

CSEA 111 Practicum 1
Winter 2021

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/csea.html#csea111>

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

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 including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: <http://camosun.ca/covid19/faq/covid-faqs-students.html>
However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

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** Beth de Volder, Bridey Sterling, Joan Astren
- (b) **Office hours** [Click or tap here to enter text.](#)
- (c) **Location** [Click or tap here to enter text.](#)
- (d) **Phone** [Click or tap here to enter text.](#) **Alternative:** [Click or tap here to enter text.](#)
- (e) **E-mail** [Click or tap here to enter text.](#)
- (f) **Website** <http://camosun.ca/learn/programs/education-assistant-community-support/>

2. Course Description & Intended Learning Outcomes

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.

Upon successful completion of this course, the student will be able to:

- a) demonstrate basic practices that enhance the quality of life experienced by people with disabilities.
- b) 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.
- c) provide basic 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) support the health, well being, and safety of self and others.
- f) present and conduct yourself as a Community Support and Education Assistant practitioner.

3. Required Materials

CSEA 111 Practicum book (on D2L)

CSEA 111 Student workbook (on D2L)

4. Course Content and Schedule

Week	Journal content
Week 1 Course Introduction Ecological Model Review	Describe your most vivid first impressions of your practicum placement. Include a description of the environment and the people with whom you are working. How do you feel about your initial experiences? What do you hope to accomplish at this placement over the next semester? Anything else?
Week 2 What is my Practicum? Journal 1 due	Describe your responsibilities at this placement. What are the particular issues, tasks or problems you are dealing with? How does this practicum experience compare with your expectations? Anything else?
Week 3 Roles and Responsibilities Journal 2-due	Describe a meaningful event or series of events in which you were involved at your placement. Describe: who, what, where & when (objective) and your personal reflection about the event (how you felt about and responded to the situation).
Week 4 ORAPIE Journal 3-due	What have you learned about the people with whom you are working (staff and individuals)? What do you have in common? What differences have you found? Anything else?
Week 5 Giving and Receiving Feedback Journal 4-due	How are the people with whom you work (staff and individuals) responding to your efforts? Give examples. Do you think that your presence is anticipated or appreciated? Are there things that you want to do differently or work on to improve your skills? Anything else?
Week 6 Competencies Cafe	Describe a meaningful event or series of events in which you were involved at your placement. Describe the: who, what, where & when, (objective) and your personal reflection about the event (how you felt, how you responded).
Week 7 Family Day	Write about a person whom you find interesting or challenging to be with. Reflect on why this person interests or challenges you. Identify 2 goals that you wish to work on for the remainder of this placement. Do you need any support to achieve these goals? Anything else?
Week 8	What are the different relationships that you have in practicum?

Relationships and Boundaries Journal 5-due	Have you had any challenges with setting boundaries or learning about setting boundaries?
Week 9 Wellness	How are you balancing your health and wellness? What is the most difficult part of your work? Why? What is the most satisfying part of your work? Why? What is the best thing that happened today/this week? Anything else?
Week 10 Ethical Issues Journal 6-due	Are you aware of how others see you? How do staff & individuals see your role in this placement? Does this perception match or conflict with the way in which you see your role? What issues in the field have come up for you- any dilemmas?
Week 11 Endings and Transitions	Describe something significant you have learned at this placement. How will you deal with the end of your practicum? Detail what you learned and what skills or knowledge you need to develop to be more effective in your role as an EACS? Anything else?
Week 12 Toolkit Part B	Describe the things that keep you enthused and interested in your placement and the people. Think back on a moment when you felt especially happy or satisfied in your placement, and describe what that tells you about yourself. What things can you do to motivate yourself in your work? Anything else?
Week 13 Toolkit Part B	Review the goals you set for yourself in Week 7. Have you accomplished these? What have you done to work towards these goals? What has stopped you? Anything else?
Week 14 Final Presentation	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? How have you been affected personally and what have you learned: About yourself? About your role as a CSEA? What do you think is your most valuable/valued contribution? Final Presentation: due in class- speaking in front of the class.

5. Basis of Student Assessment (Weighting)

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. This is a **MANDATORY** class and you are expected to come to class prepared to share your reflections and experiences of your practice learning with your classmates and instructors. **Missing more than three seminar classes will put you at risk of failing the course.**

In the event you miss or are late or leave early for an integrative seminar, you are 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: due dates in syllabus

Although you are required to keep a weekly journal, you will complete a summary of this four times. Complete **6 journal summaries.**

Grading:

Journals are graded as Satisfactory or Unsatisfactory with comments listed through D2L. You will reflect on your experiences and link this to concrete learning. If this is not met, you may be asked to re-write a submission.

For Journal 1,3,5: APA referencing NOT REQUIRED

For Journal 2,4,6,: APA referencing to 2 ideas from course content (you may choose from any CSEA course or course taken in this program)

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 journal submissions is to enable you to pull out key themes from your experience or highlight one particular item that made you curious about something in practice. The weekly guiding questions are simply prompts for your weekly journal - things to think about. The submission allows you to **summarize** your learning and pull out key issues from your experience.

Follow these **guiding** questions for your own weekly journal writing.

Assignment #2 – Tool Kit for the Field

Due: February 25

Length – 2-3 pages – double-spaced Times New Roman font, APA NOT REQUIRED

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 subheadings in your paper. You will choose two different tools/strategies to use one for each setting- thus a total of 4 tools or strategies.

Think of your ideas as something that you can place in a small bag- creating your own bag of items that could support someone.

Please indicate the following in your paper for the in school population and the community population

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

Part B – March 24, March 31

At the end of the semester – please be prepared to bring in one item from your tool kit and present this to others– this way others can hear about your tools and how you have used some of them in the practicum setting. There will be a sign up sheet so that tools are not repeated.

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FINAL PRESENTATION – April 7

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 and speak to each station:

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

- Bring in 1-2 photos or artifacts from your practicum experience that you can share as part of this final presentation.

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 option to go to practicum during reading break or use the week at the end of term to attend for those 2 days.

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 2 people who are attending the event (not a CSEA student) to learn about why they person go 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.

LATE POLICY

In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **before** the due date. All assignments submitted on D2L drop box

ATTENDANCE

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

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

Test and Examination Procedures

There are policies regarding written test and examination procedures including late arrivals and missed tests. Please see the Health and Human Services Student Handbook item 5.4 for Test and Examination Procedures at <http://camosun.ca/learn/school/health-human-services/student-info/index.html>

Written Assignments

Assignments are due before 2400 hours (midnight) on the assigned day unless otherwise specified. Assignments about patients, residents or clients must be completed using the individual's initials only. Unless otherwise directed by individual course outlines, assignments must be: word processed, double spaced, font meeting APA 7th edition guidelines, with a title page and a reference list. Students requiring an extension for the due date of an assignment must negotiate with the instructor, at least 48 hours before the due date. Assignments submitted late without an approved extension will result in a 5% deduction in mark for each day late.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Review the School of Health and Human Services [Student Handbook](#) and the specific section for the EACS program.

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

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		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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress</i> : A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.