

CLASS SYLLABUS



COURSE TITLE: CSEA 112 – Practicum 2
CLASS SECTION: X01
TERM: S2021
COURSE CREDITS: 4
DELIVERY METHOD(S): Synchronous

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](#).

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafe BC, and the B.C. Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe. Our measures include COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. For details on these precautions please follow this link: <http://camosun.ca/covid19/faq/covid-fags-students.html>. However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor. If needed, alternatives will be discussed.

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: Mary Harber / Asha Rao / Jessica Jardine
EMAIL: HarberM@camosun.ca , RaoA@camosun.ca , jardinej@camosun.bc.ca
OFFICE: ONLINE
HOURS: TBD

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): CSEA 111
CO-REQUISITE(S):
PRE/CO-REQUISITE(S): CSEA 115

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture			
Seminar ONLINE	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:

- a) Demonstrate practices that enhance the quality of life experienced by people with disabilities.
- b) 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.
- c) Provide positive and valuing supports to promote participation, inclusion, and satisfaction for individuals in educational, social, daily living and work activities.
- d) Demonstrate interpersonal competence in your work with individuals, families, team, and community members.
- e) Promote and support the health, well being, and safety of self and others.
- f) Present and conduct yourself as an Education Assistant and Community Support and Education Assistant practitioner.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

CSEA 112 Practicum book - online

CSEA 112 Student workbook - online please print out and bring to class

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.

WEEK	ACTIVITY or TOPIC	TASKS
1 May 3 rd	<p><u>Seminar Topic:</u></p> <ul style="list-style-type: none"> Welcome Back! Overview - Course requirements/assignments First Impressions with your practicum site COVID SAFETY PLANS <p><u>Discussion:</u></p> <ol style="list-style-type: none"> Creating Relationships and teamwork- collaborating in an online world Practice skills – what knowledge and skills are you wanting to develop given your last practicum? <p><u>Journal prompt (3-4 paragraphs in length)</u></p> <ul style="list-style-type: none"> How will you work on being collaborative in your placement? - give at least 3-4 specific ideas. Discuss collaboration and the value of this in practice. 	<p>Learning Plan finalized end of Week 1</p> <p>Journal 1- DUE: May 9th</p> <p>Review Practicum Manuals</p>
2 May 10 th	<p><u>Seminar Topic:</u></p> <ul style="list-style-type: none"> Review of the Competencies for CSEA 112 <p><u>Discussion</u></p> <ol style="list-style-type: none"> How do these competencies relate to your leaning plan and journal and are there areas that feel more difficult in terms of making ‘concrete’ in practice? <p><u>Journal prompt (3-4 paragraphs in length)</u></p> <ul style="list-style-type: none"> What are the competencies that you hope to work on more right now? Why? Are there some areas that you find challenging? Explain 	<p>Journal 2 – DUE: May 16th</p>
3 May 17 th	<p><u>Seminar Topic:</u></p> <ul style="list-style-type: none"> ORAPIE <p><u>Discussion:</u></p> <ol style="list-style-type: none"> How to apply this in practice – Case Studies – 1 and 2 <p><u>Journal prompt (3-4 paragraphs in length)</u></p> <ul style="list-style-type: none"> How can you use Integration of theory and practice? Comment on the use of an event in practicum and how you can apply the APIE model to it. What analysis can you make of this? 	<p>Journal 3 –DUE: May 23rd</p> <p>Upload Mid Term student booklet</p> <p>Post midterm reflection – what do you want to grow during the second half of practicum based on your meeting with your mentor (post meeting). 1 page maximum.</p>
4 May 24 th	<p><u>Victoria Day – no class</u></p>	<p>Part A – Resource/Tool Development Plan – DUE: May 25th</p>
5 May 31 st	<p><u>Seminar Topic:</u></p> <ul style="list-style-type: none"> Digital Resource/Tool Presentations Sharing Due <p><u>Discussion</u></p> <ul style="list-style-type: none"> What is it and how did you use it and how did it work and why? Give yourself a workability score scale of 1-10 	<p>Journal 4 Due: May 30th</p> <p>Upload digital tool/resource presentation to My Media and then transfer to course media for others to watch– DUE: May 29th</p> <p>Watch presentations prior to class to prepare for discussion on May 31st</p>
6 June 7 th	<p><u>Seminar Topic:</u></p> <ul style="list-style-type: none"> Presentations- In class <p><u>Discussion for Presentation</u></p>	<p>In class presentation – DUE: June 7th</p>

WEEK	ACTIVITY or TOPIC	TASKS
	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 an EACS? What do you think is your most valuable/valued contribution? 	Final Competency Reflection Paper Due – DUE: June 13th

STUDENT EVALUATION-

This course is evaluated as **COMPLETE** or **INCOMPLETE**. You must complete all of the assignments, attend seminar class and complete the practicum components of this course in order to be considered for passing.

DESCRIPTION	WEIGHTING
Journals	COM
Learning Plan	COM
Tool Kit/Resources Part A and B	COM
Class Presentation	COM
Competency Paper	COM
Paperwork for Student Handbooks and Final Evaluation	COM
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.	TOTAL

CLASS GUIDELINES, EXPECTATIONS –

Assignments & General Considerations:

- Please arrive at seminar on time and be prepared to participate in discussions and activities.
- Attendance at weekly Seminars is mandatory.
- 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.
- 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.

As this program is relational, the expectation is that you will have your video on and engage in discussions in the large and small groups. Practicing our online professionalism and ability to interact is a key component in developing as an EACS.

CSEA 112 COURSE ASSIGNMENTS

Journals x4

Journals are to be submitted on the Sunday prior to the CSEA 112 seminar on Wednesdays. 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.**

Grading:

Journals are graded as Satisfactory or Unsatisfactory.

To achieve a satisfactory grade, you must:

- demonstrate insight into your learning experience.
- reflect on the theme for that week in seminar.
- demonstrate evidence of thought and effort in the assignment.
- demonstrate clarity and cohesion in written expression- your journal will be returned if you simply provide an account of 'what happened'.
- **make at least 3 references to course content from the EACS program- using APA style referencing.**
- **2 minimum -3 pages maximum**

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.

Assignment #2 - Digital Learning Tool/ Resource and Plan

In this assignment you are being asked to develop and present a learning tool and how it can be applied in the field.

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

In addition, we ask that you think about how you could do this activity in a virtual way as well. It is important to think about this context given the current issues with online support.

In other words, this tool could be something that you could use in a virtual platform as an activity to support, for example, learning math, communication, social interaction etc.

Part A - Due: Written Part Due: May 25th

Written submission for Tool/Resource for the Field (digital/virtual or in person).

Remember to support your ideas with the literature to ensure that your practice is based on professional knowledge. Ensure that you include at least 3 references.

In describing your tool, please ensure that you answer the following questions:

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

Structure of the Activity in a Virtual World – how are you using the virtual platform to engage individuals, or a group you are supporting in your setting?

Test Run – if you have completed the activity and can evaluate the impact by reviewing the following questions:

- Did it have the impact you anticipated – how?
- If not – what happened and what would you do differently?
- What did you learn about you as a practitioner because of trying this activity with an individual or group?

Part B – Presentation Uploaded and Due: May 29th

You will present your tool to the group using a power point presentation of 3-4 slides uploaded to my media.

Prior to class on- you will watch all the class presentations and be prepared to discuss during our live class in with any questions, curiosities etc. You can use your written work to create the content for your slides.

Assignment #3- Class Presentation - June 7th

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

1. Describe something significant you have learned at this placement.
2. What have you learned:
 - About yourself?
 - 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?

Assignment #4 - Final Assignment – Speaking to Competency in Practice

Due Date: June 13th

Instructions:

This assignment includes both a reflection/review of each competency area along with a 1-page practice reflection.

Competency Review

Referencing Learning Outcomes 1-6 (not the sub headings a,b,c etc.) from your student workbook. Please provide a discussion for **each individual outcome – 1-6**, by answering the following questions:

1. How did you meet this outcome? Please provide 2 specific examples. Remember use “I” statements – what did you do?
2. Why do you believe this is an important element of practice?
3. What do you need to further work on with regards to this learning outcome?

Final Practice Reflection

Include a 1-page reflection on ‘adaptability’ in practice. This will provide you with an opportunity to reflection on **how to we adapt our supports and services**. **Ensure that you include at least 3-5 references to support your thinking**. Please discuss:

- 3 key ideas to take into your practice.
- 1 thing you can do to affect change in this field and how you will do it.
- Discuss increased isolation through current social distancing and how this impacts individuals with disabilities.

FORMAT

Each learning outcome discussion, taken from your student workbook, is to be no more than half a page of discussion. *Learning Outcome #1-* Demonstrate basic practices that enhance quality of life experienced by people with disabilities.

Answer all three questions for this outcome.

QUESTIONS:

- 1.
- 2.
- 3.

Learning Outcome 2-.....etc

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.