



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

CSEA 111  
Practice 1  
Summer 2013

## **COURSE OUTLINE**

---

### **Description:**

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.

*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**

**Instructor:** Chris Jenkins/Jen Neely  
**Office Location:**  
**Office Hours:**  
**Phone:**  
**Email:** jenkinsc@camosun.ca/neelyj@camosun.ca

### **2. Intended Learning Outcomes**

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.
  - a) Recognize and respond to individual preferences and choices.
  - b) Support individuals to make informed choices.
  - c) Support individuals to maintain relationships with friends and family.
  - d) Describe ways that human rights are protected and promoted in the practice setting.
2. Use basic 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 positive and appropriate support strategies to meet individual needs and priorities.
  - b) Support individuals and the team to achieve goals related to person-centered plans, IEP's.
  - c) Adapt or modify materials, situations, and the environment to meet individual needs/priorities.
  - d) Identify and use a range of resources to assist in problem solving.
  - e) Evaluate the effectiveness of your problem solving and decision making skills.
3. Provide basic positive and valuing supports to promote participation, inclusion and satisfaction for individuals in educational, social, daily living and work activities.
  - a) Model and support opportunities for inclusion and participation in a range of settings.

- b) Use positive and appropriate supports that meet individual needs and priorities
  - c) Contribute to activities that support individual development and learning.
  - d) Use effective augmentative/alternative communication strategies.
  - e) Use support strategies that are appropriate to the person and the setting.
4. Demonstrate interpersonal competence in your work with individuals, families, team, and community members.
    - a) Relate to others in a courteous and respectful manner.
    - b) Use expressive and written language that is respectful and promotes dignity.
    - c) Use effective communication skills in reporting and documenting.
    - d) Use effective communication skills consistently with individuals, families and the team.
    - e) Maintain ongoing and relevant communication with supervisor and team members.
  5. Support the health, well-being, and safety of self and others.
    - a) Provide and model safe and effective personal assistance (hygiene, grooming, eating, personal care).
    - b) Identify health and safety issues for self and others and contribute to a safe environment.
    - c) Practice effective and professional health care standards.
    - d) Apply the principles of caring to your practice.
  6. Present and conduct yourself professionally as a Community Support and Education Assistant practitioner.
    - a) Model and apply the principles of confidentiality and privacy.
    - b) Reliably demonstrate the roles and responsibilities of the CSEA student.
    - c) Manage time and work expectations effectively.
    - d) Reflect on, participate in, and respond to feedback about performance.
    - e) Describe the legislation/acts that guide practice in the practicum setting.
    - f) Participate in learning activities and opportunities.

### **3. Required Materials**

- CSEA 111 Practicum Book
- CSEA 111 Student Workbook

### **4. Course Content and Schedule**

See below for related information.

### **5. Basis of Student Assessment (Weighting)**

To receive a Satisfactory grade in this class, students must:

1. Receive Satisfactory ratings in all learning outcomes and seminar activities.
2. Complete and receive Satisfactory ratings in all assignments
3. Attend and participate in seminars consistently.
4. Attend practicum placement consistently.
5. Submit journal assignments weekly to College Instructor

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 client, and is not permitted except during scheduled breaks or with the permission of the practicum supervisor.

### **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 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. 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 every third practicum week throughout the semester along with a final summary overview journal on the last seminar.

### **Due dates:**

Journals are due on a quarterly basis – dates listed in syllabus. These are to be submitted through D2L prior to the seminar. Journals should be submitted as Word documents. 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 with comments listed through D2L

### **To achieve a Satisfactory grade in this assignment:**

- 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. Summaries and 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.

**The idea of using quarterly journal submissions is to ensure that you have answered the questions each week – but the submission allows you to summarize your learning and pull out key issues for your experience during the 3 weeks.**

**Follow these guiding questions for your weekly journal submissions.**

Week	Journal content
<p><b>Week 1</b></p>	<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>How do you feel about your initial experiences? What do you hope to accomplish at this placement over the next semester?</p> <p>Anything else?</p>
<p><b>Week 2</b></p>	<p>Describe your responsibilities at this placement.</p> <p>What are the particular issues, tasks or problems you are dealing with?</p> <p>How does this practicum experience compare with your expectations?</p> <p>Anything else?</p>
<p><b>Week 3</b></p>	<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 about and responded to the situation).</p> <p>Anything else? - <b>JOURNAL 1 DUE (August 5<sup>th</sup>)</b></p>
<p><b>Week 4</b></p>	<p>What have you learned about the people with whom you are working (staff and individuals)?</p> <p>What do you have in common? What differences have you found?</p> <p>Anything else?</p>
<p><b>Week 5</b></p>	<p>How are the people with whom you work (staff and individuals) responding to your efforts? Give examples.</p> <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>

<p><b>Week 6</b></p>	<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> <p>Anything else? <b>JOURNAL 2 DUE (August 26)</b></p>
<p><b>Week 7</b></p>	<p>Write about a person whom you find interesting or challenging to be with.</p> <p>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>
<p><b>Week 8</b></p>	<p>What is the best thing that happened today/this week?</p> <p>What is the most difficult part of your work? Why?</p> <p>What is the most satisfying part of your work? Why?</p> <p>Anything else?</p>
<p><b>Week 9</b></p>	<p>Are you aware of how others see you?</p> <p>How do staff &amp; individuals see your role in this placement? Does this perception match or conflict with the way in which you see your role?</p> <p>Anything else? - <b>JOURNAL 3 DUE (September 16)</b></p>
<p><b>Week 10</b></p>	<p>Describe something significant you have learned at this placement.</p> <p>Detail what you learned and what skills or knowledge you need to develop to be more effective in your role as a CSEA</p> <p>Anything else?</p>
<p><b>Week 11</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 12</b></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? <b>JOURNAL 4 DUE (October 7)</b></p>

<b>Final Journal</b>	<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? - <b>FINAL JOURNAL DUE (October 21)</b></p> <p>About your role as a CSEA?</p> <p>What do you think is your most valuable/valued contribution?</p>
----------------------	---

**Assignment #2 Protecting Human Rights**

(Learning Outcome #1 d) and (Learning Outcome #6 e)

**Due: August 19, 2013**

**Length** – 3-4 pages – double spaced Times New Roman font

**PART A**

Please identify and describe two policies or practices that are in place at your practicum setting that protect individual human rights. Discuss what they are and how they related to the protection of human rights. In addition identify and briefly describe 2 of the requirements (legislation or acts) that guide practice in the organization and how the organization supports these in practice.

-----\* \* \* \* \*

**FINAL PRESENTATION- ASSIGNMENT #3 (October 7<sup>th</sup>)**

This will be a class presentation by each individual during seminar. In this short presentation you will be asked to sit at 4 'stations' set up at the front of the room.

- Station #1 – you will talk about the where your practicum was and the type of work you did while there.
- Station #2 – you will discuss some of the challenges that you encountered in that setting
- Station #3 – you will discuss some of the strengths and positive experiences in that setting
- Station #4 – you will provide the class with some 'pearls of wisdom' that you will take into your next practicum

**LATE POLICY**

In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **before** the due date. A professional's note will be required. All assignments are to be submitted in hardcopy to the instructor by the start of class on the due date. In fairness to all students, late assignments will be deducted 5% per day after the first five minutes of class. If you anticipate a late arrival to class, ensure you have emailed an electronic copy of the assignment to the instructor to meet the deadline and avoid a deduction for lateness (bring the hardcopy as soon as possible).

## **ATTENDANCE**

Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CSEA Graduates. Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes.

## **ACADEMIC HONESTY GUIDELINES**

The School of Health and Human Services is committed to promoting competence, professionalism, and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the section in the Student Handbook titled "Plagiarism: Definition and Consequences"

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

## **RECORDING DEVICES**

Students may not use recording devices in the classroom without the prior permission of the instructor. However, the instructor's permission is not required when the use of a recording device is sanctioned by the College's Resource Centre for Students with Disabilities in order to accommodate a student's disability and when the instructor has been provided with an instructor notification letter which specifies the use of a recording device. Recordings made in the classroom are for the student's personal use only, and distribution of recorded material is prohibited.

## **6. Grading System**

Standard Grading System (GPA)

Competency Based Grading System

**The following two grading systems are used at Camosun College:**

### **1. Standard Grading System (GPA)**

<b>Percentage</b>	<b>Grade</b>	<b>Description</b>	<b>Grade Point Equivalency</b>
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.

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

### 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, through Student Services or on the College website at [www.camosun.ca](http://www.camosun.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, Enrolment Services, and on the College website at [www.camosun.ca/about/policies/policies.html](http://www.camosun.ca/about/policies/policies.html).

*The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>*