

GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM

INTEGRATION SEMINAR IV RP404

Winter 1991 - January 2, 1991 - April 12, 1991

Time: 30 Hours

Location: Suite 202, Windsor Court

Instructor: Betty Barton

Office: Suite 202, Windsor Court
538-3960

Prerequisites: All 100, 200, and 300 level courses.

Pre or Corequisites: All 400 level course except RP406

Corequisite: RP406 Practicum III

Course Description

Integration Seminars provide a forum for students to resolve issues and explore areas related to their studies and their practicum experiences. As ethical dilemmas continue to confront us throughout our careers a portion of this Integration Seminar will be spent exploring ethics as they relate to service delivery.

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. Students are also encouraged to identify other issues, relevant to the field, that may be of concern to them.

Student agendas are posted on the instructor's office door. Students should place on the agenda all items they wish dealt with during the seminar. Priority will be given to agenda items identified in advance of class sessions.

From January 2 to February 15 Integration Seminar will also serve to increase student readiness for field placement. Self-evaluation and subsequent identification of personal practicum objectives will be required thereby preparing students to get the most out of their practicum placements.

From March 4 to April 12 classes will focus on discussion of practicum experiences. Group problem-solving and on-going self-evaluation will be required.

Class Format

Classes will be conducted in seminar style, requiring students' active participation in discussions.

Course Objectives

Students will

1. express their points of view, feelings, and concerns regarding courses and issues in the field of (re)habilitation and help each other resolve those concerns.
2. participate and facilitate each other's participation in discussions of agenda items and of student-led discussions.
3. examine and discuss strategies relevant to the facilitation of community participation of citizens who have developmental disabilities.
4. apply a model of ethical decision making to a variety of ethical dilemmas in human service delivery.
5. conduct a self-evaluation and identify personal objectives for their Practicum IV placements.
6. evaluate their performance on practicum and develop strategies to improve performance.
7. review progress on practicum assignments ensuring that each assignment segment is completed satisfactorily and on schedule.

Student Evaluation

Marks will be assigned as follows:

Coursework segment:

- 25% Self-evaluation/personal practicum objectives assignment.
- 25% Participation.
The extent to which students take responsibility for seminar content by contributing to the student agenda as well as participation in discussions will impact the marks assigned.

Practicum segment:

- 25% Participation.
- 25% Preparedness and organizational skills.
Students must come to seminars with issues identified for discussion and with all relevant materials on hand.

Grades

9	90-100%
8	89- 89%
7	72- 79%
6	65- 71%
5	57- 64%
4	50- 56%
3	45- 49%
2	26- 44%
1	0- 25%

In order to obtain credit for this course, students must achieve a minimum of 65% or a 6.

Rules and Regulations

1. Attendance is mandatory. Students absent due to illness must notify the instructor prior to the scheduled class. Students are expected to make personal appointments outside of class time.

Failure to comply with the above will result in unexcused absences. Three unexcused absences may result in failure.