



Family Studies 4403 (530) Practicum September 2018 – April 2019
Class time/room: Th. 2:30-4:30 UH 28

Fall 2018

Dr. Descartes

Phone: 519-432-8353 x28059

Email: ldescart@uwo.ca

Office: 301D St. James

Office hours: by appointment

Winter 2019

Dr. Da

Phone: 519-432-8353 x28276

Email: wda@uwo.ca

Office: 303 UH

Office hours: by appointment

Catalogue Description

Supervised field placement in family-focused community organizations. Enrolment limited to third and fourth year Brescia Family Studies students who are selected by application.

Course Description

This course enables students to gain experience working in a placement with a community agency, which may include a school or an organization. Students are expected to lead a project of their own in the placement. In the first few months of the course there will be readings that will prepare students for this placement, learning about issues such as ethics, confidentiality, diversity, and communication.

In the latter months of the course, students will spend time at their placement site (6 hrs. per week) and meet in-class every other week to discuss their progress. 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, and (c) complete a brief mid- and final 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. Students may be required

to pay for and obtain a police check, and/or a TB check, and/or additional checks. Although efforts will be made to ensure a good fit, students may not get a placement that is in their area of interest.

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

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.—late assignments are only possible with permission from an academic advisor, normally given only 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.

Evaluation and Grading:

Chapter discussion	5%	Final learning plan	5%
Participation	10%	Field component	40%
Journals	10%	Final presentation	5%
Learning plan draft	10%	Final paper	15%

This course has no final exam.

Chapter discussion: Each student will be responsible for initiating and managing discussion of one chapter.

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

Journals: All students are required to write personal reflections incorporating readings and site visits, minimum two pages for each. Journal due dates are in the course calendar. These will receive a final mark, rather than individual marks.

Learning plan (draft and final): 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, and her feedback will be incorporated into a final learning plan.

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 should 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. Incorporate one theory to explain one component of your placement experience. You will orally present your write-up to the class. TNR, 12 point, double spaced, APA style. Clear, organized, grammatical writing is expected and that will be part of the mark.

Final field placement evaluation template, to be completed by practicum supervisor. This template may be used for mid-placement feedback to the student as well, but that can be oral.

Please return by the week of April 1, 2019. E-mailed information is fine (wda@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?
2. If there are learning plan activities which weren't performed, please discuss.
3. Please discuss the student's progression in terms of knowledge and skill development.
4. Please discuss the student's development as a professional, including aspects of responsibility, appreciation for diversity, concern for others, and personal integrity.
5. Please comment on the student's understanding of your agency's goals, policies, and procedures, including the student's ability to make appropriate decisions.
6. Describe areas in which student needs additional skill and/or knowledge development.

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 which 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 assignments
		Dr. Descartes' half of class
Sept 6	Introduction	
13	Getting ready for your placement	C1, C2
20	Ethics & integrative processing model	C3, C4, pp. 239-240, 'confidentiality'
27	Supervision & communication	C5, C6
Oct 4	Diversity and cultural competence	C7
11	Reading week: no class	
18	Education placements	McKeown, R. (2011). <i>Into the classroom</i> . Chapters 2, 3, 15 Knoxville, TN: Torchbearer.
25	Self-care & leaving your placement	C9, 10
Nov 1	Planning your career	C11, Salerno, A., & Kibler, A. (2013). Before they teach: How pre-service teachers plan for linguistically diverse students. <i>Teacher Education Quarterly</i> , 40, 5-26.
8	1 st week placement	
15	2 nd week placement Group meeting/ #1 placement journal	Learning plan draft due
22	3 rd week placement	
29	4 th week placement Group meeting	Final learning plan due
Dec 6	5 th week placement	
		Dr. Da's half of class
Jan 10	6 th week placement	
17	7 th week placement Group meeting/ #2 placement journal	Mid-placement feedback
24	8 th week placement	
31	9 th week placement Group meeting/ #3 placement journal	
Feb 7	10 th week placement	
14	11 th week placement Group meeting/ #4 placement journal	
21	Reading week: no class	
28	12 th week placement	
Mar 7	13 th week placement Group meeting/ #5 placement journal	
14	14 th week placement	
21	15 th week placement Group meeting/ #6 placement journal	
28	16 th week placement	
Apr 4	Final presentations	Final evaluation due, Final paper due

2018-19 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.

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. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

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.

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

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your 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 sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). 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.*

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 and warranted.

It is important to note that the Academic 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://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectEdCalendar=Live&ArchiveID=#Page_14.

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.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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 Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

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.