



CAMOSUN COLLEGE
School of Health & Human Services
Department of Community, Family & Child Studies

CSEA 112
Practicum 2
Spring 2012

COURSE OUTLINE

The calendar description is available on the web @

<http://camosun.ca/learn/calendar/current/web/csea.html#CSEA112>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Ros Giles-Pereira
(b) Office hours	
(c) Location	
(d) Phone	
(e) E-mail	

Alternative: _____

2. Course 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): CSEA 110, CSEA 111, CSEA 120, CSEA 140, CSEA 150, CSEA 160, CSEA 170, CSEA 180, PSYC 154

3. Intended Learning Outcomes

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.
 - a) Identify and describe factors, attitudes, and beliefs that contribute to or detract from a person's quality of life.
 - b) Support the development and maintenance of personal and family relationships.
 - c) Support individuals to make informed choices and decisions about quality of life issues.
 - d) Use effective and appropriate advocacy strategies to enhance quality of life of children and adults with disabilities.
- 2) Use critical thinking skills and the problem solving process of assessment, planning, implementation, and evaluation as a basis for community support and education assistant practice.
 - a) Use creative and critical thinking skills to increase effectiveness with individuals, families, and team members.
 - b) Use evidence based practices in assessment, planning, implementation, and evaluation procedures.
 - c) Identify and use specialized and community resources to assist in problem solving.

- d) Support individuals, families and the team in the development, implementation and evaluation of individualized support and planning strategies.
- 3) Provide positive and valuing supports to promote participation, inclusion and satisfaction for individuals in educational, social, daily living and work activities.
 - a) Provide supports that are respectful of the personal, social and cultural diversity of individuals and families.
 - b) Identify events or environments that affect the communication, behavior, social, or physical health of individuals.
 - c) Provide individualized, person centered supports in home, school, work, and community settings.
 - d) Demonstrate practices that create and maintain opportunities for meaningful participation and inclusion.
 - e) Model and use positive and valuing teaching and learning strategies.
 - f) Use effective augmentative/alternative communication strategies and supports.
- 4) Demonstrate interpersonal competence in your work with individuals, families, team, and community members.
 - a) Communicate effectively with individuals, families, team, and community members.
 - b) Use valuing and respectful written and expressive communication skills and strategies.
 - c) Demonstrate appropriate interpersonal skills in community and professional environments.
 - d) Use effective and appropriate interpersonal skills in your relationships with individuals, family, team, and community members.
- 5) Promote and support the health, well being, and safety of self and others.
 - a) Identify emotional, developmental and physical conditions that can affect health, safety and well being.
 - b) Identify social and environmental factors that can affect the health, safety or well being of self and others.
 - c) Provide safe, competent, and caring personal assistance.
 - d) Apply principles of person centered practice to all aspects of personal assistance
 - e) Demonstrate personal support practices that reflect a holistic approach to health and wellness.
 - f) Identify and work to remove social and environmental barriers to health, well being and safety of self and others.
- 6) Present and conduct yourself professionally as a Community Support and Education Assistant practitioner.
 - a) Demonstrate the roles and responsibilities of a Community Support and Education Assistant in a variety of settings.
 - b) Apply core values and principles of ethical support, responsibility and accountability to all aspects of practice.
 - c) Reflect upon, participate in, and respond to feedback about performance.
 - d) Demonstrate a willingness to explore new ideas and participate in ongoing learning.
 - e) Use knowledge of relevant and current policy, professional and legislated obligations to inform practice.

4. Required Materials

CSEA 112 Practicum book
CSEA 112 Student workbook

5. Course Content and Schedule

Assignments & General Considerations:

1. Please arrive at seminar on time and be prepared to participate in discussions and activities. The use of personal technology (cell phones, email, texting) or social media during seminar is not permitted and will negatively affect your ability to pass CSEA 112.
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 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 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.

Assignment #1 Journal Writing:

Complete one journal for each practicum week throughout the semester.

Due dates:

Journals are due weekly and are to be submitted prior to or at CSEA 112 seminar. Journals must be submitted electronically as Word attachments through the appropriate D2L dropbox. Please note that failure to submit journals according to the due dates will affect your ability to continue in your practicum placement.

Grading:

Journals are graded as Satisfactory or Unsatisfactory.

To achieve a Satisfactory grade you must:

- demonstrate insight into your learning experience
- answer the guiding questions
- 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.

Follow these guiding questions for your weekly journal submissions.

Week	Journal content
Week 1	<p>Describe your most vivid first impressions of your practicum placement. Include a description of the environment and the people with whom you are working.</p> <p>Describe your responsibilities at this placement.</p> <p>How do you feel about your initial experiences? What do you hope to accomplish at this placement over the next semester?</p> <p>Are there people, activities or situations that challenge you?</p> <p>Anything else?</p>
Week 2	<p>What are the particular issues, tasks or problems you are dealing with?</p> <p>What additional skills or knowledge do you need to be able to effectively deal with these issues?</p> <p>How does this practicum experience compare with your expectations?</p> <p>Anything else?</p>
Week 3	<p>Describe a meaningful event or series of events in which you were involved in at your placement.</p> <p>Describe the who, what, where & when (objective) and your personal reflection about the event (how you felt about and responded to the situation).</p> <p>Anything else?</p>
Week 4	<p>How are the people with whom you work (staff and individuals) responding to your efforts? Give examples.</p> <p>Describe examples of effective teamwork you have experienced and comment on the skills that you or others have demonstrated that have contributed to an effective team.</p> <p>What skills could you develop or demonstrate that would make you a more effective team member?</p> <p>Anything else?</p>
Week 5	<p>What is the most difficult part of your work? Why?</p> <p>What's the most satisfying part of your work? Why?</p> <p>What do you need, and what can you do to ensure that your work is motivating and satisfying to you?</p> <p>Anything else?</p>
Week 6 Final Journal	<p>Describe something significant you have learned at this placement.</p> <p>How have you been affected personally and what have you learned:</p> <ul style="list-style-type: none"> • About yourself? • About your role as a CSEA? <p>What do you think is your most valuable/valued contribution?</p> <p>Review the additional learning outcomes you set for yourself in this course. Have you accomplished these?</p>

Assignment #2 Individual learning contract

Due dates:

- a) Identify outcome/goal #1 by the end of Week 1
- a) Identify outcome/goal #2 by the end of Week 2
- b) Submit completed tasks and activities sheets Week 6

The purpose of this assignment is to give you the opportunity to add to your personal or professional knowledge, skills or abilities.

You are asked to identify two learning outcomes/or goals that you wish to achieve during CSEA 112, your final course in the CSEA program. These may be personal or professional outcomes or goals, and are in addition to the learning outcomes identified in the practicum workbook and the course outline.

Use the form on the following pages to record your accomplishments for this assignment.

LEARNING CONTRACT

Student _____

Agency _____

Date _____

Instructor _____

I, _____ contract with the above Practicum Supervisor and Camosun College Instructor to accomplish the following Individual Learning Outcomes during my CSEA 112 practicum experience. These are in addition to the outcomes identified in the practicum workbook and course outline.

1)

2)

I have completed the following tasks or activities to meet my individual learning outcomes.

Outcome #1:

a)

b)

c)

d)

e)

Outcome #2:

a)

b)

c)

d)

e)

6. Basis of Student Assessment (Weighting)

CSEA 112 is graded as "COM" or "NC"

COM - The student has met the goals, criteria or competencies established for this course

NC - The student has not met the goals, criteria or competencies established for this course.

To achieve a COM rating students must:

- i) Receive Satisfactory ratings in all learning outcomes and seminar activities.
- ii) Complete and receive Satisfactory ratings in all assignments
- iii) Attend and participate in seminars consistently.
- iv) Attend practicum placement consistently.
- v) Submit journal assignments weekly to College Instructor

7. Grading System

☐ Standard Grading System (GPA)

☒ Competency Based Grading System

8. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

Please note: The use of personal technology (cell phones, email, texting) or social media by students during scheduled practicum hours can negatively impact the health and safety of both the practicum student and the individual, and is not permitted except during scheduled breaks or with the permission of the practicum supervisor.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
<http://www.camosun.bc.ca/policies/policies.html>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.