



Course Outline - FSHD Practicum

School of Behavioural and Social Sciences

In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Dean and by the course instructor.

General Information

Course #:	FSHD4403	Section #:	530
Term:	Fall and Winter		
Year:	2022-23		
Delivery:	In person		
Course Day and Time:	Monday 8:30-10:30 (for our classes, but placement schedules will be set individually)		
Course Location:	St. James 203		

Instructor Information

Name:	Dr. Descartes
E-mail:	ldescart@uwo.ca (e-mail is the best way to reach me)
Telephone number	
for office appointments:	519-432-8353 x28059
Office hours for students:	by appointment after class on Mondays or on Zoom
Office location:	St. James 301D

Course Description

Supervised field placement in family-focused community organizations. Enrollment limited to third and fourth year Brescia Family Studies and Human Development students who are selected by application.

Prerequisites

A 3000-level Family Studies and Human Development course or a former 3000-level Family Studies course or permission of the instructor. Restricted to students in their 3rd or 4th year.

Antirequisites

The former FS4403

Required Course Materials

Kiser, Pamela Myers. (2015). *The human services internship: Getting the most from your experience, 4th Ed.* Brooks Cole. Students can order through the UWO Book Store website, but only the ebook version is available: [Textbook Search | The Book Store at Western \(uwo.ca\)](#).

Other readings are available through our Owl site and/or the library's website.

Learning Outcomes

1. Begin to develop a professional identity through experiences in the virtual classroom and in the field
2. Build professional relationships with colleagues/co-workers and clients, characterized by:
 - o personal responsibility
 - o self-awareness
 - o the values of Family Studies, including an appreciation of diversity
 - o awareness of the importance of understanding the social and historical context for individual actions
 - o awareness of the importance of understanding the history and culture of the placement organization
 - o concern for others
 - o integrity
3. Problem-solve independently and in consultation, putting Family Studies principles into action
4. In writing and orally, clearly communicate with Brescia staff, faculty, students, and placement colleagues/co-workers and clients

Brescia Competencies (mapped onto Learning Outcomes and Assignments)

1. Begin to develop a professional identity through experiences in the virtual classroom and in the field. (Self awareness and development level 4, social awareness and engagement level 4: resume and cover letter, chapter discussion, journaling, learning plan draft, final learning plan, field component, final paper).
2. Build professional relationships with colleagues/co-workers and clients, characterized by:
 - o personal responsibility (self awareness and development, valuing – Level 4)
 - o self-awareness (self awareness and development – Level 4)
 - o the values of Family Studies, including an appreciation of diversity (valuing – Level 4)
 - o awareness of the importance of understanding the social and historical context for individual actions (critical thinking, inquiry and analysis, valuing – Level 4)
 - o awareness of the importance of understanding the history and culture of the placement organization (critical thinking, inquiry and analysis, valuing – Level 4)
 - o concern for others (valuing – Level 4)
 - o integrity (valuing – Level 4)(Critical thinking level 4, inquiry and analysis level 4, self awareness and development level 4, valuing level 4: field component, final paper).
3. Problem-solve independently and in consultation, putting Family Studies principles into action (Critical thinking level 4, inquiry and analysis level 4, problem solving level 4, valuing level 4: chapter discussion, journaling, learning plan draft, final learning plan, field component, final paper).
4. In writing and orally, clearly communicate with Brescia staff, faculty, students, and placement colleagues/co-workers and clients. (Communication level 4, inquiry and analysis level 4: resume and cover letter, chapter discussion, journaling, learning plan draft, final learning plan, field component, final paper).

Teaching Methodology and Expectations of Students

The course enables you to gain experience working in a placement with a community agency, which may be a school or an organization. You are expected to lead a project of your own in the placement. In the first part of the course there will be readings that will prepare you for the placement, learning about issues such as ethics, diversity, and communication.

In the second part of the course, you will spend time at your placement site. You will spend 5 hrs. per week at the placement for 12 weeks (60 hours total).

This year placements will be organized by the professor, staff from Brescia, or you. If you organize a placement for yourself, it must be approved by the professor. It can be in an organization you currently or previously have experience in, but it must be a new department or role. If you sorted donations, for example, as a volunteer, you can have your placement at the same site, but it must be in a new area, such as creating human resource materials.

Agencies/schools will: (a) provide an orientation, (b) assist students in developing a learning contract, and (c) complete a brief mid- and final evaluation.

If your placement is in-person, you commit to transporting yourself to and from the practicum site.

All students commit to honoring their time and task commitments to the placement organization. Students may be required to obtain and pay for a police check, and/or a TB check, and/or additional checks.

Although efforts will be made to ensure a good fit, students may not get a placement that is in their area of interest.

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.

Evaluation

Resume and cover letter: Examples are at http://career.uwo.ca/prepare/resume_cv/index.html. Your resume should be tidy, organized with subheadings, and grammatical. Your cover letter can be addressed: "To Whom It May Concern:" In the body, describe what type of position you hope for, and what skills and experiences you bring to the position. You can use material from your FSHD4403 application if applicable. The letter should be clear, ~one page long, and grammatical.

Chapter and class discussion, both leading and participating: Each student is responsible for initiating and managing one discussion of one reading selection. You'll sign up for these in the first week of class. The readings are important: students who don't stay on top of the readings will be required to delay the start of their placement and may be asked to withdraw from class. Chapter and class discussion participation (includes attendance) will receive one final mark.

Journal blogs: These are personal reflections on the placement experiences. Please keep a running tally of your placement hours as you move through it. You'll use these journal blogs retrospectively to write your final paper. These will receive one final mark. They'll be posted in Forum under a thread labelled with your name.

Learning plan (draft and final): This will outline learning objectives (goals) and an action plan (strategies and methods of measurement) for meeting them. You, in consultation with the practicum supervisor, will complete the plan. The plan will help evaluate your performance at the end of the year. A draft will be submitted to the professor, and that feedback will be incorporated into a final learning plan. Please hand in the draft copy along with the final copy. See pp. 20-23 in textbook.

Field component: 12 weeks, 5 hours each week (60 hrs.). Your practicum supervisor will assign a mark based on your performance. Students must fulfill their obligations regarding hours (e.g., if one week you only work 2 hours due to illness, the next week you should make up the hours). The professor will monitor the student's attendance with the practicum supervisor. It is expected that the student will demonstrate professionalism in their placement and will fulfill their learning plan. Supervisors provide mid-placement feedback so any adjustments can be made if needed.

Final paper: You will write a final paper (~10 pp.), reflecting upon your participation in the placement, connecting that to your learning objectives, action plan, and relevant course and professional readings. Subheadings will help keep it organized. Use your textbook, library research or professional articles, and your journals to contribute to your paper. Incorporate one theory to explain one component of your placement experience. The paper should be TNR, 12 point, double spaced, APA style. Clear, organized, grammatical writing is expected and that will be part of the mark. The standard Introduction, Body, Conclusion, References organization should be followed. The easiest structure will likely be something like subheadings for: Preparing for placement; Experiences in placement; Reflections on placement. You could have a separate subheading for the theory component if that is easiest. You can include appendices for things like learning plan, social media content, etc. This will be submitted to Turnitin ('Assignments' tab in Owl). Feedback on the writing shows up in Turnitin (click the flag). Turnitin does an originality check so be sure to check you used citations.

This class does not have a final exam.

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Resume and cover letter	5%	Sept. 19	1, 4	Communication level 4, self awareness and development level 4
Chapter and class discussions: leading and participating	Leading: 5% Participating: 10%	See calendar	1, 3, 4	Communication level 4, critical thinking level 4, inquiry and analysis level 4, problem solving level 4, self awareness and development level 4, social awareness and engagement level 4, valuing level 4
Journaling blog	15%	Ongoing	1, 3, 4	Communication level 4, critical thinking level 4, inquiry and analysis level 4, problem solving level 4, self awareness and development level 4, social awareness and engagement level 4, valuing level 4
Learning plan draft	10%	Jan. 9, 2023	1, 3, 4	Communication level 4, critical thinking level 4, inquiry and analysis level 4, problem solving level 4, self awareness and development level 4, social awareness and engagement level 4, valuing level 4
Final learning plan	5%	Jan. 23, 2023	1, 3, 4	Communication level 4, critical thinking level 4, inquiry and analysis level 4, problem solving level 4, self awareness and development level 4, social awareness and engagement level 4, valuing level 4
Field component	40%	Mar. 18, 2023	1, 2, 3, 4	Communication level 4, critical thinking level 4, inquiry and analysis level 4, problem solving level 4, self awareness and development level 4, social awareness and engagement level 4, valuing level 4
Final paper	10%	April 3, 2023	1, 2, 3, 4	Communication level 4, critical thinking level 4, inquiry and analysis level 4, problem solving level 4, self awareness and development level 4, social awareness and engagement level 4, valuing level 4

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.

Course Content

Weekly Organizer:

Class	Date	Description	Assignments and/or Readings Due
1	Sept. 12	Course introduction	Bring drafts of resumes and cover letters if you'd like to workshop them before they are marked. Class meeting.
2	19	Getting started	C1 pp. 1-29, C2 Class meeting. Resume and cover letter due.
3	26	Placement context, ethics, integrative processing model	C3, pp. 239-240, 'confidentiality,' C4 Class meeting.
4	Oct. 3	Supervision and communication	C5, C6 Class meeting.
	10	Thanksgiving	No class.
5	17	Social justice part 1	C7 Class meeting.
6	24	Social justice part 2	Riley, T., & Ungerleider, C. (2008). Preservice teachers' discriminatory judgments. <i>Alberta Journal of Educational Research</i> , 54(4), 378-387. 'A crisis': Indigenous students at rural N.S. school say they're excessively punished CBC News pp. 27-37 of <i>Joining the circle: Guide for educators</i> : educatorsguide_en.pdf (copahabitat.ca) Class meeting.
	31	Reading week	Reading week, no class.
7	Nov. 7	Social justice part 3	Salerno, A., & Kibler, A. (2013). Before they teach: How pre-service teachers plan for linguistically diverse students. <i>Teacher Education Quarterly</i> , 40, 5-26. Class meeting.

Class/Topic	Date	Description	Assignments and/or Readings Due
8	14	Classroom (client) dynamics, self-care	C9 C2, C15 in McKeown, R. (2011). <i>Into the classroom</i> . Knoxville, TN: Torchbearer. Class meeting.
9	21	Ending your placement, planning your career	C10, C11 Class meeting.
10	28	By this week you should have your first meetings with your supervisors.	Start your journaling blog on Forum. You should add to it every week through placement.
11	Dec. 5	Placement week 1	Class meeting.
		Winter break	No class.
12	Jan. 9	Placement week 2	
13	16	Placement week 3	Learning plan draft due. Class meeting.
14	23	Placement week 4	
15	30	Placement week 5	Final learning plan due. Class meeting.
16	Feb. 6	Placement week 6	Request mid-placement feedback from supervisor.
17	13	Placement week 7	Class meeting.
18	20	Reading week	No class.
19	27	Placement week 8	
	Mar. 6	Placement week 9	Class meeting.
20	13	Placement week 10	
21	20	Placement week 11	Class meeting.
22	27	Placement week 12	This week marks the end of your journaling blog.
23	Apr. 3		Class meeting.
24	10		Final papers due.

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135

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. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. 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.

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 https://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.

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://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://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 maybe 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 (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64).

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:

https://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.

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

https://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 Development & Success 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.
