



# CAMOSUN COLLEGE



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

School of Health and Human Services (HHS)  
Department: Community, Family & Child Studies  
Education Assistant & Community Support

## CSEA 112 Practicum 2

Winter 2021 Wednesdays Online 5 – 6:50 pm

## COURSE OUTLINE

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The course description is available on the web:  
<http://camosun.ca/learn/calendar/current/web/csea.html#csea112>

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, WorkSafeBC and the BC 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.*

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### 1. Instructor Information

- (a) **Instructor** Mary Harber/Asha Rao  
Mary - TBA
- (b) **Office hours** Asha – Wednesday of class dates 3-4pm or by appointment
- (c) **Location** Online Collaborate
- (d) **Phone** **Alternative:**  
[harberm@camosun.bc.ca](mailto:harberm@camosun.bc.ca)
- (e) **E-mail** [raoa@camosun.bc.ca](mailto:raoa@camosun.bc.ca)
- (f) **Website**

### 2. Course Description & Intended Learning Outcomes

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.

Upon successful completion of this course, the student 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 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 practitioner..

### 3. Required Materials

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

### 4. Course Content/ Schedule and Assignments

#### 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 Assignments.
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.

#### **Follow the prompt questions for your weekly journal submissions.**

Week	Seminar Discussion
<b>Week 1</b>	<p><u>Seminar Topic:</u></p> <ul style="list-style-type: none"> <li>• Welcome Back!</li> <li>• Overview - Course requirements/assignments</li> <li>• First Impressions with your practicum site</li> <li>• COVID SAFETY PLANS</li> </ul> <p><u>Discussion:</u></p>

	<ol style="list-style-type: none"> <li>1. Creating Relationships and teamwork- collaborating in an online world</li> <li>2. Practice skills – what knowledge and skills are you wanting to develop given your last practicum?</li> </ol> <p><u>Journal prompt (3-4 paragraphs in length)</u></p> <ul style="list-style-type: none"> <li>• How will you work on being collaborative in your placement? -give at least 3-4 specific ideas.</li> <li>• Discuss collaboration and the value of this in practice.</li> </ul> <p><b><u>Tasks</u></b></p> <p>Learning Plan finalized end of Week 1 –January 17th</p> <p>Journal 1- DUE: Jan. 24th</p> <p>Review Practicum Manuals</p>
<p><b>Week 2</b></p>	<p><u>Seminar Topic:</u></p> <p>Review of the Competencies for CSEA 112</p> <p><u>Discussion</u></p> <p>- 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> <p><u>Journal prompt (3-4 paragraphs in length)</u></p> <p>What are the competencies that you hope to work on more right now? Why?</p> <p>Are there some areas that you find challenging? Explain</p> <p><b><u>Tasks</u></b></p> <p>Resource plan review</p> <p>Journal 2 – DUE: Feb. 7</p>
<p><b>Week 3</b></p>	<p><u>Seminar Topic:</u></p> <ul style="list-style-type: none"> <li>• Midway check in with Mary or Asha</li> </ul> <p><u>Discussion:</u></p> <ol style="list-style-type: none"> <li>1. Where am I at and where do I need to be at?</li> <li>2. Where are my easy places in this practicum and where are my more challenging places?</li> </ol> <p><u>Journal prompt (3-4 paragraphs in length)</u></p> <ul style="list-style-type: none"> <li>• What do I want to make happen in the second half of this practicum – what is my must walk away with....</li> </ul> <p><b><u>Tasks</u></b></p> <p>Journal 3 –DUE Feb 21</p> <p>Part A – Resource/Tool Development Plan – DUE: Feb. 21</p>
<p><b>Week 4</b></p>	<p><u>Seminar Topic:</u></p> <p>Review of the ORAPIE loop</p> <p><u>Discussion</u></p> <p>How does this work with your Digital resource assignment</p> <p>Case Studies – Case 1 and 2</p>

	<p><u>Journal Prompt</u></p> <p>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> <p><b>Tasks</b></p> <p>Journal 4 Due: March 7</p> <p>Upload digital tool/resource presentation to My Media and then transfer to course media for others to watch– DUE: March 7</p> <p>Watch presentations prior to class to prepare for discussion</p>
<b>Week 5</b>	<p><u>Seminar Topic:</u></p> <p>Digital Resource/Tool Presentations Sharing Due</p> <p><u>Discussion</u></p> <ul style="list-style-type: none"> <li>• What is it and how did you use it and how did it work and why</li> <li>• Give yourself a workability score scale of 1-10</li> </ul> <p><b>Tasks</b></p> <p>Prepare for final in class presentations</p> <p>Begin final assignment</p>
<b>Week 6</b>	<p><u>Seminar Topic:</u></p> <p>Presentations- In class</p> <p><u>Discussion for Presentation</u></p> <p>Describe something significant you have learned at this placement.</p> <p>How have you been affected personally and what have you learned:</p> <ul style="list-style-type: none"> <li>• About yourself?</li> <li>• About your role as an EACS?</li> </ul> <p>What do you think is your most valuable/valued contribution?</p> <p><b>Tasks</b></p> <p>In class presentation – DUE: April 7</p> <p>Final Competency Reflection Paper Due – DUE: April 8</p>

## 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**

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 in order to engage those individuals you are supporting. This is an activity that can be used in a digital/virtual format. In other words this tool could be something that you would use in a virtual platform as an activity to support for example, learning math, communication, social interaction etc. This is not about using virtual platforms it is about how to use the platform to engage individuals with an activity.

If your practicum does not include a virtual component you are being asked to develop a field tool and apply this in your practicum setting

### **Part A - Due: March 7**

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

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

**Activity Purpose** – why is this being used and what do you hope happens as a result 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 particular setting?

**Test Run** – 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 as a result of trying this activity with an individual or group?

### **Part B – Presentation**

You will present your tool to the group using a power point presentation of 3-4 slides uploaded to my media. You will watch all of 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 – March 10**

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

Describe something significant you have learned at this placement.

How have you been affected personally and what have you learned:

- About yourself?
- About your role as an EACS?

What do you think is your most valuable/valued contribution?

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

**Due Date: April 1**

### **Instructions:**

Referencing Learning Outcomes 1-6 (not the sub headings a,b,c etc.) 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
- 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 particular learning outcome?

In addition please 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**. Please include:

- 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 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

### **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.

## 5. Basis of Student Assessment (Weighting)

CSEA 112 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:

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 System

Standard Grading System (GPA)

Competency Based Grading System

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

Click or tap here to enter text.

## 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	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.

## 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.

CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.
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