

CLASS SYLLABUS



COURSE TITLE: CSEA 111 - Practicum 1
CLASS SECTION: X01
TERM: W2022
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](#).

<https://camosun.ca/about/covid-19-updates>

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, Shelley Skwara
EMAIL: HarberM@camosun.bc.ca, RaoA@camosun.bc.ca, SkwaraS@camosun.bc.ca
OFFICE: CHW
HOURS: TBA

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 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.

Note: This course is open only to students in the Education Assistant and Community Support Program.

PREREQUISITE(S): **All of:** C in CSEA 110; C in CSEA 120; C in CSEA 140
CO-REQUISITE(S): Click or tap here to enter text.
PRE/CO-REQUISITE(S): **All of:** C in CSEA 150 ; C in CSEA 160; C in CSEA 175; C in PSYC 154

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
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Lecture			
Seminar	2	14	28
Lab / Collaborative Learning			
Supervised Field Practice	12	12	144
Workplace Integrated Learning			
Online			
	TOTAL HOURS		172

COURSE LEARNING OUTCOMES

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

1. demonstrate basic practices that enhance the quality of life experienced by people with disabilities.
2. use basic critical thinking skills and the problem solving process of assessment, planning, implementation, and evaluation as a basis for education assistant and community support practice.
3. provide basic positive and valuing supports to promote participation, inclusion and satisfaction for individuals in educational, social, daily living and work activities.
4. demonstrate interpersonal competence in your work with individuals, families, team, and community members.
5. support the health, well being, and safety of self and others.
6. present and conduct yourself as an Education Assistant and Community Support.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

CSEA 111 Practicum book (on D2L)
 CSEA 111 Student workbook (on D2L)

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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 two seminar classes will put you at risk of failing the course.**

Missed Class Assignment

In the event you miss or are late or leave early for an integrative seminar, you are required to complete the following assignment:

- 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 in D2L 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 in the week of the affected seminar.

Assignment #1: Journal Writing: *note: due dates in syllabus*

You are required to keep a weekly journal, noting your experiences, your thinking about practice, along with links to your current learning content and your curiosities. You will complete a summary of your learning and ideas in journal submissions during the semester.

Complete **6 journal summaries**. These will be submitted on Sunday night by midnight before class on Monday.

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 each journal please provide an APA 7 formatted reference from any CSEA course content. Each journal should have a minimum of at least 1 to 2 references. Each journal submission will be 2-3 pages in length.

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.

JOURNAL INFORMATION: The use of journals 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. You do not have to answer the questions in your submission as you may choose to write about a specific issue. 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.

Week	Journal content
<p>Week 1</p> <p>Course Introduction</p> <p>First Day</p> <p>Journal overview</p>	<p>Describe your 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 and why?</p> <p>What skills do you want to learn at this placement over the next semester?</p> <p>Anything else?</p>
<p>Week 2</p> <p>What is my Practicum?</p> <p>Safety COVID protocols</p> <p>Journal 1 due</p>	<p>Describe your responsibilities at this placement.</p> <p>What are the particular issues, tasks or problems you are dealing with?</p> <p>What were your expectations and how is this maybe different than you initially thought? Why?</p> <p>Anything else?</p>

<p style="text-align: center;">Week 3</p> <p>Roles and Responsibilities</p> <p>Journal 2-due</p>	<p>Describe a meaningful event or series of events in which you were involved at your placement. Why was this meaningful in terms of practice?</p> <p>Describe who, what, where & when (objective) and your personal reflection about the event. Describe how you felt about and responded to the situation.</p>
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<p style="text-align: center;">Week 4</p> <p>ORAPIE</p> <p>Journal 3-due</p>	<p>What have you learned about the people (staff and individuals) with whom you are working?</p> <p>What do you have in common? What differences have you found?</p> <p>Anything else?</p>
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<p style="text-align: center;">Week 5</p> <p>Giving and Receiving Feedback</p> <p>Journal 4-due</p>	<p>How are the people (staff and individuals) with whom you work responding to your efforts? Give examples.</p> <p>Do you think your presence is anticipated or appreciated?</p> <p>Are there things you want to do differently or work on to improve your skills?</p> <p>Anything else?</p>
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<p style="text-align: center;">Week 6</p> <p>Competencies Cafe</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 & when (objective), and your personal reflection about the event. Note how you felt and how you responded.</p>
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<p>Week 7 Reading Break</p>	<p>Write about a person whom you find interesting or challenging to be with. 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>
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<p>Week 8 Relationships and Boundaries Journal 5-due</p>	<p>What are the different relationships you have in practicum?</p> <p>Have you had any challenges with setting boundaries or learning about setting boundaries?</p>
<p>Week 9 Ethical Issues</p>	<p>Are you aware of how others see you?</p> <p>How do staff & individuals see your role in this placement?</p> <p>Does this perception match or conflict with the way in which you see your role?</p> <p>What issues or dilemmas have come up for you in the field?</p> <p>Anything else?</p>
<p>Week 10 Wellness Journal 6-due</p>	<p>How are you balancing your health and wellness?</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>What is the best thing that happened today/this week?</p> <p>Anything else?</p>

<p>Week 11 Endings and Transitions</p>	<p>Describe something significant you have learned at this placement.</p> <p>How will you deal with the end of your practicum?</p> <p>Detail what you learned and what skills or knowledge you need to develop to be more effective in your role as an EACS?</p> <p>Anything else?</p>
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<p>Week 12 Toolkit Part 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>Week 13 Toolkit Part 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 toward these goals?</p> <p>What has stopped you?</p> <p>Anything else?</p>
<p>Week 14 Final Presentation</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> <ul style="list-style-type: none">• About yourself?• About your role as a CSEA?• What do you think is your most valuable/valued contribution? <p>Final Presentation: due in class - speaking in front of the class.</p>

Assignment #2 – Tool Kit for the Field

Due: March 20, 2022

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 – you will have two subheadings in your paper. Choose two different tools/strategies to use for each setting – you will need a total of 4 tools or strategies. Think of your ideas as something you can place in a small bag. Create your own bag of items that could support someone.

Please indicate the following in your paper for the school population and the community population. Beside each item please indicate

1. How the item would be useful for a person 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; this is a back-up plan
4. Please use the research to support your ideas for each tool that you discuss in this assignment. Although you may have a good idea, it is important in the field to support your thinking with ideas from the research. This research could be related to a specific disability issue or the impact of an activity/tool.

PART B

At the end of the semester, please be prepared to bring in one item from your tool kit that you have used in practice and present this to others. Your colleagues can hear about your tool and understand how it is applied in a practice setting. There will be a sign-up sheet so that tools are not repeated.

Assignment #3 - Be the Change

Due: April 3, 2022

Length: 3 pages with APA referencing

In this assignment you are required to think about your role as a change agent. Please consider your current practicum setting and reflect on what you might change in order to create a more inclusive and supportive educational experience for individuals with disabilities. Please research current policy, educational need, etc. in order to answer the following questions:

1. What change would you make in your current setting? Why?
2. Who might help to make this happen?
3. How might this change impact the quality of life for individuals with disabilities?

Please include references to course content and research to support your ideas.

Assignment #4 - FINAL PRESENTATION

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 where your practicum was and the type of work you did while there.
- Station #2 - You will discuss some of the challenges you encountered in that setting.
- Station #3 - You will talk about what inspired you.
- Station #4 - You will discuss what piece of wisdom you will take into your practice.

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

STUDENT EVALUATION

DESCRIPTION	WEIGHTING
Journals x6	COM
Assignment 2 -Took kit A and B	COM
Assignment 3 -Be the Change	COM
Assignment 4- Final Presentation	COM
	TOTAL
	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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Seminar class attendance is a mandatory component of completing this course.

All assignments must be completed to pass this course.

SCHOOL OR DEPARTMENTAL INFORMATION

Health & Human Services Student Handbook: <http://camosun.ca/learn/school/health-human-services/student-info/index.html>

General Practicum Information: <http://camosun.ca/learn/school/health-human-services/student-info/practicum-info.html>

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](http://camosun.ca/services/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.