


SCHOOL AND COMMUNITY
SUPPORT WORKER PROGRAM

School-Based
Student
Practicum Handbook
&
Learning Logbook

SCSW 180

September 2015

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 **Must KNOW**








 **MUST have DONE**

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SCHOOL AND COMMUNITY SUPPORT WORKER CERTIFICATE PROGRAM

FIELD PLACEMENT STUDENT HANDBOOK

GLOSSARY OF TERMS

- **Student** also known as Practicum Student. – An individual currently enrolled in the Vancouver Island University Program.
- **Practicum Mentor.** – The Practicum Mentor is responsible for overseeing the student’s learning in the practicum setting.
- **Principal or designate.** – The school Principal is ultimately responsible for the overall supervision of the Practicum Student.
- **Practicum Instructor** also known as the Program Instructor. – The Practicum Instructor is employed by Vancouver Island University and teaches the practicum course.
- **Practicum Coordinator** – The Vancouver Island University staff member who makes arrangements with existing and new practicum school settings for the placement of students.
- **Practicum Site.** - The school or community setting where the student undertakes practicum.
- **Practicum Program** – The required practicum course(s) included within the Vancouver Island University Program curriculum.

INTRODUCTION AND OVERVIEW

Welcome to the School and Community Support Worker Certificate (SCSW) Program. This handbook is designed to provide you with information regarding the SCSW Practicum Placement in a school setting.

The school portion of the program will prepare graduates for positions in the public school system working as educational assistants with children in school/classroom settings such as classrooms, resource rooms, learning assistance settings and special classes; the community portion of the program prepares graduates to work with people who have disabilities in various residential and community settings

The competency, skill and knowledge base enable students to gain generic, multidisciplinary skills and perspectives for work in the disability field. Specialty courses and practicum placements* for the program provide the specialized skills and knowledge required for work in each particular role and setting. Having both school and community aspects to the program gives students greater employability.

The Practicum is an essential and integral part of the overall training and education of School and Community Support Worker students. Skills and knowledge must be critically applied to practical situations in the field and students must demonstrate that they can exercise the awareness and understanding to work effectively in the classroom and community, and as a multidisciplinary team member.

****There will be a separate handbook for your Community practicum placement portion of this program.**

We hope that the learning experiences that you encounter as a School and Community Support Worker student will inspire your dedication and commitment to the service of children with special needs and the Human Services field.

HEALTH AND HUMAN SERVICES MISSION STATEMENT

In Health and Human Services at Vancouver Island University we foster student success. We develop and maintain relevant, responsive, and stimulating learning opportunities that are community-based, globally and locally, and offered in a visionary, interprofessional environment that is conducive to learning and promotes health and wellness for all.

Beliefs:

We believe that learning is a lifelong endeavour and we can work together with individuals and communities to co-create a positive relational environment that promotes a sense of belonging, personal and collaborative participation, a sense of community, and enhanced well-being. We believe our work should be based on clear communication and open dialogue, evidence-based practice and research, and on joy and passion.

August 2008

OBJECTIVES OF PROGRAM

- To offer accredited and recognized course work at the post-secondary level that is relevant to school and community assistant support work.
- To enable students to gain generic, multidisciplinary and critical thinking skills and to gain perspectives for working with and supporting individuals who have developmental, physical or intellectual disabilities. The school portion provides experience with children from kindergarten through Grade 12 in a school setting.
- To strengthen the students' understanding of working in a school and prepare them for employment as an educational assistant and/or community support worker.
- To expose students to realistic work experiences in which they can test theories, gain knowledge, develop skills and abilities, and assess personal suitability for working in the disability field.
- To prepare students to continue on with further education.

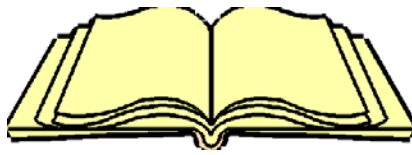
PURPOSE OF PRACTICA

Practicum experiences are intended to provide a structured and supervised opportunity that reflects a generalist approach to school and community support work. The overall purpose of the SCSW Practicum in a school is to assist students to develop the necessary self-awareness, knowledge, skills, abilities and values to provide effective support for individuals with diverse abilities, and where appropriate to work as a member of a multidisciplinary team. The supervised practicum will assist students to transfer theoretical skills through direct practice within the education field.

Through a combination of classroom instruction, on-going mentorship, and direct practice the student will gain the ability to understand, translate and integrate theory and practice through involvement within the school setting where they are placed. Practicum provides the opportunity for students to learn about a variety of settings and to demonstrate work readiness.

PRACTICUM OVERVIEW

Students are required to complete two practicum courses in the SCSW Program. One of these placements will be in a school setting and the other will be in a community setting. Students will spend a minimum of 135 hours at each practicum site under the direction of a Practicum Mentor and the Practicum Instructor. This handbook will focus primarily on the school practicum placement.



COURSE DESCRIPTION FOR SCHOOL PLACEMENT

Practicum – School Based (SCSW 180)

This practicum offers the opportunity to integrate theory and skills in a supervised practice experience in a school setting (K-12). The practicum experience in a school is a total of 135 hours.

This practicum experience will normally take place when students have completed a number of key SCSW foundation courses. This school-based practicum gives students an opportunity to integrate and apply theory and skills, and to demonstrate competencies in a supervised practice setting, focusing on development of the skills, knowledge and abilities required of an educational assistant. This course will assist students to demonstrate and refine their ability to understand and relate to others in an educational setting.

Students are expected to attend 3 mandatory practicum classes during practicum placement. The schedule of classes will be provided to you.

**** You must be formally registered for this course before you can begin at the school. Please ensure you are registered before starting your practicum.**

WHERE SCHOOL-BASED PLACEMENTS TAKE PLACE

SCSW students may be placed in a range of educational settings, both public and private which can provide rich, diverse and supervised learning opportunities consistent with the skills, knowledge and abilities of an educational assistant, and with the SCSW 180 course learning objectives.

While we will work with you to accommodate your preferred geographical and site location for school based placements, **we cannot guarantee a student's choice of placement or the location of their practicum.**

As we are dependent on our community educational partnerships for the availability of placements, students are expected to be flexible regarding their assigned placement and to seek to make the most of the learning opportunity available to them.

**** PLEASE NOTE: WE ARE UNABLE TO OFFER EDUCATIONAL ASSISTANT STUDENT PLACEMENTS IN SCHOOL DISTRICT 68 NANAIMO - LADYSMITH PUBLIC SCHOOLS.**

Accordingly, students living in the Nanaimo –Ladysmith area may be required to travel to a school district in a neighboring community such as school district 69 (Parksville - Qualicum), OR School District 79 (Duncan-Cowichan) to complete their school based placement.

We suggest students plan accordingly and well in advance regarding transportation, childcare, employment and other lifestyle arrangements in order to accommodate the likelihood of travel to their practicum.

CRIMINAL RECORD CHECKS



Every School Board and private school must have documentation of a non-relevant criminal record in their possession for every practicum student in their school.

As an educational institution Vancouver Island University (VIU) requires all students entering a practicum with youth or vulnerable adults to complete a Criminal Record Check (CRC) through the Ministry in accordance with *Criminal Records Review Act* legal requirements. VIU facilitates the application process for student CRC s through the Admissions/Registration Centre. For information on obtaining copies of your CRC, consult with VIU’s Registration office or check your on-line student record.

You are responsible for providing your completed CRC documentation to your practicum school.

SCHOOL DISTRICT #79 COWICHAN VALLEY STATUS REPORT FORM

In accordance with the *Practicum Placement Partnership Agreements* between School District 79 (Cowichan Valley) & VIU, a **Practicum Status Report** form is to be completed and signed by the student, School Mentor(s), the supervising teacher or counsellor (if applicable), school Principal (or designate), and the Practicum Coordinator.

Practicum Status Report completion normally takes place at the interview between the student and the school after the Practicum Coordinator has made arrangements with the school to host a practicum student. The student **must return the completed Status Report form** to the Practicum Coordinator for distribution to the various parties to the Partnership Agreement. It is important that these forms be **returned promptly and in advance of beginning at the school** in order for VIU to fulfill its reporting obligations. See appendix for a sample *Practicum Status Report* form

Generally, the start date of your practicum should be one week after you and the school personnel have completed and signed the *Practicum Status Report* form, and you have returned it to the Practicum Coordinator.

📌 WHAT TO EXPECT

- A practicum Orientation will be scheduled in advance of practicum. You must attend the Orientation before you can begin your practicum.
- You will need to fill out a *Practicum Placement Request* form and return it to the Practicum Coordinator.
- The Practicum Coordinator will initiate contact with the prospective school. The needs of the student and the practicum placement will be taken into consideration. The Practicum Coordinator will be aware of the abilities and preferences of both the student and school, and will make the best match possible.
- The Practicum Coordinator will notify you once a school has agreed to interview you for practicum. You will then arrange an interview directly with the Principal and/or Practicum Mentor to discuss the practicum further, including start date and hours per week if an agreement is reached.
- It is important that you notify the Practicum Coordinator regarding the outcome of the interview and promptly return your *Practicum Status Report* (see next point).
- **Process for S.D. #79 (Cowichan Valley):**
 - At the interview, you must have all parties (yourself, mentor(s), principal/designate, and supervisor, if applicable) complete and sign the ***Practicum Status Report*** Form. This form should be returned immediately to the Practicum Coordinator. It is important that you and the mentor/principal allow one week from the time of your interview before scheduling the start of your practicum, in order for the *Practicum Status Report* to be processed and contractual obligations to be fulfilled.
 - It is important to note that at the current time we are not able to offer practicum placements within school district 68 (Nanaimo – Ladysmith) public schools. Students living in this region who wish a public school placement will be required to travel to



WHO DOES WHAT

The practicum experience is a partnership between the student, Practicum Mentor, University Instructor, and the Practicum Coordinator. All parties in the relationship assume certain responsibilities, as outlined below:



☞ THE STUDENT

Students carry responsibility for their professional and personal development. Specific expectations are to:

- Review and comply with the following University policy (with respect to student conduct) and the policies cross referenced:
<https://www2.viu.ca/calendar/GeneralInformation/generalregulations.asp>
- Review and comply with the following Faculty of Health and Human Services policies and procedures:
<https://www2.viu.ca/hhs/HHSPoliciesandProcedures.asp>
- Commit to making good use of mentorship, taking initiative and guidance from personnel at the school setting and developing and putting to use practice skills.
- Comply with the principles of confidentiality, policies, (**and**) procedures and hours of work, as outlined at the practicum site.
- **On the first day of placement**, seek out any site specific protocols, contractual agreements, safety and emergency related information relevant to practicum.
- Demonstrate professional attitude, ethics and conduct when interacting with students and school personnel.
- Attend the practicum for the required number of days and hours specified by the program.
- Report illness or absence to the Practicum Mentor and instructor.
- Maintain contact with the Practicum Instructors, keeping them informed of any changes, concerns or issues that arise in the practicum.
- Participate in mentoring/feedback sessions with the Practicum Mentor and the Practicum Instructor.
- Attend and participate in three mandatory practicum classes.

PRACTICUM MENTOR

Mentors play a key consulting role in guiding and providing feedback for practicum students. Their role is to bridge the gap between theory and practice. Each SCSW student will be assigned to a Practicum Mentor or Mentors, whose responsibilities are to:

- Provide meaningful opportunities for the student to learn.
- Provide regular consultation and support to the student.
- Monitor the student's learning and progress. Provide the student with ongoing support and provide written feedback by completing the *Mentor Feedback Form*.

- Maintain contact with the Practicum Instructor to discuss any concerns, questions, suggestions or issues regarding the Practicum student or the program.

PRINCIPAL OR DESIGNATE

The Principal is responsible for all persons employed at the school, including practicum students. The Principal (or designate)'s responsibilities for a Practicum Student are:

- Notify school staff and, if applicable, parents, that a practicum placement will occur.
- Introduce the student to other staff members.
- Provide the student with safety and emergency policies and procedures (e.g., earthquake, fire, lock down, violence in the workplace) and any relevant site-specific information (e.g., School Handbook).
- On-site supervision of the student, and in partnership with the mentor(s), provide the student with adequate instruction prior to and during the practicum regarding confidentiality and existing code of ethics.
- Ensure that any site-specific protocol or contractual agreement terms regarding student placement are followed.

In secondary schools, it may be the practicum supervisor (e.g., Skills for Life teacher, Head of Counselling Department, Resource Room teacher) who performs these duties.

VANCOUVER ISLAND UNIVERSITY PRACTICUM COORDINATOR

The Practicum Coordinator is responsible for setting up and facilitating the practicum placement process. In consultation with Vancouver Island University instructors, they will make arrangements with new and existing school settings for student practicum placements. It is the responsibility of the Practicum Coordinator to:

- Meet with and discuss the student's learning needs and placement interests.
- Consult with Vancouver Island University instructors, as needed, to determine the student's placement and learning needs.
- Identify who in the school will undertake the mentorship role for the student to ensure that a suitable learning experience can be provided.
- Outline the placement process and provide students with information about the school in which the student will be placed.
- Ensure that the student and Practicum Mentor are informed of any specific placement protocols or contractual agreements.
- Provide the school with information about the program, practicum procedures, expectations and the feedback process.

- Ensure that the Practicum Mentor, Principal (or designate) and the student have confirmed the practicum placement.
- Be available to the Mentor and Principal (or designate) for clarification or consultation on the practicum process.
- Recruit and develop potential practicum placements.

VANCOUVER ISLAND UNIVERSITY PRACTICUM INSTRUCTOR

The Practicum Instructor maintains close contact with the Practicum Mentor and the student and acts as a channel between the University and the practicum placement. It is the responsibility of the Practicum Instructor to:

- Orient students to the practicum expectations.
- Ensure that any site-specific protocol or contractual agreement terms regarding student placements are followed.
- Provide the practicum site with clear information on what is expected of all parties within the practicum relationship.
- Ensure students have the information related to general ethical practice, confidentiality and appropriate conduct prior to placement.
- Ensure that the student receives ongoing feedback, support and consultation.
- Be available to consult with the Practicum Mentor and the student.
- Ensure that written feedback of the student's progress is received and that adequate feedback is provided to the student.
- Teach the Practicum classes and provide feedback on the student's learning activities logbook.
- Intervene for the purpose of problem solving, conflict resolution or handling of any other concerns or issues that may arise during the practicum.
- Assign a final grade.

CAMPUS CAREER CENTER

All SCSW students are required to create a student account on [Career VIU](#), a database system used for practicum tracking purposes. Once you have created an account please inform the Practicum Coordinator (Holly.Bradley@viu.ca). Career VIU is part of VIU's Campus Career Centre. The centre offers student many career related services including: on and off-campus job postings, workshops and events related to job search and career planning, workshops on resumes, cover letters and interview skills, individual one-on-one coaching. We suggest you take some time to explore what opportunities are available to you as a VIU student.

EVALUATION

The Practicum Instructor at Vancouver Island University is ultimately responsible for evaluation and assignment of the final grade. Evaluation is based on successful completion of your Learning Logbook (Appendix I), attendance at three mandatory practicum classes, and positive evaluations from your school mentor. Please refer to the sample *Affiliation Agreement* in Appendix II as well.

AFFILIATION AGREEMENTS

Affiliation agreements are standard practice for Universities who have students at community sites. These agreements are now required for all sites mentoring VIU ECEC, CYC, SCSW, SSER and BSW students. These agreements cover responsibilities, liability and insurance contingencies for all parties. Please see Appendix II for a sample Affiliation Agreement.

WHEN CONCERNS ABOUT PRACTICUM ARISE

The practicum is distinct from other courses because it focuses not only on educational objectives but also on your personal and professional behavior, responsibilities and awareness within the field. From time to time, concerns or problems may arise. These may relate to the practices you observe or are asked to participate in, or you may experience issues in relation to a supervisor or co-worker within your placement. For many of us, raising concerns is not easy. However, it is



an integral part of professional practice. It is important for you to recognize and address these concerns as early as possible.

Recommended Guidelines:

- ✓ Early recognition and clarification are important. When concerns arise you need to decide what to do about the concern. Have you asked yourself if you have the whole picture? What have you tried? Have you asked for clarification or information in a non-judgmental way? If you think that you cannot resolve the issue within yourself or with the other party, then you need to get some assistance.
- ✓ Discuss concerns with your mentor first. At this time, you can explore and clarify the issue/concern(s) and look at alternative ways of dealing with the situation.
- ✓ Your Practicum Instructor may suggest a meeting of all parties to discuss identified issues/concerns. A meeting can often clarify specific concerns and clearly define the problem in a specific and organized manner. At this time suggestions and options can be explored.
- ✓ If you find that some of the problems you are experiencing are personal, there are support services within Vancouver Island University (e.g. Student Support Services) and the community, to assist you in dealing with issues that may be affecting your education.

CONFIDENTIALITY

Students are expected to adhere to the school's policies of confidentiality. It is expected that students will respect the privacy and rights of individuals and personnel at the practicum site. Although practicum experiences may be discussed and documented for the purpose of linking knowledge to practice, the identities of the individuals and staff should not be disclosed.

WORKERS' COMPENSATION BOARD COVERAGE AND STUDENT USE OF VEHICLES DURING PRACTICUM

Ministry of Advanced Education through Vancouver Island University provides Workers' Compensation Board coverage for students while they are engaged in their approved practicum training within British Columbia. This coverage **does not** include the use of a vehicle or other form of transportation to and from the practicum site. A student driving while involved with practicum duties is covered by WCB but must also be insured by ICBC for their own private vehicle. VIU students **must not drive** School District students.



Further details regarding WCB coverage can be found on the VIU Health and Safety website (under compensation and insurance) at <http://www.viu.ca/healthandsafety/index.asp>

CRITICAL INCIDENT REPORTING

In the event of a critical incident, for example an accident, act of violence or threats, the student **must report this to the practicum mentor/supervisor and the practicum instructor immediately**. A formal report needs to be documented within 24 hours, as part of Vancouver Island University's Health & Safety Policies. Practicum Instructors must inform Health and Safety Services immediately for any critical incident.

Students should also follow the practicum mentor/supervisor's instructions for reporting these incidents/accidents to the agency.

Any questions, please call Health and Safety at **250-740-6283** or e-mail at safety@viu.ca

🌀 TIPS ON FIELD PLACEMENT

THE INITIAL INTERVIEW

- Write down any questions that you want to ask regarding the school or the particular program.
- Have a copy of your resume and know your related experience, education or volunteer work.
- Clarify when your practicum begins and any limits you have regarding your availability.
- Make sure that you have completed and submitted your Criminal Record Check documentation. (See Criminal Record Check area)
- Ask if you can obtain a copy of the school's Handbook which outlines timetable (e.g., start time, recesses, etc.) and other essential details.
- If you are interviewing in SD #79 Cowichan Valley, complete the **Practicum Status Report Form**, obtain all the necessary signatures, and return the form promptly to the Practicum Coordinator.



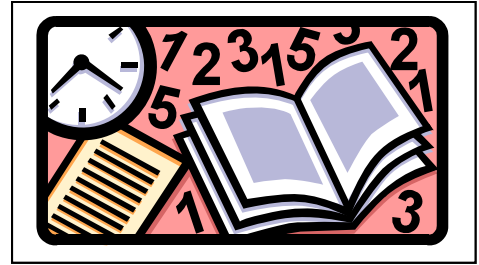
GETTING STARTED

- Establish work hours and practicum schedule.
- Learn where policy and procedure manuals are and acquaint yourself with them.
- Observe school routines and schedules, i.e., lunch breaks, recess
- Try to meet other staff members. Get to know them and what they do.

- You may feel uncomfortable at the start of your practicum. This is all part of the process of risk-taking and learning.

ON-GOING INVOLVEMENT

- Read information pertaining to the school program and begin a list of resources and materials most frequently used by the school setting.
- Find out who provides the backup for the Mentor in her/his absence.
- Attend relevant meetings or activities, e.g., staff meetings, gatherings, if possible.
- Don't wait to be asked; you can always respectfully request to be involved in something you think may enhance your learning goals.
- Schools are extremely busy places. You need to be aware of the schedule of your mentor, and request feedback and information in the less busy times.



MAKING THE MOST OF YOUR PRACTICUM

- Be open to learning from many people.
- Recognize the limits of your training. Practice within the boundaries of your knowledge and skill base and seek out supervised experiences.
- If you are in a placement that you do not particularly care for, give it a chance. Learning experiences take many forms and sometimes learning how to create a meaningful experience can be productive. Talk it over with your Practicum Instructor.
- Be respectful and demonstrate responsibility. Even though you are a student in a learning role, it is important that you approach fieldwork in much the same way you would if you were employed. Strive to be on time and accountable. Remember that one day you will be looking for a job and practicums often turn into future employment.
- Look for your own creativity. You may have gifts, talents and ideas you can use in your placement. If you have ideas, share them. Students often add new life to their practicum settings.
- If you are having any concerns or if issues arise, speak to your Mentor and/or to the Practicum Instructor as soon as possible.
- It is important to remember that your practicum may be stressful at times. You may find that some students may trigger you. Be aware of your triggers
- You may also find that a practicum experience is very different from classroom learning. Be patient and gentle with yourself.

QUESTIONS AND ANSWERS

Q. Can I set up my own practicum?

A. Your practicum must be arranged by the Practicum Coordinator, as the Human Services Department utilizes a number of school placements for a variety of programs. Discuss your specific request with the Practicum Coordinator and you may be able to do your practicum at your requested site.

Q. Can I do my practicum in my home community?

A. The Practicum Coordinator will work with you to develop a practicum site in your home community or as close as possible. This depends upon the availability of sites in your area as well as the availability of a Practicum instructor/mentor.

Q. How flexible can my practicum hours be?

A. Each student's individual needs will be taken into consideration. However schools may require identified hours and times for a practicum experience. It is important to be flexible and fit into the school's schedule as much as possible. For example, a school may require that a certain number of hours are needed each week, or you may be able to do your practicum in a block of weeks. Generally you need to complete a minimum of 10 hours per week.

Q. Will I need to have an interview, and what will be expected of me during the interview?

A. The interview process may vary from school to school. Some practicum settings may require a formal process and others will be very informal. Generally, the Principal is the key person involved in interviews in elementary schools. Other school personnel, such as mentors, teachers and counsellors, may be involved too. It is always good to be prepared. Bring an updated resume. Be clear on your learning needs, and what you hope to get out of the practicum experience. Remember to take a Practicum Status Report, if required (SD 79)

Q. What if I have a criminal record?

A. If you have a criminal record, you should discuss this with the Practicum Coordinator. Certain offences may preclude you from doing a practicum at a school. However, the type of offence and the length of time since the offence occurred are often taken into consideration.

Q. Can I do my practicum at the same school my children attend?

A. No. Students are encouraged to do their practicum at a school other than where their children attend. Exceptions are sometimes made with secondary schools.

Q. When is the earliest I can begin Practicum?

- A. Students will be individually assessed as to their readiness for the practicum in terms of skills, knowledge and personal suitability. Placement into a practicum will be at the discretion of the Program Coordinator.

SELF CARE

The practicum experience can be stressful. The field placement is only one component of your overall education and at times you may find that you have numerous tasks and responsibilities to address within specific time frames. As your practicum progresses, you will undoubtedly experience a variety of feelings ranging from periods of excitement and accomplishment to times of discouragement and feeling overwhelmed. These feelings are normal and expected, especially in the Human Service Field. It is much like starting a new job. As a practicum student you need to develop your ability to learn to pace yourself and be aware of internal cues that tell you what you need to take care of yourself.

Self-care is an individual journey and no specific approach applies to everyone. The following are some tips that may help you adapt to the conditions, environment and pressures you could encounter during your practicum:

1. **Be aware of what sorts of experiences, thoughts or feelings cause you stress,** and notice how you react.
2. **Notice what healthful habits you neglect,** such as eating, sleeping and exercise when you are feeling under pressure.
3. **Find ways to structure and manage responsibilities.** Ask yourself what needs immediate attention and what doesn't. You can only do one activity at a time. Learn to set priorities.
4. **Continue recreational activities** and save time for others. Balancing these elements in life helps you to maintain a healthy perspective.
5. **Find ways to make your practicum interesting and stimulating.** Vary tasks and look for opportunities to be creative. This will help you maintain enthusiasm for the job.
6. **Speak positively to and about yourself.** Our own worst enemy is often our inner critic. Negative self-talk can undermine self-confidence and self-worth, creating feelings of insecurity and frustration. Remember that you are in a learning role and need to support and encourage yourself.

7. **Take time to breathe, relax and visualize** positive experiences. Seeing yourself in a positive light and being able to successfully interact with others can assist you in alleviating stress.
8. **Reach out for support.** Find someone you can talk with and share your feelings and thoughts. Often a supportive friend, family member, instructor or counsellor can assist you to sort out issues and concerns that arise during your practicum.
9. **Make time for your body.** Taking care of your physical self is often the most needed and most difficult. Try to exercise and be aware of how to fuel yourself. Drinking water, eating and sleeping properly, taking time out for fun, are all ways to enhance your mental and emotional wellness.
10. **Finally, remember that you have embarked on a growth experience.** Give yourself credit and enjoy your journey!



APPENDIX I STUDENT LOGBOOK

PURPOSEFUL LEARNING ASSIGNMENTS

SCSW 180 PRACTICUM: SCHOOL BASED

COURSE DESCRIPTION

This practicum offers the opportunity to integrate theory and skills in a supervised practice experience in a school setting (K-12). This practicum experience is a total of 135 hours.

COURSE LEARNING OBJECTIVES

Students will demonstrate:

- Understanding of the relationship between theoretical knowledge and practical application and ability to apply knowledge to practice;
- Skill development in a work context;
- Understanding of the relationship between quality practice and organizational philosophy, structure, and policy and procedure;
- Awareness of professional and ethical practice.
- Develop an understanding about the role and expectations for working with people who have disabilities across the lifespan.
- Understand and articulate the importance and role of ethics in support work
- Engage in exemplary practice
- Follow professional obligations and commitments as outlined by a pertinent professional code of ethics
- Model and practice respect for diversity
- Facilitate inclusion and participation
- Identify appropriate learning content, strategies and routines for using alternative communication
- Design and implement an appropriate instructional strategies
- Assist individuals to meet their personal needs in ways that empower, give dignity and increase self-esteem
- Identify barriers to the acquisition of skills
- Understand the roles and responsibilities of an Educational Assistant
- Understand the roles and responsibilities of an Educational Assistant
- Understand policies, protocols and intervention techniques for crisis situations.
- Be self-aware
- Identify strategies to maximize the communication potential of each situation
- Use a variety of observation/assessment tools in an objective manner
- Organize and write concise, effective documents
- Research and document information for a variety of audiences and purposes
- Use grammar and other writing conventions appropriately

- Demonstrate constructive techniques for managing interpersonal conflict in team and group situations
- Identify and analyze the context, message, audience & purpose of written documents
- Demonstrate self-awareness regarding one's skill, personal style, and values when working in groups
- Communicate in a caring, respectful and clear manner
- Utilize strategies for community building and community connecting
- Use personal understanding of diversity/social justice issues to support and advocate for individuals in the community or school
- Use personal understanding of diversity/social justice issues to advocate for individuals in the community or school
- Integrate theoretical knowledge with practice experience
- Establish effective relationships with children and/or adults
- Practice ethically & accurately assess the quality of own performance

Evaluation and Grading of Practicum

Refer to the Course Outline for the evaluation methods and grading of your practicum

STUDENT LOGBOOK – PURPOSEFUL LEARNING ASSIGNMENTS – 9 Weeks

WEEK 1

In the school where you are doing your practicum identify and record the school district's mandate, or mission statement as it relates to supporting children with disabilities. Describe the school/school district policies that promote inclusion and participation for children with disabilities. Reflect in your journal about the meaning of the mandate or policies, and identify examples from your school setting how the mandate or policies are put into practice.

WEEK 2

Review the policies and procedures at your school or school district site. Identify and record,

- a. Important health and safety protocols for the individuals supported, as well as the staff. Discuss what mechanisms are in place to keep people safe.
- b. Policies that support and promote independence and inclusion.

In your journal reflect on your impressions of the wording of the policies and procedures. Is the wording respectful and does it represent SCSW ideas that have been discussed in class? In your opinion, are there changes or additions to the policies and procedures that the people in the group would benefit from?

WEEK 3

For **one** individual supported, at your practicum placement, identify and review for your journal an Individualized Education Plan (IEP) for one of the children in your class/school (remember to maintain confidentiality – no names or other identifying information). Discuss what “domains” were reviewed in the IEP. Discuss the purpose of these educational domains in relation to the child’s educational outcomes. Are the support needs clear? Are goals clearly identified? Are the remediation strategies clearly identified? Are the strategies described in clear terms of what needs to be taught? By whom? Who is responsible for fulfilling the outcomes? Are the objectives consistent?

WEEK 4

In your logbook you need to practice objective documentation. Using the activities and events you were involved in during one of the days this week, record in concise, full sentences what your School visit looked like. Remember that clear, objective documentation is an important part of School and Community Support Work. Clear, objective documentation is an important mechanism in providing best practice in support work.

- a. Describe each School visit using full sentences.
- b. Describe each School visit using objective statements, not subjective impressions of what happened or occurred.
- c. Each entry should be between ½ and 1 page in length.

WEEK 5

At this stage you should have completed approximately half of your practicum site visits.

- a. Please identify three positive experiences that you have had in your practicum. Describe what you learned from these positive experiences and how you can use these experiences in your future School and Community Support practice. Further, describe how and why these experiences have changed your understanding of School and Community Support practice. Approximately 2 pages.

- b. Please identify three challenges that you may have had in your practicum. From these challenges, describe what you may have learned and if in a similar situation in the future, what you would do. Further, describe how and why these experiences have changed your understanding of School and Community Support practice. Approximately 2 pages.

WEEK 6

In your journal, describe how either strategies to support behaviour, crisis intervention strategies, health and personal care techniques, teaching and learning strategies, or assistive communication strategies are utilized at your School (as applicable). Integrate and critically evaluate from your classroom knowledge how these techniques are implemented. Answer the question, “Does the practical implementation reflect what has been discussed in the classroom? If not, how and why does it differ?” Provide at least one concrete, practical example of how one of these strategies or techniques are utilized. If more than one strategy or technique is utilized at your practicum site please briefly describe. Journal entries should be no less than 1 and no more than 2 pages.

WEEK 7

Identify and describe practical examples of how:

- a. Inclusion and participation are facilitated and promoted within your school
- b. Practices within the School that demonstrate respect for diversity
- c. Individuals are assisted to meet their personal needs
- d. Individuals are empowered, given dignity and encouraged to increase self-esteem at your School.

Further, critically reflect on the program and expand your thinking to provide suggestions on other ways that the agency might promote the four areas outlined above. Entries should be between 1 and 2 pages in length.

WEEK 8

In most schools, Educational Assistants are asked as part of their responsibilities to ensure that they keep a sub-book. The intention of the sub-book is to provide substitute Educational Assistants with enough information about the child they are supporting and the routine of the day that is expected.

- a) Identify (if it exists) the location of the sub-book. Comment on the ease of accessibility of the book
- b) Read the book. Comment on whether or not it contained enough information to understand the child's needs and whether or not the day-to-day routine was explained clearly enough.
- c) What information would you recommend be added to the sub-book you reviewed to make it more effective?

WEEK 9

From your experiences over the previous 9 weeks outline and describe the practical activity or toolkit item that you have developed and implemented during this school practicum. Describe one of the toolkit items that is effective in the school. The activity or tool should integrate your classroom knowledge. Be creative and have fun.

In consideration of mutual covenants provided herein, the parties agree as follows:

PRACTICUM

A Practicum means that part of a student's educational experience takes place in the workplace. It may involve a range of Agency supported interventions and activities commensurate with student educational learning objectives and skill level. Client participation is self-determined or alternate as appropriate, (e.g., guardian, court, loco parentis). The student may provide services to and for the benefit of clients/families and communities. The student provides such services under the direction of Agency employees and indirect supervision of University faculty.

The Agency has the discretionary right to accept a student or permit Practicum activities at any of its facilities.

TERM

This agreement will commence <start date> and <shall continue thereafter until terminated>. The parties shall review this Agreement from time to time and revise if necessary by mutual agreement.

TERMINATION AND AMENDMENT

Either party may end the agreement at any time by giving a 90 day written notice to the address shown on the Agreement.

This agreement shall not be amended unless such amendment is in writing signed by the two (2) parties.

SUSPENSION OR REMOVAL

(a) The Agency reserves the right to suspend, temporarily pending investigation, or terminate a Practicum in circumstances where the Agency determines the Practicum Student has, or there are reasonable grounds to believe that the Practicum Student has:

- (i) failed to comply with the legislation, rules, regulations and policies of the agency
- (ii) failed to meet licensing requirements e.g., first aid (annually), criminal record check (every five years or as required), as outlined in admission notes
- (iii) endangered the mental or physical health or safety of any person; or
- (iv) otherwise interfered with or compromised the operations of the Agency and/or the best interests of the people served by the Agency;

(b) The Agency will work in partnership with the University to investigate those incidents which result in suspension or removal. The Agency and the University will make good faith efforts to resolve any concerns, but the decision to terminate Practicum will ultimately be that of the Agency.

PRIVACY AND CONFIDENTIALITY

(a) The University acknowledges that while participating in Practicum, University staff and Practicum Students will have access to Confidential Information and that such information is subject to obligations of privacy and confidentiality including the provisions of FOIPPA.

(b) The University acknowledges and agrees that all Confidential Information is deemed to be the property of the Agency and this Agreement does not grant the University staff and/or Practicum Students any authority to use, disclose, collect or retain Confidential Information except to the extent strictly required for participation in the Practicum. Without limiting the foregoing, in no case will Practicum Students or University Staff be permitted to retain or remove records in the custody of the Agency without the express written consent of Agency staff.

(c) The University agrees:

- (i) to immediately report to Agency staff any breaches or potential breaches of any Agency policy respecting privacy or confidentiality and provide assistance and cooperation with any investigation conducted by the Agency into such breach; and
 - (ii) upon request, to immediately return any Agency records or Confidential Information in the possession of the University and exercise due diligence to facilitate the return of any Confidential Information in the possession of the University staff or Practicum Students.
- (d) The University acknowledges that this Agreement requires the University to disclose personal information of Practicum Students and contact information of University staff to the Agency. The University shall obtain all necessary consents from Practicum Students and University staff to permit such disclosures.
- (e) The Agency will protect the personal information of Practicum Students and University staff that is in the custody and control of the Agency in accordance with FOIPPA.

AGENCY

The Agency will make available to the student and the University the Agency's rules and all applicable safety regulations.

UNIVERSITY

The University will ensure the students are aware that they are obliged to comply with the Agency's rules and all applicable safety regulations, as well as perform without payment those duties assigned by the Agency in consultation with the University's representatives.

SUPERVISION

The student will be supervised by an approved Agency Mentor/Field Education Instructor, and will report to their assigned VIU Practicum Instructor responsible for the student's practicum course evaluation. The agency is the primary supervisor of the student while onsite at practicum. The Agency agrees that it will not require the student to perform any task unless such task might reasonably be expected to be within the scope of the student's training and abilities.

SITE SAFETY ORIENTATION

The Agency will provide to the student, site and work specific safety training and will not permit the student to perform any duties, unless the student has all safety equipment required for the tasks to be performed by the student.

ACCESS

The Agency agrees to allow the University's representatives to have access during normal operating hours.

STUDENT PRACTICUM EVALUATIONS

The Agency shall at the request of the University evaluate the student in the performance of his/her duties and report that evaluation on the form provided by the University.

WORKERS' COMPENSATION ACT INJURY COVERAGE

A student in a practicum placement at a standard work site within British Columbia is covered by the WorkSafe BC and is considered to be workers of the Government of the Province of British Columbia for Workers' Compensation purposes only. This does not apply to work-based practicums where students will normally be covered by the employer. Students in placements outside the province of British Columbia are not covered by WorkSafe BC, however, VIU has coverage against liability and loss under the University, College, and Institutes protection plan (UCIPP).

NOTICE OF INJURY

The Agency will, if the student is injured, immediately report the occurrence of injury to the University by contacting the Health and Safety Services Department at 250-740-6283. The injury will also be reported to the Practicum Supervisor and the VIU Instructor.

INDEMNITY

The University shall indemnify and save harmless the Agency from and against all claims, demands, losses, damages, judgments, costs, liability, expenses (including reasonable legal fees and expenses), actions and other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by or arising out of any act or omission, error, deed or other matter on the part of the University, University employees, or students arising out of this Agreement, excepting always liability arising from the independent negligence of the Agency, Agency employees or anyone for whom the Agency is responsible at law.

The Agency shall indemnify and save harmless the University from and against all claims, demands, losses, damages, judgments, costs, liability, expenses (including reasonable legal fees and expenses), actions and other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by or arising out of any act or omission, error, deed or other matter on the part of the Agency, Agency employees or anyone for whom the Agency is responsible at law for arising out of this Agreement, excepting always liability arising from the independent negligence of the University, University Staff, or Students.

INSURANCE

The University agrees to maintain liability coverage of no less than \$5,000,000.00 (Cdn) to cover claims brought against the University, University employees or students who are involved in the Practicum for injury to or death of a person or damage to or loss of property caused by any negligent act or omission of the University, University employees, Students, while in attendance at the Agency work site.

The Agency agrees to maintain comprehensive third party liability insurance of no less than \$2,000,000 (Cdn) per occurrence, and maintain malpractice and/or professional liability insurance of no less than \$2,000,000 (Cdn) per occurrence covering claims brought against the Agency, Agency employees or anyone for whom the Agency is responsible at law who are involved in the Practicum for injury to or death of a person or damage to or loss of property caused by any negligent act or omission of the Agency, Agency employees or anyone for whom the Agency is responsible at law.

CONFIDENTIALITY

The Parties agree to maintain in the strictest confidence, information that comes to their knowledge during the practicum experience.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (BRITISH COLUMBIA) (FOIPPA)

All records and personal information (as defined in the Act) received, collected, created, used, disclosed, and disposed of by the University as a result of this agreement are subject to the provisions of this Act.

APPENDIX III – SD #79 PRACTICUM STATUS REPORT (SAMPLE)



(to be completed for each practicum placement)

This report confirms each placement sent by Vancouver Island University to S. D. 79 schools. This *Status Report* confirms that:

1. _____ (name of student) from Vancouver Island University’s **School and Community Support Worker Program** has been placed at _____ (name of school) for a period commencing _____ (yr/mth/day) and completing _____ (yr/mth/day)
2. This placement will be an average of _____ (hours per week).
3. The Vancouver Island University Practicum Instructor is _____.
4. Safety instruction and confidentiality procedures have been provided to the student as per the Partnership Agreement by the principal or designate.
5. The Criminal Record Check has been submitted by the student to the School Board Office prior to commencement of placement.
6. The undersigned will be informed of any changes to this Status Report. (e.g., change in hours, duration and/or mentor).

Practicum Student (print)	Signature	Date
Holly Bradley, Practicum Coordinator (Vancouver Island University)	Signature	Date
Practicum Mentor in School, E.A (print)	Signature	Date
Practicum Mentor in School, E.A (print)	Signature	Date
Supervising: Teacher/Counsellor(e.g. LA, SFL) if applicable	Signature	Date
Principal or Designate (print)	Signature	Date

DIRECTIONS TO STUDENTS

for SCSW Practicum in S.D. # 79 – Cowichan Valley Schools

STATUS REPORT FORM:

It is critical that this *Status Report Form* be returned **prior to starting Practicum** once you have obtained all relevant school signatures. Please drop the completed form off in the brown envelop outside of Office 520a in Building 180, Nanaimo Campus.

Before you begin your practicum the *Status Report Form* must be received by all the signatories to the School District # 79/Vancouver Island University Partnership Agreement.

Allow a week from the time you drop off the completed form to the actual start date of your practicum. Please ensure that the start date on the *Status Report* reflects this.

If you are a resident of Cowichan Valley and are not regularly attending courses at the Nanaimo Campus, this completed form can be dropped off with Maureen McGillvray at the Cowichan Campus (Administrative Support Staff for Credit Programs). She, in turn, will fax this form to the Nanaimo Campus so that it can be forwarded accordingly. Otherwise, this form can be placed in a clearly-marked brown envelope, to the left of the Practicum Coordinator's office (Building 180, Room 511).

CRIMINAL RECORD CHECK:

A reminder: **BEFORE** you start your practicum, your Criminal Record Check needs to be forwarded to:

Lorna Newman, Assistant Superintendent
S.D. #79 School Board Office
2557 Beverly Street
Duncan, BC V9L 2X3

Enjoy your practicum!

Holly Bradley, MSW, RSW
Practicum Coordinator
School and Community Support Worker Program
Holly.Bradley@viu.ca
250-740-6271

APPENDIX IV MENTOR FEEDBACK FORM *SAMPLE*

Mentors: At the end of the practicum, please complete this feedback form and discuss with the practicum student. The student will be responsible for turning it in to their instructor. We sincerely thank you for your time and involvement in supporting our students in this critical part of their learning.

PRACTICUM MENTOR'S FEEDBACK

Practicum Student: _____

School/Agency Placement: _____

School/Agency Mentor: _____

Dates: From: _____ To: _____

COMMUNICATION

The student follows verbal and written instructions.

The student clearly communicates verbally.

The student clearly communicates in writing.

The student demonstrates understanding that documentation must be accurate and complete.

needs work	satisfactory	well done	NA

TEAM WORK

The student establishes positive and appropriate relationships with:

- students/clients
- team members
- other school or agency staff
- parents (if applicable)
- the community (if applicable)

The student clarifies role expectations.

The student demonstrates a professional attitude with colleagues using tact/discretion.

The student uses discretion in handling confidential information.

The student participates in the problem solving process:

- contributes ideas and solutions
- accepts feedback with a positive attitude
- uses feedback in a constructive manner

needs work	satisfactory	well done	NA

The student actively participates in team meetings as appropriate

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2. What do you consider to be the major strengths of this student?

3. Any suggested areas for growth or further improvement? (i.e. Are there suggestions you could make to this student that would help them become more job-ready?)

Signature
:

Date:
