

**GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM**

INTEGRATION SEMINAR II RP1204

WINTER 1994

January 10, 1994, to March 28, 1994
Monday 1:00 p.m. to 2:20 p.m.

April 11, 1994, to May 20, 1994
Friday 1:00 pm to 2:50 pm

LOCATION:

Section 1 - Room B201/E311
Section 2 - Room B201/E311

INSTRUCTORS:

Betty Barton
Office H229
539-2892

Office Hours: Monday 2:30 pm to 3:30 pm, Friday 1:00 pm to 3:00 pm or by appointment

Terrah Lindsay
Office H226
539-2893

Office Hours: Monday 2:30 pm to 3:30 pm, Friday 1:30 pm to 2:30 pm or by appointment

PREREQUISITES: All first trimester courses

COREQUISITES: All second trimester courses

Course Description

Integration Seminar II provides a forum for students to resolve issues and explore areas related to their studies and their practicum experiences. Student input into the identification of items for discussion is integral to this course.

During the coursework section of this trimester, an emphasis will be placed on the development of problem-solving and group facilitation skills as these are relevant to all areas of (re)habilitation. For the remainder of the trimester, Integration Seminar II will focus on students' practicum experiences. Students will share their perceptions of their practicum experiences with the group, seeking group input regarding strategies to maximize the benefits of their field placement time. As this trimester's practicum provides students with their first real assessment and programming opportunity, support and guidance will be provided in the completion of assignments.

Class Format

Classes will be conducted in seminar style, requiring students' active participation in discussions. Student-led discussions and presentations will be incorporated.

A portion of each class will be allocated to discussion of ongoing issues as identified by students. Questions related to clarification of course material or assignments, and resolution of difficulties with classes or field placements may be addressed. During the practicum segment of the trimester students will be expected to come prepared with their assignment work up to date. Instructors may assign individual students the floor where it appears that group input would be of particular benefit.

Student agendas are posted on the instructors' office doors. Students may place on the agenda any items they wish dealt with during the seminar. Priority will be given to agenda items identified in advance of class sessions.

COURSE OBJECTIVES

1. Students will express their points of view, feelings, and concerns regarding courses and issues in the field of (re)habilitation.
2. Students will examine and discuss strategies relevant to the facilitation of community participation of citizens who have developmental disabilities.
3. Students will participate in and facilitate each other's participation in discussions of agenda items and of student-led discussions.
4. Students will explore and share reading material relevant to the field of human services.
5. Students will further develop their group facilitation skills by conducting a problem-solving or "dreaming" session.
6. Students will discuss issues related to their field placements, focusing on the development of concrete strategies to ensure maximum benefit of their practicum experiences.
7. Students will review progress on practicum assignments ensuring that each assignment segment is completed satisfactorily and on schedule.

Grading

Marks will be assigned as follows:

A. 40%Problem-solving

Each student will facilitate a problem-solving session on a topic relevant to the field of (re)habilitation services or to his/her personal experiences. (See attached guidelines).

OR

40% Reading Presentation

Each student will read a novel of his/her choice, related to a disability covered in RP1101 Handicapping Conditions. Students must choose books not assigned in any other courses. Instructor approval of choices must be obtained.

Students will make an oral presentation to the class summarizing the book and its importance to issues in the field. (See attached guidelines).

B. 10% Preparedness/Organizational Skills

During the practicum segment of the course students will be coming to Friday seminars from diverse and geographically dispersed settings. It is therefore of utmost importance that relevant materials (e.g., assignment work to date, agency literature, etc.) be brought to each class as materials will no longer be 'just a locker away'. In addition, instructors will best be able to provide support and guidance on assignments if students are on schedule with respect to assignment guidelines.

C. 50% Participation - Coursework Segment

Participation marks will be based on students' interactions during class. Contributions to group discussions, contributions to sessions facilitated by classmates, and the extent to which students take responsibility for seminar content by contributing to the student agenda will all impact participation grades. Identification of issues relevant to learning and contributions to possible strategies to maximize learning in the practicum setting will be expected. Self-evaluation will be required and will be taken into account in the assignment of participation marks.

Creditation

Grading for this course is credit/non-credit.