



CSEA 112
Practicum 2
Spring 2013

COURSE OUTLINE

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.

Prerequisites: CSEA 110, CSEA 111, CSEA 120, CSEA 140, CSEA 150, CSEA 160, CSEA 170, CSEA 180, PSYC 154

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	Mary Harber/Jen Neely/Jessica Palma
(b) Office hours	
(c) Location	WT 223 / WT 221 / WT 111B
(d) Phone	250-370-3223 / 250-370-3314 / 250-370-3473
(e) E-mail	harber@camosun.ca / neelyj@camosun.ca / palmaj@camosun.ca

2. 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.

3. Required Materials

- CSEA 112 Practicum book
- CSEA 112 Student workbook

4. 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 (computers, (unless by permission) 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. Final journal will be done orally in presentation style for the whole class

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 Themes /content
Week 1	First Impressions and goals established for your practicum site
Week 2	Practice skills – what are you seeing in terms of knowledge and skills and where are the gaps for you
Week 3	Integration of theory and practice – use an event and apply the ITP loop from CSEA 111 (we will review in prior class)
Week 4	Relationships and teamwork
Week 5	Job satisfaction
Week 6 Final Journal	Describe something significant you have learned at this placement. How have you been affected personally and what have you learned: <ul style="list-style-type: none"> • About yourself? • About your role as a CSEA? What do you think is your most valuable/valued contribution? Review the additional learning outcomes you set for yourself in this course. Have you accomplished these?

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)

5. Basis of Student Assessment (Weighting)

To achieve a COM rating 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

6. Grading

- Standard Grading System (GPA)
 Competency Based Grading System

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.

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.

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.

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>