



Faculty: Health & Human Services

Department: Education Assistant and Community Support

Course Title: Practicum: Community-Based

Course Code: EACS 190

Semester, Year, Section: Fall or Spring

Course Start Date: September or January

SAMPLE COURSE OUTLINE

With respectful acknowledgement that Vancouver Island University students, staff, faculty and administration live, work, and play on the traditional territories of Snuneymuxw First Nation, Tla'amin / Sliammon First Nation, and Cowichan Tribes.

COURSE INFORMATION

Course Description

This practicum offers an opportunity to integrate and apply theory and skills in supervised community living practice experience. This practicum experience is a total of 105 hours.

Course Summary

This program includes both theoretical studies and practical applications for working with people who have disabilities, across the life span. The core and specialty courses provide students with the skills and knowledge to work in schools and community. The program is offered with courses rotated.

Course Details

- **Credits:** 3
- **Course Duration:** September to December or January to April
- **Location:** Nanaimo or Powell River Campus
- **Online Location:** VIU Learn <https://learn.viu.ca/d2l/home/143690>
- **Prerequisites:** Admission to program and min. 9 credits of EACS courses (may be taken concurrently).

Program Learning Outcomes

Certified Educational Assistants make a difference in the lives of people with special needs so they can have every opportunity to participate fully in our society, and access education and services that allow them to live to their fullest potential. VIU's Education Assistant and Community Support program will get you ready for a rewarding career working with people of all ages who have mental, physical and emotional challenges.

To be eligible for an Education Assistant and Community Support certificate, students must:

- Complete all program requirements within 5 years.
- Achieve a passing grade in the practicum courses; and,
- Achieve a "C" grade in all other EACS courses

Program Learning Outcomes for Health & Human Services (HHS)

1. Engage in the profession and discipline of Health & Human Services (HHS) Programs by utilizing a foundation of caring, health, and healing, and by integrating and applying the theory and practice of HHS within a variety of contexts and diverse populations.
2. Provide safe, competent, compassionate, accountable and ethical care in all contexts and practice environments.
3. Make safe and competent decisions based on knowledge, evidence, multiple ways of knowing, principles of relational practice/therapeutic communication, professional relationships and responsibilities, and person-centered care.
4. Lead current and future professional practice and through partnerships with others influence care at the economic, technological, political, social, environmental, and professional levels.
5. Implement changes that benefit the needs of individuals, families, groups, and populations, advocating for changes to address issues of social justice, health equity, and other disparities.
6. Be self-directed, inquiry focused, critically reflective, and collaborative practitioners dedicated to self-regulation and lifelong learning.
7. As well as discipline specific knowledge, graduates of HHS programs have cultivated skills, literacies and qualities that enable them to be flexible, adaptable, educated citizens, lifelong learners, and leaders in their communities, society and the world:

https://ciel.viu.ca/sites/default/files/overview_of_viu_graduate_attributes.

Course Learning Outcomes

This practicum is seen as an essential and integral part of training for School and Community Support Workers in that it provides students opportunities to gain experience in diverse service areas and to integrate learning with practical experience.

The success of the practicum is dependent upon the cooperation and investment of the students, the onsite placements and placement mentor and the University Practicum Instructor.

On successful completion of this course students will demonstrate understanding of:

1. Apply theoretical knowledge to practice specifically in the areas of:
 - a. Teaching and learning strategies
 - b. Understanding and supporting behaviour effectively
 - c. Supporting health and wellness for self and others
 - d. Augmentative/alternate communication and practical application and ability to apply knowledge to practice;
 - e. Community development / community building
2. Communicate effectively with persons served and their families, work place colleagues, and other professionals.
3. Demonstrate appropriate interpersonal relationships including effective conflict management skills
4. Identify barriers to the acquisition of skills and participate in effective problem solving
5. Use personal understanding of diversity/social justice issues to support and advocate for individuals in the community
6. Practice skills in a work context and demonstrate capacity for continuous improvement;
7. Identify organizational philosophy, structure, and policy and procedure. Explain how these relate to quality practice.
8. Demonstrate professional and ethical practice at all times.
9. Deepen understanding of the role and expectations for working in community settings.
10. Demonstrate accurate self-awareness and reflective practice.
11. Observe and describe practices that demonstrate respect for diversity, inclusion, and full participation.
12. Assist individuals to meet their personal needs in ways that empower, give dignity and increase self-esteem
13. Organize and write concise, effective documents when requested
14. Use a variety of observation/assessment tools in an objective manner

Teaching and Learning Strategies

The course will involve practice-based learning, with seminar discussion and assignments reflecting program objectives.

Student Workload

Students are to complete 105 practice –based hours plus up to 12 seminar hours. Additionally, there will be 3-6 hours of assignment based work per week for the duration of the 105 hours.

ASSESSMENT AND EVALUATION COMPONENTS

Evaluation

Each component of the practicum will be completed successfully in order for credit to be granted.

1. Documentation of 105 hours. Completion of required practicum hours signed off by mentor or designate as well as confirmation of regular on time attendance and participation as per agreed schedule. Appropriate communication with Mentor and Instructor/Supervisor if any schedule changes occur.
2. Attendance at ALL mandatory online or in class sessions as scheduled by Instructor/Supervisor
3. Timely completion and submission of Learning Journal to standard required by instructor.
4. Satisfactory completion and timely submission of Learning Activities.
5. Interactions at practicum that demonstrate capacity to achieve learning outcomes.
6. Feedback from mentor that supports #5. Submission and discussion of mentor’s midpoint and final feedback. Appropriate conduct during appointments and during meetings with Mentor and Instructor/Supervisor.
7. Accurate self-evaluation demonstrating continuous learning cycles and supports #5. Submission of midpoint and final self-evaluation.
8. Appropriate communication with Instructor at all times and specifically if issues emerge or incidents occur.

Course Requirements at a Glance

	Description	Dates	Comments
1	3 Seminar Classes	Attendance Mandatory – As scheduled	
2	Learning Outcomes and Practicum Schedule	Due first week prior to beginning practicum	Dropbox
3	Organize 2 site visits	First week	Organize with Instructor and Mentor
4	3 Learning journals	Submitted Each week	Write daily, summary of week Dropbox
5	Purposeful Learning Activities	Submitted at the end of practicum	Dropbox
6	Mid-Term Evaluation	Reviewed with mentor/instructor at 1 st meeting	Scanned hard copy and Dropboxed
7	Mid-term Self-evaluation	Reviewed with mentor/instructor at 1 st meeting	Scanned hard copy and Dropboxed
8	Final Evaluation	Reviewed with mentor/instructor at 2 nd meeting	Scanned hard copy and Dropboxed
9	Final Self-evaluation	Reviewed with mentor/instructor at 2 nd meeting	Scanned hard copy and Dropboxed

Point Description

Grade	
CR	Course Passed Requirements completed, but not calculated in G.P.A.
F	Fail Objectives of the course have not been attained. Enrolment in a sequential practicum or completion of the certificate will not be permitted.
I	Incomplete If course requirements not met within three months from the start of the next semester "I" becomes "F".

VIU Grade Scale: University, Career/Technical, Adult Basic Education Programs

Grade	Percentage (%)	Grade Value	Point Description
A+	90-100	4.33	Excellent
A	85-89	4.00	
A-	80-84	3.67	
B+	76-79	3.33	Good
B	72-75	3.00	
B-	68-71	2.67	
C+	64-67	2.33	Satisfactory
C	60-63	2.00	
C-	55-59	1.67	
D	50-54	1.00	Poor
F	0-49	0.00	Failing Work Unsatisfactory performance or failure to meet course requirements
CR	N/A	0.00	Course Passed Requirements completed, but not calculated in GPA

Please note the following:

- W A grade which can be issued only by Registration when a student officially withdraws from a course. This can only be done during the first five weeks of class (students' responsibility to check calendar for deadline). Instructors can not issue "W" grades.
- UW Unofficial Withdrawal – failure to meet the course requirements due to lack of attendance.

LEARNING MATERIALS

Required

All readings will be posted on the EACS 190 VIU Learn site.

COURSE SCHEDULE

Schedule to complete 105 hours as per agreement by the practicum site, practicum mentor, practicum instructor and the student.

POLICIES AND PROCEDURES

Academic Integrity is a central element in learning and forms the foundation of intellectual pursuits in an academic community. All members of the University Community share responsibility for adhering to the academic and ethical principles of the University. This involves honesty in the representation of one’s knowledge and learning, and open and accurate acknowledgement in one’s academic work of any indebtedness to the work of others. A breach of these standards will be treated seriously and not be tolerated. Students are expected to learn and embrace academic integrity as an essential part of their education.

Academic integrity includes:

- independently producing work submitted under one’s own name;
- properly and appropriately referencing all work;
- identifying all collaborators in work;
- completing examinations without giving or receiving assistance, excepting those students requiring assistance due to a documented disability;
- respecting the integrity of examination materials and/or the examination process; and
- respecting the integrity of computer security systems, software copyrights and file privacy of others.

Academic Misconduct involves any violations of academic integrity which includes dishonesty in assignments, examinations and any other academic performances or endeavors. Academic misconduct includes:

- **Cheating:** Cheating is an act of deception by which students misrepresent that they or others have mastered information for an academic exercise
- **Fabrication:** Fabrication is the intentional use of false information or the falsification of research or other findings with the intent to deceive.
- **Plagiarism:** Plagiarism is the intentional unacknowledged use of someone else's words, ideas or data. When a student submits work for credit that includes other's words, ideas or data the source must be acknowledged and referenced appropriately, using the convention of the discipline of study.
- **Facilitation of Misconduct:** Facilitation of misconduct is helping or attempting to help someone else commit academic misconduct as identified above.
- **Non-attendance:** Non-attendance, where attendance is deemed to be mandatory, is not acceptable. Absences due to personal illness, family illness, death of an immediate family member, religious ceremonies, or sports events in which the student represents Vancouver Island University are allowed and must be approved by the appropriate instructor or coordinator. **Non-attendance must be for valid reasons and not falsified. Some departments have specific attendance requirements, and details of this may be obtained from the instructor, department chair, or program coordinator.**

The full **Academic Integrity Policy and Procedure** can be found at: <https://employees.viu.ca/faculty-help/student-academic-code-conduct>

Standards of Behaviour: Vancouver Island University students are expected to behave in a responsible manner, respectful of the learning environment inside the classroom and throughout the campus. **As students in the Faculty of Health and Human Services, standards of behaviours include professional and ethical suitability.** This policy applies to all Vancouver Island University campus and off-campus locations where Vancouver Island University sponsored activity is occurring.

Students enrolled at Vancouver Island University are expected to meet standards of conduct, which include but are not limited to the following:

- Accepting responsibility for their behaviour on Vancouver Island University property and/or at institutionally sponsored events;
- Complying with University policy and federal, provincial and local laws and/or regulations;
- Respecting the rights of all students and employees to have a positive and safe learning and working environment; and,
- Respecting the property of others.

The policy includes, but is not limited to, the following acts:

- Endangering the safety of any individual
- Violence or threats of violence
- Personal harassment
- Disruption of the learning and work environment
- Theft or Vandalism
- Alcohol and other drug related offences
- Providing false information
- Refusing reasonable requests of authorized employees
- The posting of obscene, libelous and copyright material
- Misuse of the University name

This policy is intended to work in concert with a number of Vancouver Island University policies governing student behaviour. For a full list of these additional policies the **Full Standards of Behaviour** can be found at: <https://services.viu.ca/student-support-and-intervention/student-code-conduct-non-academic>.

Faculty of Health and Humans Services: Social Media Issues

SOCIAL MEDIA USE

Digital Technology as a Learning Tool: Faculty and students within the Faculty of in Health and Human Services (HHS) at VIU have access to a wide variety of digital tools (personal computers; tablets; phones) that can be used as part of the learning and environment. HHS welcomes the use of such devices within the classroom, but they must be used as learning tools. Students found using Social Media Apps such as Facebook, Twitter, and Instagram during class time will be asked to switch off their devices and not allowed to use them for the duration of the lesson. Students who are found to regularly breach this directive will not be allowed to use their digital tools during classroom time. From time to time Faculty may request that you switch off your devices until the end of the session, or until a media break is provided.

SOCIAL MEDIA & AGGRESSIVE BEHAVIOUR

Any social media content posted by a student or group of students that is reasonably considered to be:

- Bullying;
- Harassing;
- Inciting hatred or violence and/or
- Abusive to, or demeaning of others, including H&HS/VIU students, faculty members, or the institution is reported for action under the Academic Code of Conduct Policy #96.01.00
<https://employees.viu.ca/faculty-help/student-academic-code-conduct>

LEARNER SUPPORTS

- Advising Centre (<https://services.viu.ca/advising>)
- Counselling Services (<https://services.viu.ca/counselling>)
- Disability Access Services: Students with a disability who require academic accommodation are encouraged to contact Disability Access Services in Building 200 as soon as possible.
(<https://services.viu.ca/disability-access-services>)
- Elders at VIU (<https://aboriginal.viu.ca/elders-viu>)
- Library (<https://library.viu.ca/>)
- Writing Centre (<https://services.viu.ca/writing-centre>)

RIGHTS AND RESPONSIBILITIES OF STUDENTS

ATTENDANCE and PARTICIPATION

Attendance and participation in classes and seminars is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes. If a student misses more than three classes, the instructor may assign a UW grade OR for blended classes if a student misses the mandatory face to face classes and/or participates in less than 70% of the online content the instructor may assign a UW grade.

IMPORTANT CLASS TIMES:

Mandatory Orientation to VIULearn and Course Requirements

Participation in the eLearning Classroom is required at least 3 times each week – beginning, middle, and end. Students should expect to spend 8-10 hours a week working online, completing readings, doing homework, or completing required assignments. This is generally true for all blended programs.

Face to face classes are in Powell River for all students from 9 to 4 pm on _____ and ____, 2020 and again on _____, 2020. Attendance at these classes is mandatory. Students who do not attend will receive a grade of UW.

Participation in the following webinars is also required on the following dates:

_____, 2020 from ___pm to ___ pm
_____, 2020 from ___pm to ___ pm

LATE SUBMISSION OF ASSIGNMENTS AND MISSED TESTS

All assignments and presentations must be submitted in order to obtain a grade for this course. It is part of professional practice to submit assignments on time. Any requests for extensions must be in writing three (3) working days prior to the due date. Any assignments received after any due date without at least 3 working days prior negotiation will have marks deducted at a rate of 2% per day.

Any assignment over two weeks late will be accepted for completion but will not be marked. No negotiations will be made the day the assignment is due. Instructor has the right to deny extensions. All assignments are to be submitted by the due date and all tests are to be written on the date specified. In online environments some quizzes will have a date range. Quizzes must be completed by the end date/time. If extenuating circumstances arise such as illness or emergency and assignment submission by the due date will not be possible, or completion of tests not possible on the scheduled date, please discuss this with the instructor prior to the date the assignment is due or test scheduled. A new submission date and/or a make-up test may be scheduled at the discretion of the instructor.

Penalties for Late Submission of Assignments

1. Up to and including three calendar days past deadline, deduct 1/2 letter grade (e.g., B to B-).
2. Four to seven calendar days past deadline, deduct one full letter grade (e.g. B to C+).

Any assignment more than seven calendar days late may not be accepted. If accepted, the late penalty will be determined by the instructor.