

CLASS SYLLABUS



COURSE TITLE: CSEA – Practicum 2
CLASS SECTION: BX01
TERM: S2024
COURSE CREDITS: 4
DELIVERY METHOD(S): Synchronous
DATES:

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](#).

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

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

NAME: Asha Rao, Jennifer Neeley, Shawna Herlinveaux, and Kyla Cleator

EMAIL:

HOURS: 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

This integrated seminar and practicum course assists students to consolidate the knowledge, skills and community living values gained through program courses. Problem solving, critical thinking, and team work skills are emphasized in this final practicum and seminar experience.

PREREQUISITE(S): All of: COM in CSEA 111

CO-REQUISITE(S): Click or tap here to enter text.

PRE/CO-REQUISITE(S): All of: C in CSEA 115

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture			
Seminar	2	6	12
Lab / Collaborative Learning			
Supervised Field Practice	24	6	144
Workplace Integrated Learning			
Online			
		TOTAL HOURS	156

COURSE LEARNING OUTCOMES / OBJECTIVES

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

1. demonstrate practices that enhance the quality of life experienced by people with disabilities.
2. use critical thinking skills and the problem solving process of assessment, planning, implementation, and evaluation as a basis for education assistant and community support and education assistant practice.
3. provide 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. promote and support the health, well being, and safety of self and others.
6. present and conduct yourself as an Education Assistant and Community Support and Education Assistant practitioner.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

CSEA 112 Mentor Practicum Manual– online

CSEA 112 Student Workbook – online

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

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

Assignments & General Considerations:

1. Please arrive at seminar on time and be prepared to participate in discussions and activities.
2. Attendance at weekly Seminars is mandatory.
3. Weekly 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 through the appropriate D2L Assignments.
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 will 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. You are expected to come to class prepared to share your reflections and experiences of your practice learning with your classmates and Instructors

In the event you miss or are late for an integrative seminar, regardless of the reason, you will be required to complete the following assignment:

- You need to 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 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 Friday of the week of the affected seminar.

WEEK	SEMINAR TOPIC, DISCUSSION, AND TASKS
Week 1 – Monday, May 1st	<p><u>Seminar Topic:</u></p> <ul style="list-style-type: none"> • Welcome back! • Overview – course requirements/assignments • Sharing impressions and hopes for your practicum site <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • Practice Skills – what knowledge and skills are you wanting to develop given your last practicum? • Creating relationships and teamwork <p><u>TASKS:</u> Journal 1 DUE: Sunday, May 7 Review Practicum Manuals</p>
Week 2 – Monday, May 8	<p><u>Seminar Topic:</u> ORAPIE</p> <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • How to apply this in practice? Using our critical thinking and problem solving skills. <p><u>TASKS:</u> Journal 2 DUE: Sunday, May 14 Prepare for midpoint reflection and evaluation meetings</p>
Week 3 – Monday, May 15	<p><u>Seminar Topic:</u></p> <ul style="list-style-type: none"> • Review of the competencies for CSEA 112 <p><u>Discussion:</u></p>

WEEK	SEMINAR TOPIC, DISCUSSION, AND TASKS
	<ul style="list-style-type: none"> • How do these competencies relate to your learning plan and journal and are there areas that feel more difficult in terms of making 'concrete' in practice? • How do your examples relate to the learning outcome? <p>TASKS: Prepare for Midterm evaluation meetings Due: Sunday, May 21 -Upload midterm student booklet with reflection</p>
Week 4 – Monday, May 22	<p><u>Victoria Day – no class</u></p> <p>Journal 3 –DUE: Sunday, May 28th</p>
Week 5 – Monday, May 29	<p><u>Seminar Topic:</u></p> <ul style="list-style-type: none"> • Resources Presentations – in class <p>TASKS: Prepare for Resource presentation</p>
Week 6 –Monday, June 5	<p><u>Seminar Topic:</u></p> <ul style="list-style-type: none"> • Final presentations – In class <p><u>Discussion for Presentation: see assignment description</u></p> <p>TASKS: In-class presentation preparation DUE: Day before evaluation meeting: Upload final student booklet DUE: Day of final meeting: Upload mentor final evaluation booklet</p>

COURSE ASSIGNMENTS

Journals x 3

Journals must be submitted electronically as Word attachments through the appropriate D2L Assignments. **Please note that failure to submit journals according to the due dates will affect your ability to continue in your practicum placement.**

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 professionally.

Grading:

Journals are graded as Satisfactory or Unsatisfactory.

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](#) policy for more information.

To achieve a satisfactory grade you must:

- demonstrate insight and reflection into your learning experience - your journal will be returned if you simply provide an account of 'what happened'
- demonstrate evidence of thought and effort in the assignment
- demonstrate clarity and cohesion in written expression
- reflect on the following themes:
 - **Journal 1 – First Impressions and Collaboration at your Practicum Site**
 - 2-3 pages long with 1-2 references to course content from the EACS program using APA style referencing
 - What are your initial impressions of your placement?
 - Discuss collaboration and the value of this in practice.
 - How will you work on being collaborative in your placement? Give at least 3 specific ideas.
 - **Journal 2 - Midterm Competency Review**
 - 2-3 pages long with references to your Student Handbook
 - Refer to the Learning Outcomes 1-6 (not the sub headings a,b,c etc.) from your student workbook.
 - Include both a reflection and a review of **each** competency area by answering the following questions:
 - How are you working toward meeting this outcome? Please provide 2 specific examples. Remember to use "I" statements to demonstrate what you did.
 - Why do you believe this is an important element of practice?
 - What do you need to continue working on, in order to meet this particular learning outcome?
 - Summarize key points from your meeting with your mentor- What are your strengths and areas you want develop and grow.
 - **Journal 3 – 'Adaptability' in Practice**
 - 2-3 pages long with at least 2 references to course content from the EACS program using APA style referencing
 - Reflect on the impacts of various changes in life and in the world on individual with disabilities.
 - Reflect on how we adapt our supports and services for individuals we support.
 - Discuss one thing you can do to affect change in this field. How you will make this change?
 - Discuss 3 key ideas to take into your professional practice.

Assignment #2 -Learning Resource/ Tool/ Strategy/ Sharing with Classmates

In this assignment you are being asked to present a learning tool and how it can be applied in the field. **This tool could take the form of a tactile tool, strategy or other resource.**

This learning tool is something to be used in either a community or school setting in order to engage those individuals you are supporting. It is to be used with an individual or group in your setting.

We ask that you think about how you could do this activity in more than one setting (i.e. community, school, home setting, virtual setting). How can the use of it be adapted?

To prepare for sharing your tool in class, please do some research and write some notes for yourself to reference. Please do not read verbatim from your notes. In your approximately 3-5-minute sharing with classmates, please reference one piece of literature to support your professional knowledge. Connecting research or knowledge to tool use supports evidence-based practice in the field. Additionally, you also must connect this tool to one or more specific concept(s) covered in prior classes in the program.

In describing your resources, please briefly introduce your resource and ensure that you answer the following questions:

Activity Purpose – why is this being used and what do you hope happens as a result of this activity?

Structure of the Activity– how are you using the resource to engage individuals, or a group you are supporting in your particular setting? How would you shift this if the setting changed (i.e. community, school, home setting, virtual setting)?

Literature- what does one or more pieces of literature say about this resource (journal article, academic book)? What do professionals say about using it? To do this, please verbally name authors and article or book title so the source is understood.

Program Learning- what one or more specific concept(s) covered in prior classes in the program does this resource work towards/support children, youth or adults with?

Assignment #3 – Final Class Presentation

During our last class our discussion will be centred on the following presentation from each student.

1. Describe something significant you have learned at this placement.
2. What have you learned:
 - a. about yourself?
 - b. About your role as an EACS?
3. What was your most valuable/valued contribution in this setting?
4. What skills will you continue to keep a growth mindset about in practice?

STUDENT EVALUATION

Important: This course is evaluated as COM (complete) or IN (incomplete). You must complete ALL of the assignments listed below, attend seminar class and complete the practicum components of this course in order to be considered for passing.

DESCRIPTION	DUE DATE	WEIGHTING
Acknowledgement of Polices and Procedures	May 7	COM
Assignment #1: 3 Journals	May 7, May 14 , May 28	COM
Midterm Evaluation meeting and handbook submission	May, 21	COM
Assignment #2: Resource Presentation	In class May 29	COM
Final Evaluation meeting and Mentor handbook submission	After final evaluation Meeting	COM
Assignment #3: Final Class Presentation	In class June 5	COM
Paperwork for Student Handbooks	Before Final Evaluation Meeting	COM
	TOTAL	COM

STUDENT RESPONSIBILITY

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

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

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

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. To contact the Office of Student Support: 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.