

BRESCIA UNIVERSITY COLLEGE
School of Leadership & Social Change

Sociology 3334b:
Community Practicum
Winter 2019

Course Director: Dr. Lina Sunseri

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Class Time/Location: Mondays 8:30-11:30 am BR-UH 26

Office Hours: Wednesdays 10:30-11:30 am, or by appointment

Prerequisites: Sociology 2215 A/B, and enrolment in the Community Development program, or permission of the Instructor.

Course Description:

This practicum presents an opportunity for students enrolled in the Community Development Program and involved in community placements to devote their time to the fieldwork and service required of them, while simultaneously receiving academic credit. The student will be expected to spend, on average, 7 hours a week engaged in service related to her placement. The placement experience is designed to help students translate community development concepts and principles taught in the classroom into real world practice in a particular setting.

The class will meet formally on the first day of class (**Monday January 7th, 2019 at 8:30 am in room BR-UH 26**) to discuss practicum expectations and evaluation criteria in more detail. Following this formal class meeting, we will collectively set up two one hour time slots to meet throughout the term, as “placement check-ins”. The instructor will work with students one-on-one, or in groups, as well as with community partners to ensure the placement is going well for both, especially the student. The placement will be guided by the Service-Learning contract that we began to develop in the *Community Development: Foundations* course in first term. This contract sets out the learning objectives and the service tasks and practices associated with the community placement.

ATTENDANCE

- Excellent attendance, both in class and at placement, is critical to your success in Community Development. Keeping this in mind, and in accordance with Western University policies, attendance is expected in Community Development classes. According to Western's policy, any student who, in the opinion of the instructor, is absent too frequently from class will be reported to the Department Chair (after due warning from the professor has been given in the form of an e-mail to the student's UWO e-mail account). On the recommendation of the Department concerned and with the permission of the Academic Dean, the student will be informed that any further absence may result in a recommendation that the student not be permitted to submit the final assignment in the course (if this assignment replaces a final examination) or, may be debarred from taking the regular examination.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. **Translate** community development concepts, principles, and/or models, taught in the classroom into real world practice.
2. **Anticipate** the challenges and opportunities associated with the process of community development.
3. **Express** oneself with competence in oral and written forms of communication.

Brescia Competencies:

The Brescia Competencies are the building blocks of your Brescia experience. They help you to think critically and participate actively in society – attributes you will apply throughout your entire life. Regardless of what degree you choose, these skills, values, and abilities prepare you to lead with wisdom, justice, and compassion in a changing world. Throughout this course, students will be developing the following Brescia Competencies:

Communication includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours. (Level 4)

Problem Solving includes the ability to create and execute a strategy to answer a

question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached. (Level 4)

Inquiry and Analysis involves the methodical practice of exploring issues and posing questions to seek information, knowledge, or clarity in order to gain a more comprehensive understanding of what is true. Inquiry and analysis begins with the collecting of information, the examination of the knowledge, and then converting the material into valuable new knowns. Knowledge is therefore discovered over time because investigation is continual, as is the testing of new knowledge. Once the evidence has been organized and synthesized, conclusions about the question or problem are developed that logically follow from the inquiry process. (Level 4)

Critical Thinking involves reasoning, a process where we create arguments by connecting thoughts together so that some thoughts (premises) provide support for other thoughts (conclusions). There are three basic skills involved in critical thinking: interpretation, verification and reasoning. The first skill comprises understanding how words express or fail to express thoughts, expressing clearly what we mean, and discerning an argument's structure. The second skill involves determining whether premises are acceptable. And the third skill encompasses evaluating whether premises make it reasonable accept the conclusion. (Level 4)

Social Awareness and Engagement involves the “the ability to understand and respond to the needs of others” (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change. (Level 4)

Self-Awareness and Development : the ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth. (Level 4)

Valuing: the ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions. (Level 4)

Detailed Breakdown of Assignment and Grading Structure:

1. **Overall Placement Participation and Fulfillment of Student Responsibilities (10%)**

The student will document hours and activities completed after each visit to the organization. A supervisor should sign off on these descriptions of activities. The student will be assessed as to how she/he followed the existing policies and practices as they affect regular personnel and volunteers in the placement, and if they were cooperative in the supervision given. On the Brescia side, the student is expected to cooperate with the faculty supervisor's monitoring and evaluation.

Students are expected, as one of the requirements in the Service Learning Contract, to notify the faculty supervisor regularly on how the placement is going, and if there are any problems.

As well, in accordance with the student responsibilities section of the SL Contract, the student should accept supervision graciously; be punctual and conscientious in attendance in placement sessions and meetings, and let the supervisor know in advance if a session cannot be attended (or hours fulfilled) as scheduled. She should respect confidentiality rules of the organization; to conduct herself with courtesy, consideration, and a professional manner; to actively pursue meaningful learning opportunities that are available at the placement setting, and to fulfill the hour requirement with the organization or agency.

Students must follow those Brescia University College procedural policies, which bear on the placement. In making the evaluation, the faculty supervisor will consult with the placement supervisor, as well as with the student re: possible special circumstances.

Log sheets should be submitted with each of the two community journal submissions, outlined below.

Course Learning Outcomes: 1, 2, 3.
Brescia Competencies: All those listed above.

2. **Community Journal (50%)**

The Community Journal will be submitted in two instalments. **Each** submission is worth 25% of your final grade.

Due Dates: 1st submission: Wednesday February 27th, 2019
2nd submission: Wednesday April 3rd, 2019.

These journals are to be submitted in hard copy to the instructor on the due-dates during office hour. **If the student cannot deliver in person the assignment to the instructor on that day, alternative arrangements must be made in advance!**

Length: 8 pages, typed, double-spaced, properly referenced for each of the two submissions.

Students will keep a journal which will record their observations and reactions during their placement experience. While on one level, journal entries are very personal and subjective, there is a more “**structured**” component to this assignment. Specifically, students’ observations will also be processed more reflectively using concepts from their coursework and/or the wider community development and academic literature.

Each journal entry should have a three -part format. You might distinguish the three parts, by typing each entry in a different font. For example, part one-- **describe** might be written using Arial; part two- **reflect** might be written using Lucida Handwriting; part three- **apply** might be written using Comic Sans MS.

Alternatively, if you don’t wish to use different fonts to type the sections, you might try: regular type for part 1; *italics for part 2*; **and bold for part 3**.

At the first level, **describe** what you have actually seen and done at your field placement. Level two requires that you **reflect** upon your reactions to what you saw and did. For example, think about and describe your mental and emotional reactions to your service experience. What service experiences have been meaningful to you? What do you think about the organization with which you are affiliated and the people with whom you are working? The third level, **apply**, is the most challenging and **most important**. During the application portion of your entry, explain how what you have observed or experienced at your placement relates to concepts, ideas and theories that you have been studying in the Community Development Program. The purpose of the **apply** portion of your journal entry is to allow you to use the content from your courses to help you better understand what is going on at your placement, and to allow your placement experiences to enrich your academic learning.

In the apply section I would expect to see **a minimum of 3 concepts** used for **each journal entry**. Remember that the effectiveness of your apply section depends not only on the number of concepts included; it is also dependent upon

how well you explain the concepts and relate those concepts to your experience.

You should include **at least 3 journal entries** with each of the two submissions. Each one should be dated, and it should be clear in your entry which days or week of service you are discussing. To clarify, for each entry there are to be a minimum of 3 concepts applied, for a total of 9 concepts (minimum).

Course Learning Outcomes: 2, 3.

Brescia Competencies: Communication, Critical Thinking, Inquiry and Analysis, Self-Awareness and Development, Social Awareness and Engagement, Valuing.

3. Final Evaluation/Oral Exam (40%)

The faculty supervisor will meet with each student individually during the last 2 - 3 weeks of the term (March 25 - April 9). The student will be asked what was learned, in light of the learning objectives set out in the Service Learning Contract and the tasks and practices of the placement. The student will be asked as well to relate what was learned to concepts and knowledge absorbed in the academic study of community development. More details on this final evaluation will follow once we meet.

Course Learning Outcomes: 2, 3.

Brescia Competencies: Communication, Critical Thinking, Inquiry and Analysis, Self-Awareness and Development, Social Awareness and Engagement, Valuing.

Course Specific Policies:

1. Submission of Assignments

- All assignment due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (e.g. illness, death in the family). For each day the assignment is late, the student will lose .5 of a mark (.5% of final course grade). Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted.**

2. Cell Phones and Computers

- Out of respect for your colleagues and the instructor, please refrain from using cell phones during class time. Ensure that they have been turned off before entering class. Similarly, computers are to be used to for note-taking and class related activities only—NOT surfing the net, chatting, looking at photos etc.

3. Late Submission of Assignments worth less than 10%

- For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision as to whether or not accommodation will be granted. The policies governing requests for academic 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.

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.