



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

**CSEA 111**  
**Practice 1**  
**Winter 2017**

## **COURSE OUTLINE**

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### **Course 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.*

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### **Instructor Information**

**Instructor:** Mary Harber/ Jen Neely/Catriona Johnson

**Office Hours:** TBA – each instructor will set up office hours accordingly for their group

**Location:** WT 223/WT 221/F314

**Phone:** 250 - 370-3223/

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## 2. Intended Learning Outcomes

Upon successful completion of this course, you 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 (on D2L)

CSEA 111 Student workbook (on D2L)

#### **4. LEARNING EXPERIENCES/RESOURCES**

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

#### **Evaluation of Learning and Grading:**

CSEA 111 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 a majority of learning outcomes and all 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 all assignments to College Instructor via D2L drop box

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

**Due dates:** dates listed in syllabus.

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. It is expected that you reflect on your experiences and link this to concrete learning. If this is not met you may be asked to re- write a submission

**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 😊**

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 own weekly journal writing.

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</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>

	Anything else?
<b>Week 5</b>	<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>
<b>Week 6</b>	<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</b></p>
<b>Week 7</b>	<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>
<b>Week 8</b>	<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</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?</p>
<p><b>Final Overview</b></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? - <b>FINAL Review Due</b></p> <p>About your role as a CSEA?</p> <p>What do you think is your most valuable/valued contribution?</p>
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**Assignment #2 – Tool Kit for the Field**

**Due: February , 2017**

**Length – 2-3 pages – double spaced Times New Roman font**

**PART A**

Please identify a plan for a tool kit that you might use to support individuals both in the community and in a school setting – therefore you will have two sub headings in your paper – Please indicate the following in your paper for the in school population and the community population

- beside each item please indicate how the item would be useful for the person that you are supporting
- when you might use this particular strategy and why
- what you might do if the particular strategy does not work – back up plan..

**Part B – last class**

At the end of the semester – please be prepared to bring in one item from your tool kit and present this to others in the class – this way others can hear about your tools and how you have used some of them in the practicum setting.

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**NOTE- Students in a school setting** who are not able to attend practicum because of school closures as a result of Spring Break, will complete the Namaste visit in lieu of the weekly journal assignment and attendance at the practicum placement on those days. Students, who have practicum placements in schools that are closing for a two-week Spring Break, will have an alternate experience arranged for them during the additional week – ie independent research or project based on their practicum.

## **Namaste Visit**

**Due: one week after attendance**

On \_\_\_\_\_(date) from 10:30 – noon, attend the music program at Namaste Society (3895 Holland Avenue). The Executive Director of the Society is aware that students from the CSEA program will be attending.

Participate in the music session, observe, and interview someone who is attending the event (not a CSEA student) to learn about why the person goes to the event, what they like about it, and what they gain from the experience.

Write a 2-3 page report that describes:

- a) What you learned through the interview
- b) Your observations about the event, environment, and the people who attend the event.
- c) Link this experience to Learning Outcome #3 – describe the way in which the music program demonstrates, meets, (or doesn't meet) that outcome.

## **FINAL PRESENTATION- ASSIGNMENT #3**

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.

Stations

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. All assignments are to be submitted on D2L dropbox

### **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 with the 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.

## **5. Grading System**

Standard Grading System (GPA)

Competency Based Grading System

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

### **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

<b>Grade</b>	<b>Description</b>
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.

### **6. 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, 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.

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Please see syllabus below – and note that although topics are scheduled, they may be changed by the instructors or the class as needed in order to respond to topics or issues identified by students as important in relation to practice experiences

Date	Topic
<b>Week 1</b> Jan 9	Course Introduction
<b>Week 2</b> Jan 16	Practicum Placements – <i>Where am I?</i>
<b>Week 3</b> Jan 23	Roles and Responsibilities
<b>Week 4</b> Jan 30	Use of Supervision <b>Journal 1 Due (Sunday Night)</b>
<b>Week 5</b> Feb 6	ITP loop – understanding links to learning
<b>Week 6</b> Feb 13	Family Day/ Reading Break
<b>Week 7</b> Feb 20	Feedback – Giving and Receiving <b>Journal 2 Due ( Sunday night)</b>
<b>Week 8</b> Feb 27	Relationships & Boundaries <b>* Assignment #2 - Tool Kit</b>
<b>Week 9</b> Mar 6	Review of Competencies – <b>Journal 3 due</b>
<b>Week 10</b> Mar 13	Ethical Issues in Practice
<b>Week 11</b> Mar 20	Professional Practice

<b>Week 12</b> Mar 27	Open Topic
<b>Week 13</b> April 3	<b>In-Class Assignment #3</b>
<b>Week 14</b> April 10	Last Class Wrap-Up and tool kit sharing  <b><i>Journal Overview Due</i></b>