



SOCIOLOGY 3334B:
COMMUNITY PRACTICUM
SCHOOL OF BEHAVIOURAL AND SOCIAL SCIENCES

General Information

Course #: Sociology 3334B

Section #: 530

Term: Winter

Year: 2022

Course Day and Time: Tuesdays, 11:30 am-2:20 pm

Course Location: online

Instructor Information

Name: Dr. Lisa Jakubowski

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Telephone number: 519-432-8353 x28238

Office hours for students: On Zoom, by appointment

Course Description

This practicum presents an opportunity for students participating in a Community Development placement 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/his 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 virtually on the first day of class (**Tuesday January 4, 2022 at 11:30 am on ZOOM**) to discuss practicum expectations and evaluation criteria in more detail. During this formal class meeting, we will together set up two, 1 hour time slots to meet online, throughout the term, as “placement check-ins”. The instructor will also work with students one-on-one or in groups, as needed, as well as with community partners, to ensure the placements are going well. 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.

Prerequisites

Sociology 3330F, and enrolment in an Honours Specialization, Major or Certificate in Community Development, Nonprofit Management, or permission of the Instructor.

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** her/himself 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 work towards 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.

Critical Thinking: the ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis: the ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Problem Solving: 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.

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 values and their impact on others and make a commitment to personal growth.

Social Awareness and Engagement: 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.

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.

Teaching Methodology and Expectations of Students

At the heart of this course is a variety of service-learning opportunities, each one unique to each individual student placement.

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 (for example, 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.**

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Assignments and Grading Structure

Assignments	Value of Assignment	Course Learning Outcomes	Brescia Competencies
Overall Placement Participation and Fulfillment of Student Responsibilities	10%	1, 2, 3	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry and Analysis ✓ Problem-Solving ✓ Self-awareness & Development ✓ Social Awareness and Engagement ✓ Valuing
Journal 1	25%	2, 3	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry and Analysis ✓ Self-Awareness and Development ✓ Social Awareness and Engagement ✓ Valuing

Assignment	Value of Assignment	Course Learning Outcomes	✓ Brescia Competencies
Journal 2	25%	2, 3	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry and Analysis ✓ Self-Awareness and Development ✓ Social Awareness and Engagement ✓ Valuing
Oral Exam	40%	2, 3	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry and Analysis ✓ Self-Awareness and Development ✓ Social Awareness and Engagement ✓ Valuing

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

Detailed Breakdown of Assignments

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. Students will be assessed as to how they 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 communicate with the faculty supervisor regarding 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. Students should: respect confidentiality rules of the organization; conduct themselves with courtesy, consideration, and in a professional manner; 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.

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: Tuesday February 15, 2022.
2nd submission: Friday April 1, 2022.

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 the following: regular type for part 1; *italics for part 2*; **and bold for part 3**. Finally, using headings for each section is also an acceptable option.

At the first level, **describe** what you have actually seen and done during your community 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-learning experiences. What has been especially 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 CD 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 the 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).**

3. Final Evaluation/Oral Exam (40%)

The faculty supervisor will meet with each student individually on ZOOM during the last couple of weeks of the term (March 21 - April 1) or the early part of the formal exam period. Please note, this is just an approximate date range. 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. As well, the student will be asked 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.

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner.
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student

expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form** to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. 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;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;

5. Appropriate academic accommodation will be determined by the Dean's Office/ Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) 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

(https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.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.

Please note that for asynchronous online courses, attendance or participation requirements may be different than for synchronous or in-person courses.

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, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals 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/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

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 obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia** (https://brescia.uwo.ca/student_life/health_and_wellness/index.php) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

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 https://brescia.uwo.ca/safe_campus/sexual_violence/index.php .

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.
