion of this course, the student will be able to:

1. demonstrate basic practices that enhance the quality of life experienced by people with disabilities.
2. use basic critical thinking skills and the problem solving process of assessment, planning, implementation, and evaluation as a basis for education assistant and community support practice.
3. provide basic positive and valuing supports to promote participation, inclusion and satisfaction for individuals in educational, social, daily living and work activities.
4. demonstrate interpersonal competence in your work with individuals, families, team, and community members.
5. support the health, well being, and safety of self and others.
6. present and conduct yourself as a Education Assistant and Community Support.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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CSEA 111 Practicum book (on D2L) and CSEA 111 Student workbook (on D2L)

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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### Assignments & General Considerations:

1. Please arrive to seminar on time and be prepared to participate in discussions and activities.
2. Attendance at weekly seminars is **mandatory**. If you miss a seminar, you must complete a missed seminar assignment (see below)
3. Journal submissions are required, and must be submitted on or before the scheduled seminar. Failure to submit journals may result in termination of practicum placement. All journals are to be submitted as a Word document or oral submission through the appropriate D2L Dropbox.
4. Students will be required to make up time if absences are in excess of one practicum day. Unexcused absences from seminar and practicum will affect your ability to successfully complete this course. Excused absences include medical or family emergencies, and students may be required to provide documentation

## Seminars:

An important aspect of this course is the integrative seminar and the opportunity to reflect on and share learning experiences gained from the practicum placement. This is a **MANDATORY** class and you are expected to come to class prepared to share your reflections and experiences of your practice learning with your classmates and instructors. **Missing more than two seminar classes will put you at risk of failing the course.**

### **Missed Class Assignment**

In the event you miss or are late or leave early for an integrative seminar, you are required to complete the following assignment:

- Have a minimum five-minute discussion (in-person or on the phone) with **at least two students** in your class to learn their perspective of the important aspects of the session missed (both large group and small group). This will also give you the opportunity to offer supportive feedback to them as well (peer support is one intended outcome of small group seminar). Ensure you **identify** which students you have spoken to.

- Complete and submit a **400-500 word** write up in D2L which talks about the key elements that were missed in the class, along with your own reflections on the subject. Please submit this write up to your instructor by Sunday at 11:59pm via email in the week of the affected seminar.

Assignment #1: Journals: note: due dates in syllabus

You are required to keep a weekly journal, noting your experiences, your thinking about practice along with links to your current learning content and your curiosities. You will complete a summary of your learning and ideas in journal submissions during the semester. These journal submissions may be written or oral, however, either choice of format should adhere to the outlined expectations for journals.

Complete **6 journal summaries**. These will be submitted on **Friday night by 11:59pm** via D2L Dropbox.

Grading:

Journals are graded as Satisfactory or Unsatisfactory with comments listed through D2L. You will reflect on your experiences and link this to concrete learning. If this is not met, you may be asked to re-do a submission. For each written journal please provide an APA 7<sup>th</sup> edition formatted reference from any CSEA course content. For oral journals, you are required to orally provide an APA 7<sup>th</sup> edition reference, in correct order (i.e. starting with authors name, then title, etc.). Each journal should have a minimum of at least 1 to 2 references. Each journal submission will be 2-3 pages in length. Oral journal submission time will vary, at minimum journals will be 5 minutes, but no longer than 20 minutes. Please note this time does not include references.

To achieve a Satisfactory grade in this assignment:

- demonstrate insight into your learning experience
- focus on the themes in the context of your placement
- demonstrate evidence of thought and effort in the assignment

This journal is a reflective and analytical activity, which allows you to grapple with problems and frustrations as well as to identify your accomplishments and other positive learning experiences while at your practicum placement. The journal is your means of regularly charting your growth and development both academically and personally.

**Summaries are NOT a review of what you did or what happened – they reflect on the experience and highlight your understanding of what these mean to you as a practitioner in the field. Please do not write out a review of events at your practicum!! We want to know what you think of these issues versus a narrative of them.**

**JOURNAL INFORMATION:** The use of journals is to enable you to pull out key themes from your experience or highlight one particular item that made you curious about something in practice. The weekly guiding questions are simply prompts for your weekly journal - things to think about. You do not have to answer the questions in your submission as you may choose to write about a specific issues. The submission allows you to summarize your learning and pull out key issues from your experience.

Follow these guiding questions for your own weekly journal writing.

WEEK or DATE RANGE	ACTIVITY or TOPIC
<b>Week 1 Jan. 12</b> Course Introduction, First Day Journal overview	Describe your first impressions of your practicum placement. Include a description of the environment and the people with whom you are working.  How do you <b>feel</b> about your initial experiences and why? What skills do you want to learn at this placement over the next semester?  Anything else?
<b>Week 2 Jan. 19</b> What is my Practicum? Safety Covid protocols Journal 1 due Jan. 21	Describe your responsibilities at this placement.  What are the particular issues, tasks or problems you are dealing with?  What were your expectations and how it this maybe different than you initially thought? Why?  Anything else?
<b>Week 3 Jan. 26</b> Roles and Responsibilities Journal 2 due Jan. 28	Describe a meaningful event or series of events in which you were involved at your placement. – why was this meaningful in terms of practice?  Describe: who, what, where & when (objective) and your personal reflection about the event (how you felt about and responded to the situation.
<b>Week 4 Feb. 2</b> Observe, Record, Assess, Plan, Implement, Evaluate (ORAPIE) Journal 3 due Feb. 4	What have you learned about the people with whom you are working (staff and individuals)?  What do you have in common? What differences have you found?  Anything else?
<b>Week 5 Feb. 9</b> Giving and Receiving Feedback (tentative topic)	How are the people with whom you work (staff and individuals) responding to your efforts? Give examples.

WEEK or DATE RANGE	ACTIVITY or TOPIC
Journal 4 due Feb. 11	<p>Do you think that your presence is anticipated or appreciated?</p> <p>Are there things that you want to do differently or work on to improve your skills?</p> <p>Anything else?</p>
<b>Week 6 Feb. 16</b> Competencies Café (tentative topic)	<p>Describe a meaningful event or series of events in which you were involved at your placement.</p> <p>Describe the: who, what, where &amp; when, (objective) and your personal reflection about the event (how you felt, how you responded).</p>
<b>Week 7 Feb. 23</b> Reading Break-NO CLASS THIS WEEK	<p>Write about a person whom you find interesting or challenging to be with. Reflect on why this person interests or challenges you.</p> <p>Identify 2 goals that you wish to work on for the remainder of this placement. Do you need any support to achieve these goals?</p> <p>Anything else?</p>
<b>Week 8 March 2</b> Relationships and Boundaries Journal 5 due March 4	<p>What are the different relationships that you have in practicum?</p> <p>Have you had any challenges with setting boundaries or learning about setting boundaries?</p>
<b>Week 9 March 9</b>  Ethical Issues	<p>Are you aware of how others see you?</p> <p>How do staff &amp; individuals see your role in this placement?</p> <p>Does this perception match or conflict with the way in which you see your role?</p> <p>What issues in the field have come up for you- any dilemmas?</p>
<b>Week 10 March 16</b> Wellness Journal 6 due March 18	<p>How are you balancing your health and wellness? What is the most difficult part of your work? Why?</p> <p>What is the most satisfying part of your work? Why? What is the best thing that happened today/this week?</p> <p>Anything else?</p>
<b>Week 11 March 23</b> Endings and Transitions Toolkit Part A and B due <i>Toolkit Part B to be shared in-class</i>	<p>Describe something significant you have learned at this placement. How will you deal with the end of your practicum?</p>

WEEK or DATE RANGE	ACTIVITY or TOPIC
	<p>Detail what you learned and what skills or knowledge you need to develop to be more effective in your role as an EACS?</p> <p>Anything else?</p>
<p><b>Week 12 March 30</b></p>	<p>Describe the things that keep you enthused and interested in your placement and the people.</p> <p>Think back on a moment when you felt especially happy or satisfied in your placement, and describe what that tells you about yourself.</p> <p>What things can you do to motivate yourself in your work?</p> <p>Anything else?</p>
<p><b>Week 13 April 6</b> Be the change Assignment due</p>	<p>Review the goals you set for yourself in Week 7.</p> <p>Have you accomplished these? What have you done to work towards these goals?</p> <p>What has stopped you?</p> <p>Anything else?</p>
<p><b>Week 14 April 13</b> Final Presentation</p>	<p>How have the initial assumptions, questions, fears, etc. that you had about your role as a practicum student and a CSEA changed since the beginning of your practicum experience?</p> <p>How have you been affected personally and what have you learned:</p> <p>About yourself? About your role as a CSEA?</p> <p>What do you think is your most valuable/valued contribution?</p> <p>Final Presentation to be done in-class this day. Presentation details to be discussed closer to date.</p>

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## STUDENT EVALUATION

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DESCRIPTION	DUE	WEIGHTING
Journals x6 (due by 11:59pm the day before class)	Jan. 21, Jan. 28, Feb. 4, Feb. 11, March 4, March 18	COM
Assignment 2 -Tool Kit A	March 23	COM
Assignment 2 – Tool Kit B (due in-class)	March 23	
Assignment 3 -Be the Change	April 6	COM
Assignment 4- Final Presentation (due in-class)	April 13	COM
		TOTAL=COM

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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Seminar class attendance is a mandatory component of completing this course.

All assignments must be completed to pass this course.

## SCHOOL OR DEPARTMENTAL INFORMATION

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Health & Human Services Student Handbook: <http://camosun.ca/learn/school/health-human-services/student-info/index.html>

General Practicum Information: <http://camosun.ca/learn/school/health-human-services/student-info/practicum-info.html>

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.



## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course

instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them

understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.