

**GRANDE PRAIRIE REGIONAL COLLEGE  
COMMUNITY REHABILITATION PROGRAM**

OCT 02 2002

**RP2306 PRACTICUM**

**COURSE OUTLINE**

**FALL 2002** Seminar - September 10, 2002 to November 26, 2002  
Field Experience - September 16, 2002 to November 29, 2002.

**Location:** Each student will be assigned to an agency, serving people with developmental disabilities.  
Seminar will be in B206

**Time:** Tuesday & Thursday afternoons & all day Friday (or as set by the agency). The seminar component will be held on Tuesdays from 11:30 a.m. to 12:50 p.m.

**Instructor:**

Rita Stonell

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**Prerequisites:** All RP first year courses

**Course Description**

This practicum consists of fieldwork in an agency providing services to people who have developmental disabilities. The practicum is designed to enable students to apply the theories, principles, and techniques studied in the classroom to the practical setting. Students are also offered the opportunity to further develop their familiarity with the nature and scope of services provided to individuals with developmental disabilities.

### Course Format

Students are expected to work two afternoons and one full day a week (approximately 13 hours per week). Actual hours will vary slightly depending on the nature and structure of the agency and the services it provides. Students will be responsible for the implementation of agency services and are not expected to take responsibility for decisions regarding program planning and design. Regular visits by an instructor will be scheduled approximately every two weeks with the student and agency supervisor throughout the practicum.

Classes will be conducted in seminar style . The practicum seminar provides a forum for students to reflect and explore issues related to the field of (re)habilitation, their studies and their practicum experiences. Students are required to **ACTIVELY** participate in discussions. Student-led discussions will be incorporated.

Students will be involved in developing an agenda for the seminar session at the beginning of each class meeting. (Examples of agenda items: questions related to clarification of course material/assignments, and resolution of difficulties with classes or field placements.) Students are also encouraged to identify other issues, relevant to the field, especially current issues raised by the media.

A portion of each seminar will focus on discussion of practicum experiences. Students are expected to bring comments related to the highlights of their experience, what they learned, and what they need to learn in preparation for their next practicum. Through sharing of experiences students will have an opportunity to explore how concepts and skills learned in classes are effectively/appropriately applied to practical settings. Students will also be given the opportunity to discuss progress on their practicum assignments.

Students are reminded that information about the people they work with is **HIGHLY CONFIDENTIAL** and as such must not be discussed or repeated outside of the seminar.

### Course Objectives

Students will:

1. Become familiar with the nature and scope of the agency's programs and services.
2. Develop a positive rapport with people served by the agency on an individual and/or group basis.
3. Develop effectiveness as a team member with agency staff.

4. Demonstrate responsible and professional attitudes and behaviour.
5. Become familiar with the individual service planning process utilized by the agency.
6. Assist in the implementation of existing programs designed to achieve the individuals' goals.
7. Apply theory to practice:
  - a) interpersonal skills
  - b) values
  - c) behavioral skills
  - d) health issues
8. Develop and implement a plan to meet relevant personal learning objectives that have been identified by the student for him/herself.
9. Express their points of view, feelings, and concerns regarding courses and issues in the field of (re)habilitation.
10. Examine and discuss strategies relevant to the facilitation of community participation of citizens who have developmental disabilities.
11. Evaluate their performance on practicum and work with their classmates to develop strategies for improvement.
12. Take a leadership role in facilitating discussion of seminar topics.

### **Course Requirements:**

#### **1. Mandatory Attendance**

#### **2. Reflective Journals**

A journal is a writing exercise that has a degree of openness with respect to form and content. It is a private record of how students feel about, and make sense of their learning while on practicum.

The reason for using journals is to:

1. Connect course concepts and techniques to new experiences
2. Connect course concepts and techniques to past experiences
3. Develop reflective orientation in students

Students will be provided with a notebook in which to record their thoughts, feeling, and reflections on how they are meeting the course objectives. It is important to take time each week to write in your journal. (use the left side of the open book only)

Your completed journals will be submitted to your practicum faculty supervisor a minimum of every two weeks. Your supervisor will then provide feedback on the right side, and return them to the student's mailbox.

**2. Personal Objectives** (self-assessment and personal growth)

Make up two personal objectives relating to your behaviour on practicum. (objective #8)

Please include:

- a) what your personal objective is,
- b) how you will accomplish it,
- c) how you will know if you did it.

**3. Ecological Inventory**

An Ecological Inventory Discrepancy Analysis must be completed in either RP2306, or RP2406. If you do not have a copy of the assignment guidelines, please ask your faculty supervisor for one.

**4. A.B.A. Programming Assignment**

An Applied Behavior Analysis program designed to INCREASE a behavior or to TEACH a new skill must be completed in either RP1206, RP2306 or RP2406. If you do not have a copy of the assignment guidelines, please ask your faculty supervisor for one.

**5. Field Placement Evaluation**

Agency personnel complete a Practicum Evaluation Form for each student they supervise.

Faculty evaluate students based on observations of strengths and needs in the field, and review of field experiences and reflection as per the student's journal. The extent to which the student uses supervision to maximize learning will be taken into account in the faculty evaluation. Students will be expected to address specific issues during faculty supervision visits.

**Grading System**

This is a credit/non-credit course. Successful completion of the practicum requires that the student be credited with successful completion of ALL assignments and evaluations.