

Brescia University College
Family Studies 4403, Practicum
September 2017 – April 2018
Fr. 9:30-12:30, UH 26

Dr. Descartes

Phone: 519-432-8353 x28059

Email: ldescart@uwo.ca

Office: St. James 124

Office hours: after class (let me know in class)

Catalogue Description

Supervised field placement in family-focused community organizations. Enrolment limited to third and fourth year Brescia Family Studies students who meet volunteer/service background guidelines.

Course Description

This course enables students to gain experience working in a placement with a community group, which may include a school or an organization. Students are not expected to ‘job shadow,’ but rather to initiate and lead a project of their own in the placement. In the first few months of the course we will engage in readings that will prepare students for this placement, learning about issues such as ethics, diversity, confidentiality, and communication.

In the latter months of the course, students will spend time at their placement site (6 hrs. per week), and meet every other week to discuss their progress. Students encountering issues or problems at any time in their practicum should immediately email the professor. Students will spend 6 hrs. per week at their placement site even in weeks when we meet as a class. The professor and staff from Brescia negotiate the selection of practicum agencies. Agencies will: (a) provide an orientation, (b) assist students in developing a learning contract, (c) complete a final written evaluation.

Students commit to transporting themselves to and from the practicum site, attending class regularly, and honoring their time and task commitments to the placement organization.

Prerequisites

A 3000-level Family Studies course or permission of the instructor. Restricted to students in their 3rd or 4th year.

Required Texts

Kiser, Pamela Myers. (2015). *The human services internship: Getting the most from your experience*, 4th Edition. Belmont, CA: Brooks Cole.

Course Objectives and Brescia Competencies

In this course it is intended that students will:

1. begin to develop a professional identity through experiences in the classroom and in the field (self awareness and development, social awareness and engagement)
2. build professional relationships with colleagues/co-workers and clients, characterized by:
 - personal responsibility (self awareness and development, valuing)
 - self-awareness (self awareness and development)
 - the values of Family Studies, including an appreciation of diversity (valuing)
 - awareness of the importance of understanding the social and historical context for individual actions (valuing, inquiry and analysis, critical thinking)
 - awareness of the importance of understanding the history and culture of the placement organization (valuing, inquiry and analysis, critical thinking)
 - concern for others (valuing)
 - integrity (valuing)
3. problem-solve independently and in consultation, putting Family Studies principles into action (valuing, problem solving, inquiry and analysis, critical thinking)
4. in writing and orally, clearly communicate with Brescia staff, faculty, students, and placement colleagues/co-workers and clients (communication, inquiry and analysis)

Assignments/Grades

The policies governing requests for accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline (i.e.—full credit for late assignments is only possible with permission from an academic advisor, given with *documentation* of a medical or personal emergency). For components worth less than 10%, accommodation will be given only in case of *documented* illness or *documented* personal emergency (to be submitted to academic advising).

Evaluation and Grading

Participation	10%	Learning plan, draft	5%
Journals	15%	Learning plan, final	5%
Field component	40%	Final paper	20%
		Oral presentation	5%

Participation: Your involved, informed participation is expected during all class meetings. This includes: Attendance, which includes promptness. Attention. Completion of the readings before class.

Learning plan: This will outline learning objectives (goals) and an action plan (strategies and methods of measurement) for meeting them. The student, in consultation with the practicum supervisor, will complete the plan. The plan will help evaluate student performance at the end of the year. A draft will be submitted to the professor (hard copy), and then feedback will be incorporated into submitting a final learning plan (drop box).

Journals: All students are required to write personal reflections incorporating readings and site visits, minimum two pages for each. Journals are due in hard copy once placements have begun. These will receive a final mark, rather than individual marks. In each journal, keep a running tally of your total hours.

Field component: 16 weeks, 6 hours each week. Your practicum supervisor will assign a mark based on your performance. Students *must* fulfill their obligations regarding hours (e.g., if one week you are only there 4 hours due to illness, the next week you would make up the hours by putting in 8 hours). The professor will monitor the student's attendance with the practicum supervisor. It is expected that the student will demonstrate professionalism in their placement and will fulfill their learning plan.

Final paper and presentation: You will turn in a final paper (~10 pp.), reflecting upon your participation in the placement, connecting that to your learning objectives, action plan, and relevant course and professional readings. Use your textbook, library research or professional articles, and your journals to contribute to your paper. Try to think of how one of the theories you've dealt with in any of your Family Studies classwork applies to what you experienced/saw/learned. You will orally present your write-up to the class. Practicum supervisors will be invited. Turn in a hard copy of your paper and also at turnitin (assignments tab).

Written materials: TNR, 12 point, double spaced, APA style. Clear, organized, grammatical writing is expected and that will be part of the mark.

Field placement evaluation, to be completed by practicum supervisor

Please return by March 30, 2018. E-mailed commentary is fine (ldescart@uwo.ca).

Student's Name:

Agency:

Supervisor's Name:

Please comment on the student's activities in your agency:

1. What tasks did the student perform in your agency? Please include learning plan activities and accomplishments in your description. If there are learning plan activities which weren't performed, please discuss.
2. Please discuss the student's progression through the year in terms of knowledge and skill development.
3. Discuss the student's development as a professional, including aspects of responsibility, appreciation for diversity, concern for others, and personal integrity.
4. Please comment on the student's understanding of your agency's goals, policies, and procedures, including the student's ability to make appropriate decisions.
5. Describe areas in which student needs additional skill and/or knowledge development. What suggestions do you have for further growth?

6. Suggested Grade (rubric below): A+ A B C D F (Please circle)

A+ 90-100	One could scarcely expect better from a student at this level
A 80-89	Superior work that is clearly above average
B 70-79	Good work, meeting all requirements, and eminently satisfactory
C 60-69	Competent work, meeting requirements
D 50-59	Fair work, minimally acceptable
F below 50	Fail

Signature of Supervisor

Date

Course Calendar

Date	Topic	Readings and requirements
Sept 8	Introduction, planning	
15	Getting ready for placement	Meeting C1, C2
22	Getting acquainted & integrative processing model	Meeting C3, C4
29	Supervision & communication	Meeting C5, C6
Oct 6	Diversity, ethics and cultural competence	Meeting C7, C8
13	Reading week	No meeting
20	Writing and reporting	Meeting C9, C10
27	Dealing with issues that arise & leaving your placement	Meeting C11, 12
Nov 3	Planning your career, learning plan prep.	Meeting C13
10	1 st week placement	Meeting Placement journal 1 due
17	2 nd week placement	No meeting
24	3 rd week placement	Meeting Learning plan draft due: hard copy
Dec 1	4 th week placement	No meeting Learning plan due: drop box
8	5 th week placement	Meeting Placement journal 2 due
	December break	
Jan 12	6 th week placement	No meeting
19	7 th week placement	Meeting Placement journal 3 due
26	8 th week placement	No meeting
Feb 2	9 th week placement	Meeting Placement journal 4 due
9	10 th week placement	No meeting
16	11 th week placement	Meeting Placement journal 5 due
23	Reading week	No meeting
Mar 2	12 th week placement	No meeting
9	13 th week placement	Meeting Placement journal 6 due
16	14 th week placement	No meeting
23	15 th week placement	Meeting
30	16 th week placement Good Friday	No meeting Supervisors' evaluations due
Apr 6	Final presentations	Meeting Final paper due: turnitin

	(assignments tab) and hard copy
--	---------------------------------

2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:

<http://westerncalendar.uwo.ca/2017/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to

assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse. The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices (http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.