



UNIVERSITY OF
CALGARY

FACULTY OF
MEDICINE
*Community Rehabilitation
and Disability Studies*

Community Partnership for Practicum Experience

Practicum/ Internship Guide Book

Community Rehabilitation & Disability Studies
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Community Rehabilitation & Disability Studies (CRDS) University of Calgary

1. INTRODUCTION

The purpose of this guide book is to provide an introduction and overview of the Community Rehabilitation & Disability Studies program, with particular emphasis on the practicum/internship process. It should be noted that each practicum experience will be different; therefore this guide book provides general guidelines rather than specific rules or regulations. The practicum process is very individualized with each student negotiating the parameters of the experience with his/her Course Instructor and the Agency Site Facilitator.

1.1 What is Community Rehabilitation?

Community Rehabilitation supports individuals and families affected by disabling conditions and chronic health concerns to live, learn, work, and participate in their communities. Community Rehabilitation includes the design, delivery and management of community-based services that offer short-term assistance and ongoing support. As such, Community Rehabilitation responds to the challenges of health, education, legal and social reform to empower individuals and communities.

1.2 What is Disability Studies?

Disability Studies is a field of study which challenges the traditional deficit-based "medical model" of disability and espouses a "social model" of disability. The social model argues that disability results from society's failure to adapt to the needs of impaired people.

In 1993 an official definition of disability studies was adopted by the Society for Disability Studies, a professional organization of academics from around the world. The definition states that Disability Studies, among other things:

"examines the policies and practices of all societies to understand the social, rather than the physical or psychological determinants of the experience of disability. Disability Studies has been developed to disentangle impairments from the myths, ideology and stigma that influence social interaction and social policy. The scholarship challenges the idea that the economic and social statuses and the assigned roles of people with disabilities are the inevitable outcomes of their condition".

1.3 Community Rehabilitation and Disability Studies (CRDS) is a field of practice that...

- Advocates for the involvement of families, friends, and neighbors to promote presence and participation of all citizens in ordinary community life.
- Designs, delivers and manages community based services that offer short-term assistance and/or ongoing supports.
- Responds to the challenges of health, education, justice and welfare systems and their social policies.
- Supports individuals and communities to take control of their own well being.

2. PROGRAM DESCRIPTION

Community Rehabilitation and Disability Studies is an interdisciplinary program in the Faculty of Education.

Our program is a professional education program to...

- Teach competencies to effectively support individuals with disabling conditions and/or chronic health concerns across the life span.
- Foster critical analysis and applied research to raise social consciousness.
- Offer career mobility from college diplomas through to graduate degrees.
- Develop knowledge and competencies in research and policy initiatives.
- Offer both on-campus and distance education programs at the undergraduate and graduate level.

The CRDS program was established in 1979 and is founded on the social, behavioral, social justice, and ecological traditions, which have framed the evolution of inclusive community living for people with developmental disabilities and mental health concerns.

2.1 Bachelor of Community Rehabilitation (BCR)

A four year BCR program is offered for students coming directly from high school and a two-year program is offered to those with a first degree, approved college diploma or two full years of university prerequisite courses.

Students are expected to achieve a foundation in health, social science, law and management and will work with individuals of diverse ages and disabling conditions. Through interdisciplinary study, practical experience and project work, they gain professional skills in individual supports, assessment, planning, intervention, design and management of community services, advocacy and leadership.

2.2 The CRDS program of education is founded on the principles of...

- ***Consumer-Based*** – educational platform determined by individuals with disabling conditions and chronic health concerns, advocates and families; Instructional delivery formats and locations as well as practice issues informed by student input and prior learning/career experience.
- ***Reflective practice and critical thinking*** – encourages learners to pose questions and relate theory to practice; move learners beyond basic skill ‘technologies’ in human service work to a broader context of reflective inquiry with research rigor and applied understanding of complex societal issues.
- ***Diversity across the life-span and across disabilities*** – focus on social construction of disability and chronic illness resulting in array of research initiatives and practice issues.
- ***Interdisciplinary*** – grounded in multiple theoretical traditions, course study within numerous disciplines and faculties and diversity in student backgrounds and outcomes.
- ***Effecting social change*** – seek to “problematize” society rather than the individual; Exploring means of breaking down barriers that limit people from full participation in their community and in society in general.
- ***Collaboration*** – partnerships between people with disabilities and chronic health concerns, employers/practica sites, researchers and CRDS program.

2.3 University of Calgary Graduates have the ability to...

- Pose questions which approach the frontiers of knowledge
- Solve the academic, professional, and ethical problems they face
- Relate theory and practice
- Establish and realize goals, working alone and with others
- Communicate meaning in competent and effective ways
- Understand the world from a variety of perspectives

2.4 Graduates from the Community Rehabilitation and Disability Studies program can...

- Understand disability and chronic illness as constructed by societies
- Recognize vulnerability, devaluation and marginalization
- Advocate and educate for social justice and the rights of people with disabling conditions and chronic health concerns
- Support people through skills in assessment, individualized planning and intervention
- Manage and coordinate human services
- Apply foundational skills to ascend a ladder to specialized careers in disciplines such as therapy, psychology, education and/or medicine

A Bachelor of Community Rehabilitation means occupational diversity. Actual career examples from our graduates include:

Developmental Specialist: teaching/supporting young children and their families in home settings

Advocate: facilitating community inclusion of individuals and effecting social policy change

College Instructor: teaching Community Rehabilitation to college students and supporting their practicum placements

Case Manager/Job Coach: supporting adults with various disabilities in their entrance or return to the work-force and career counseling

Outreach Coordinator: supervising staff and managing resources to support people with disabilities in the community

Group Facilitator: leading counseling/education groups for people with disabilities

Vocational Evaluator: evaluating and recruiting potential workplace sites for persons who are being reintegrated into the workforce

Early Intervention Coordinator: working with a trans-disciplinary team in the coordination and implementation of early intervention supports for children

Inclusive Education Facilitator: adapting curriculum and supporting students with disabilities in typical classrooms

Community Developer: building capacity of communities to support all members.

Graduates from the Community Rehabilitation and Disability Studies Program are in high demand by the labor market. Community Rehabilitation is listed as one of the top Canadian growth occupations.

A degree in Community Rehabilitation and Disability Studies presents opportunities for certification in professional associations such as; The Canadian Association of Rehabilitation Professionals (CARP), Registered Rehabilitation Professional (RRP) and Commission on Rehabilitation Counseling Certification (CRCC).

2.5 Registered Rehabilitation Professional -RRP

The BCR degree provides students with the six core competency areas required for RRP designation:

- Assessment Approaches
- Disability Conditions and/or Disadvantaged Groups
- Intervention & Strategies
- History & Systems
- Ethics
- Communication Skills

3. CONTACTS

Community partnerships are the cornerstones of our program. Please feel free to contact us at any time regarding enrolment, new initiatives, practicum, research, etc.

We are located on the 4th floor in the Education Tower at the University of Calgary. Our address is
 Community Rehabilitation and Disability Studies
 Education Tower, Room 413
 2500 University Drive NW
 Calgary, Alberta T2N 1N4

The general phone number for the office is (403) 220-2985 and fax (403) 220-6494.
 Our web site is www.crds.org

Faculty members include:

Dr E. Anne Hughson,
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Patti DesJardine,
 Practicum Coordinator & Sessional Instructor
 P: (403) 220-2416
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3.1 Employment Postings - CRDS maintains an employment posting board. This includes part-time, full-time, casual, permanent and summer jobs. Fax your posting to (403) 220 6494 or Email: padesjar@ucalgary.ca. Career services also posts job openings on line at www.ucalgary.ca/careers.

4. PURPOSE OF PRACTICUM

Practicum courses allow students to gain valuable experience in community rehabilitation under the supervision of people currently working in the field. This experience can help lead students on career paths and can give them a chance to utilize their skills in the 'real world'. It also allows students the opportunities to learn about current issues and approaches in the field as well as to help shape the field by applying new ideas and theory to practice. Practicum students are an integral part of the future of the community rehabilitation field.

The rewards of practicum placements for students can be numerous. Sometimes they may go unnoticed and not realized until days, months or even years later. Rewards may be professional, personal or both. Personal rewards include skill development, greater awareness of likes and dislikes and more. The most important reward may be life experience and enjoyment. Helping another person, participating in the community and sharing with others will intensify the students' life experience. In a practicum placement, students have the opportunity to make a difference in the lives of others, and people with disabilities have the opportunity to teach and contribute to the lives of students.

Practicum experiences also benefit the host agency. Students offer new ideas, contribute to an evolving community and may provide additional support in tough economic times. As well, today's students make up tomorrow's workforce. Agencies can contribute to high quality service delivery by mentoring students. Practicum opportunities allow agencies to train and assess potential future employees – many of our students have been recruited and hired by their host agencies.

4.1 – Police Security Checks

Students registered in any of the CRDS practica are encouraged to have a police security check completed prior to beginning their practicum placement. Although students are expected to cover the cost of the process, the department makes available to all students registered in a CORE practicum course (205, 207, 485, 487, 589.01,589.02) a letter that will significantly reduce that cost. It must be noted also, that many of the partnering practica agencies require the completion of a police security check before accepting students.

5. PRACTICA/INTERNSHIP COURSES

5.1 CORE 205/207 – PRACTICUM

5.1.A Calendar Description

The social, political, economic, health and advocacy systems that support and empower persons with disabilities and their families. Assessment, intervention and working partnerships within a life span perspective.

** Students taking both CORE 205 and 207 will choose a different human service realm for each practicum.*

5.1.B. CONTENT/OBJECTIVES

PRACTICUM:

Students complete a 24 hours practicum (approx 2 hours a week over 12 weeks) focusing on observation and relationship building with adults, children and families from a variety of human service organizations. Practicum activities include the completion of a reflective journal that identifies and demonstrates the student's personal learning goals and application and assimilation of theory into practice.

Seminar/Tutorial;

In addition to the 24 hour volunteer practicum experience, students will be expected to attend a weekly seminar and tutorial that will present a variety of topics pertinent to the field of Community Rehabilitation and Disability Studies, and discussion with practicum supervisors to develop an applied knowledge of these topics.

5.1.C. Outcomes/Competencies

Students will be able to:

Understand the impact that history has had on the concept of disability and impairment

- Understand where the concepts of disability, health and impairment might go in the future
- Understand how services for people with disabilities were developed in Canada and Alberta
- Develop respectful relationships with persons with disabilities
- Listen to the voice of individuals and groups engaged in advocacy for people with disabilities
- Identify and discuss cutting edge issues in the lives of people with disabilities
- Observe practices in service settings for people with disabilities
- Analyze issues from the perspectives of persons with disabilities and their families
- Understand the roles of community rehabilitation and disability studies

5.1.D. Assignments

1. Term paper on "transhumanism"	25%
2. Paper on one issue impacting disabled people	25%
3. Practical Experience (including written journal)+History of the group you worked at	25%
4. Participation in class discussions	25%

5.2. CORE 485/487 – Practicum

5.2.A Calendar Description

Practical application of the basic principles of assessment, planning and intervention with individuals/groups. Professional development tutorials support 130 hours in community practicum.

** Students taking both CORE 485 and 487 will choose a different human service realm for each practicum.*

5.2.B Content/Objectives

Practicum:

Students complete a 130-hour practicum focusing on planning and facilitating supports with consumers, families and agency personnel within a variety of human services (Community Support Services, Children Services, Vocational Rehabilitation, Rehabilitation Management, Inclusive Education, and Health Professions) across the lifespan (Children, Adults, Seniors). Practicum activities and goals are contracted between the student, the course instructor, and a practicum site facilitator.

The 130 hours practicum is usually carried out by completing 10 hours per week for the 13 week semester.

Professional Development Tutorials:

In addition to 130 hours spent in practicum, students will attend a tutorial every two weeks for 100 minutes. The tutorial is a combination of facilitated discussions relevant to theory and practice. The purposes of the tutorial are; (a) to help students make sense of their experiences, through exploration, reflection and application, (b) to integrate theory into practice, and (c) to help to help students build a guiding philosophy and personal code of ethics. The course instructor facilitates the tutorials.

5.2.C Outcomes/Competencies

Student will be able to:

- Demonstrate sensitivity in the initiation and closure of supports
- Plan and implement individual and group supports
- Collaborate with consumers, families and multi-disciplinary professionals
- Demonstrate intervention strategies such as teaching, modeling, facilitating natural supports and group facilitation
- Generalize learning through exploration, reflection and application
- Develop critical thinking skills

5.2.D Assignments

- Practicum Contract –	10%
- Midterm Evaluation –	10%
- Final Evaluation -	30%
- Written Assignment -	35%
- In Class presentation –	10%
- Tutorial Attendance and Participation –	5%

Tutorials

In addition to the 130 hour internship, students will participate in both in bimonthly tutorials. In class tutorials will focus on discussion related to student learning as well as topics regarding Community Rehabilitation practice and professional ethics.

5.2.E Evaluation

During the practicum there will be two opportunities for students to receive feedback from their site supervisors. Evaluations are learning tools which facilitate empowerment, self-directed learning and self-management and build personal skills such as self-advocacy, critical thinking and analyzing. In addition, the course instructor will organize a site visit at the onset of practicum and then again at the end.

Set Up Meeting

During this meeting the student, Site Facilitator, and Course Instructor meet to discuss expectations for practicum. Discussion and direction surrounding The Student Learning Contract (Appendix A) will be initiated.

The Student Learning Contract is comprised of four learning areas.

1. Proposed Activities, this is what the student will be doing while at the practicum site, this includes your role and responsibilities (Job Description).

2. Student Goals – *Skill Development*; this is what skills students are looking to improve or develop during their time at the practicum site.
3. Student Goals - *Professional Development*; differs from the previous “Skill Development” student Goals, in that “Professional Development” goals are comprised of transferable skills such as time management, understanding of professional roles, and assertiveness. “Professional Development” goals could be worked on within any practicum site whereas “Skill Development” goals are site and content specific.
4. Project Description, this is the student’s opportunity to make a contribution to the practicum site. Together, the student and Site Facilitator will negotiate a work-related project with practical application to the site. This project must contain a research component and is not included in the 130 required practicum hours. The written assignment, which is a component of this course, should be based on the work done on this project.

Located on Appendix E is a sample Student Learning Contract you may want to refer to as an outline.

Midterm Evaluation

The purpose of the midterm evaluation is to evaluate the students’ performance over the first half of the practicum. It is a time for the student, in the presence of the Site Facilitator and Course Instructor (if deemed necessary), to summarize the learning objectives, goals and skill development achieved thus far and to recognize what still needs to be accomplished. The midterm is a chance to voice concerns regarding the Student Learning Contract and to make sure that the 130 hour requirement will be made successfully by the student. (See Appendix C for the evaluation form)

Final Evaluation

Near the end of each semester, another meeting is held between the student, Site Facilitator, and Course Instructor. This meeting gives the student and Site Facilitator a chance to discuss what the student has accomplished and if the expectations that they set at the beginning of the practicum were met.

The Course Instructor, relying on feedback from the Student and Site-facilitator assigns student grades. Grades are based on the following components:

- student learning goals
- practical performance
- professional and ethical conduct
- contracted project and written assignment

5.2.F CORE 593.03 - Social Role Valorization (SRV)

Students taking CORE 485 and CORE 487 should take CORE 593.03: Social Role Valorization: A Framework for Practice in Rehabilitation prior to engaging in a practicum. This course provides an important value-base for our work with people who have largely been marginalization and excluded from society. The course is offered during the September block week, prior the beginning of the Fall semester.

5.2.G How to select a practicum

Prior to the beginning of each semester, the practicum coordinator will email students and post a list of potential practicum sites on the course Blackboard site. Students will review the list, conduct further research if necessary, and inform the practicum coordinator of their choice of sites. Matching of practicum sites is based on a first come, first serve basis and/or an interview with

personnel from the site. Therefore, it is important to contact the practicum coordinator as soon as a decision is made. Students who do not contact the practicum coordinator in a timely manner will be assigned to a practicum site.

Practicum selection has a lot to do with individual choice. Some questions students may want to ask before selecting a practicum site are:

- What community of people do I want to work with?
- What population have I never worked with?
- What kind of skills do I want to develop?
- What knowledge am I trying to gain?

5.2.H Criteria for finding your own site

If none of the confirmed sites match the students' interest, goals and career path, students are welcome to set up their own practicum sites. Prior to securing their own sites, students should determine what they hope to accomplish through the experience, this preparation will help narrow the search. This can be done with help/collaboration from the practicum coordinator.

Criteria for self-initiated practicum placements are as follows:

The selected site must:

- present an opportunity to work with or for people with disabling conditions and /or chronic health concerns
- pose learning opportunities within an educational context
- challenge the student with new learning
- provide a job description outlining student responsibilities
- facilitate assignments and responsibilities consistent with the student's course of enrolment and course requirements
- fulfill Site Facilitator expectations and obligations including meeting with the Student, and Course Instructor for the set-up, mid-term and final meetings
- facilitate a student start-date not more than one week beyond the first day of lectures

It is the student's responsibility to review and facilitate each of the above criteria with the Site Facilitator. The student will then coordinate a meeting between him/herself, the Site Facilitator and the Course Instructor. This meeting must take place not more than one week beyond the first day of lectures.

5.3 CORE 589.01/589.02 – Internship (linked practica)

CORE 589 is offered to two forms, a one semester internship (130 hours) or a two semester internship (260 hours). Students who are part of the Faculty of Community Rehabilitation and Disability Studies MUST complete this course as a two semester option. Students completing a minor in CRDS (KNES) or the combined degree (PSYCH) have the option of completing CORE 589 as either a one semester or two semester course.

5.3.A Calendar Description

Students will contract with a human service organization to complete either a 130 or 260 hour internship. Students completing the 260 hour option will complete both semesters with the same organization. The purpose of the internship is to deepen professional practice through clinical practice, program development, consultation and leadership. Areas of focus will be negotiated with the student, the Site Facilitator and the Course Instructor

5.3.B Content/Objectives

Internship

The internship (linked practica) is offered over both fall and winter semesters. Students will work with the same organization for the duration of the internship (either 4 or 8 months). Students will be matched with placements based on their interests and competencies. Internship sites are selected according to the following criteria; a) interest in innovation/change/improvement in delivery of services b) interest in an on-going relationship with CRDS and the University of Calgary and c) commitment to student learning needs.

Areas of study may include one or more of the following:

Fostering a leadership role	Facilitating a change process
Research	Curriculum development
Reflecting and creating alternatives for the future	Strategic Planning
Board Development	Developing a program framework
Recognizing innovation and change	Conducting an evaluation, survey or needs assessment
Registration and incorporation	Clinical Practice
Building a collaborative network	Community Development
Fund development & marketing	Other topics as negotiated

Tutorials

In addition to the 130/260 hour internship, students will participate in both in class and individual tutorials. In class tutorials will focus on discussion related to student internships, individual tutorials will relate to the competency areas specific to the students negotiated learning contracts. The students will meet or be in contact 3 times throughout the internship, individual tutorial times will be negotiated with the Student, Site Facilitator and Course Instructor.

5.3.C Assignments

- In class or agency presentation related to practicum	10%
- Completion and presentation of contract to agency	60%
- Portfolio	30%

5.3.D How to select a practicum

Prior to the beginning of each semester, the practicum coordinator will email students and post a list of potential practicum sites on the course Blackboard site. Students will review the list, conduct further research if necessary, and inform the practicum coordinator of their choice of sites. Matching of practicum sites is based on a first come, first serve basis and/or an interview with personnel from the site. Therefore, it is important to contact the practicum coordinator as soon as a decision is made. Students who do not contact the practicum coordinator in a timely manner will be assigned to a practicum site.

Practicum selection has a lot to do with individual choice. Some questions students may want to ask before selecting a practicum site are:

- What community of people do I want to work with?
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- What kind of skills do I want to develop?
- What knowledge am I trying to gain?

5.3.E Criteria for finding your own site

If none of the confirmed sites match the students' interest, goals and career path, students are welcome to set up their own practicum sites. Prior to securing their own sites, students should determine what they hope to accomplish through the experience, this preparation will help narrow the search. This can be done with help/collaboration from the practicum coordinator.

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The selected site must:

- present an opportunity to work with or for people with disabling conditions and /or chronic health concerns
- pose learning opportunities within an educational context
- challenge the student with new learning
- provide a job description outlining student responsibilities
- facilitate assignments and responsibilities consistent with the student's course of enrolment and course requirements
- fulfill Site Facilitator expectations and obligations including meeting with the Student, and Course Instructor for the set-up, mid-term and final meetings
- facilitate a student start-date not more than one week beyond the first day of lectures

It is the student's responsibility to review and facilitate each of the above criteria with the Site Facilitator. The student will then coordinate a meeting between him/herself, the Site Facilitator and the Course Instructor. This meeting must take place not more than one week beyond the first day of lectures.

6. RESPONSIBILITIES

6.1 Responsibilities of the Practicum Coordinator

The practicum coordinator is responsible for the administration of the practica, including;

- Prearranging practicum sites for CORE 485/487 for each semester for students to choose from (with the exception of student-initiated placements)
- Prearranging internship sites for CORE 589.01/589.02 linked practica – students will be at the same site over both semesters
- Initiating the process of matching students with practicum sites
- Networking with the Community Rehabilitation community to maintain comprehensive and up-to-date contacts
- Initiating contract agreements between the site and the University of Calgary regarding responsibilities and general agreements (Appendix E).

6.2 Responsibilities of the University Course Instructor

Each practicum course has a designated course instructor who is responsible for;

- Meeting formally with the student and site facilitator at least 3 times throughout the semester. At the start of the practicum to establish student activities, discuss possible goals, and to initiate the Student Learning Contract; mid-semester to discuss student progress including strengths and areas requiring further development, and; a final meeting to give feedback regarding student performance in relation to learning goals identified
- Helping in the negotiation of student activities and goals
- Providing theoretical and practical instruction to students in designated tutorial times
- Consulting with practicum site-facilitators regarding student progress
- Addressing concerns of students and site-facilitators
- Being available to visit the practicum site upon request
- Supervising and grading students' assignments and field work

6.3 Responsibilities of the Site Facilitator

The site facilitator is the staff member within the host agency who will be most closely involved with the student, the responsibilities include:

- Providing the student with an orientation to the practicum site including policies and procedures (e.g. confidentiality, informed consent, ethical practice)
- Ensuring the student has filled out all the relevant forms and applications necessary to fill the position (i.e. criminal record checks). The University of Calgary will not pay for the Calgary Police Inspection Check or Child Welfare Safety Check

- Designing a job description for the practicum student so all parties involved have a clear understanding of the roles and responsibilities of the student
- Providing students with an opportunity to practically experience operations in the field of rehabilitation
- Meeting weekly with the student to discuss activities and expectations
- Supervising the contracted work of the student and offer suggestions if applicable or requested
- Providing performance feedback to the student periodically throughout the course of the practicum
- Informing the course instructor of any notable concerns
- Providing feedback on overall performance and contracted assignments to student and instructor

6.4 Responsibilities of the Student

It is anticipated that students will perform at their practicum in a professional manner.

Expectations of the students include:

- Taking responsibility for own learning, including having an active role in the practicum setting
- Upholding a level of professionalism in attire, language, attitude and respecting all matters of the agency as confidential
- Respecting policies and procedures of the agency
- Maintaining attendance and punctuality, informing the site facilitator of all expected absences
- Interacting respectfully with all supervisors and colleagues
- Seeking and accepting feedback from Site Facilitator and/or Course Instructor
- Exerting maximum effort in completing tasks and assignments
- Asking questions whenever unsure of any and all policies, procedures, assignment guidelines, and expectations
- Understanding level of competence
- Managing time effectively

6.5 Responsibilities of the University of Calgary

Practicum Student Liability and Coverage

Students are covered during their practicum hours under two sources

- a) Student Health and Dental Plan: Students must either join the University of Calgary plan or provide proof of existing coverage. Coverage is provided regardless of the location or source of the accident.
- b) Worker's Compensation through the Government of Alberta: Through the Minister of Human Resources and Employment, the Government of Alberta carries W.C.B. coverage for all University students. Because practicum experience is part of the core curriculum, practicum students are covered. Regular claim policies and procedures are followed and the government account is debited.

If students are hurt or injured, the process of obtaining help or assistance would be to immediately attend to any medical needs and then phone and file an accident report with

Security Dispatch at 220 5333

If a student is transporting a person in his/her vehicle and the person is hurt in an accident the University of Calgary does not provide coverage in this instance. Coverage would follow the regular

channels through the student's vehicle insurance. **It is not acceptable for practicum students to transport people in their vehicles, nor to drive agency vehicles without arranging for coverage and liability.**

Please see the Practicum Agreement for a detailed description of responsibilities (Appendix E)

7. INFORMATION FOR PRACTICUM SITES

7.1 Being an Effective Practicum Site

The following are some ways in which to make the practicum experience a great one for you and your practicum student. For some students this may be their first time working in the rehabilitation field so it is important to...

- Have clear goals and expectations – by having clear goals and expectations, the student and you the agency, will be able to make this experience as effective and successful as possible. This involves a clear understanding of students' roles.
- Provide a structure – when the student knows what their job entails and whom they can talk to when they have questions it will eliminate confusion.
- Introduce the student to all staff members of the agency – This would include an overview of routines and processes such as signing in and out, parking, file retrieval etc.)
- Keep practicum students involved – this can be as simple as inviting them to a meeting or a social. By including students in agency events, they feel more like a team member.
- Never allow students to feel unwanted – some students may feel that they are hindering you or that their time with you is more of a nuisance than a help. Everyone has busy schedules but by letting students know your schedule it will better allow them to feel like you are taking time for them.
- Be flexible – it is important to remember that practicum students are also university students, many taking a full course load of five classes per semester.
- Give honest and sincere praise – effective and positive praise on a job well done is invaluable.
- Give students a title – by giving the students a title with the job description they can identify themselves to others working at the agency and have a sense of pride in what they are doing for you.

7.2 Supervision and Grading

As a site facilitator it is also your role to provide the student with a supervisor be it yourself or someone who may be working directly with or near the student. The field of Community Rehabilitation can be at times stressful, demanding and frustrating both physically and emotionally. Discussing specific concerns, issues, problems and successes can help teach the students to deal with and alleviate those stresses. Supervision is essential for students' morale, for maintaining objectivity and for the development of competent community rehabilitation practitioners.

Perhaps the most essential characteristic of good supervision is feedback on student's performance. Providing feedback on your practicum student's successes and growth areas is an integral part of their development and learning. Feedback should come from the student's site supervisor. The feedback should be ongoing and frequent from the beginning of the practicum until the end. In order to learn from mistakes students must be informed of them so they can be given the opportunity to correct them. Feedback should be clear, immediate, direct and stated in understandable language. Feedback should be based on strengths and limitations as well as positive and negative comments.

Agency personnel do not assign grades. They are assigned by Course Instructors. However, student self-assessment and feedback from agency personnel inform grade determination. We use this feedback to establish student grades based on pre-established criteria (See Appendix C)

8. INFORMATION FOR STUDENTS

8.1 Your Practicum

A practicum is an **exciting opportunity to learn and gain “real world” experience in the field.** Although it is recognized that field experience requires time, energy and personal commitment beyond that of traditional University classes practica are a fun part of the program which many students have considered to be a highlight of their education. The following are some comments from students and graduates of the Community Rehabilitation program regarding the practicum.

“Participating in a number of practica allowed me to experience the different areas, challenges and rewards that community rehabilitation has to offer. The opportunities give future practitioners a chance to determine which route they want to take before actually jumping in with both feet. Participants are given hands on experience that helps to develop personal philosophies and values that will inevitably follow them into their own practice. The opportunities presented and the learning gained in this exceptional component of the community rehabilitation program is undeniably crucial to the understanding of what is involved in the field”. Jennifer Resch (Graduation December 2000)

“The further I go in Community Rehabilitation, the more I realize what an excellent program it really is. I feel that this is mainly due to the practicums. Each practicum allows the student to learn theory and immediately apply it. Not only does this provide the much-needed practice, but also it presents the opportunity for each student to develop their own personal beliefs and morals in regard to their work. The lectures that accompany the practicums provide specific strategies that can be practiced at the job site. This is vital, and helps the individual to know and become comfortable with their own unique style. When an organization hires an individual, they expect them to know what to do in difficult situations. The practicum classes leave the students with the confidence to handle nearly everything that may come along. Most importantly, this field deals with human lives. It is absolutely essential that we have the proper training, so we know how to do the best job possible. Practicums provide this.” Meagan Twomey (Graduation April 2001)



“My practicum gave me the chance to practice my leadership, independent learning and teambuilding skills. There are so many things that you can learn from people in the field and I definitely got the experience of learning from others through my practicum placements. In all I had great practicum experiences”. Janelle Zacharias (Graduation April 2001)

“Practica are a wonderful opportunity to get hands on experience in a positive learning environment. They allow students to see first hand what working in the field will be like and teach many valuable lessons that may not be taught in lectures.” Rebecca Wopnford (Graduate April 2000)

8.2 Practicum Settings

Community Rehabilitation graduates will work in a variety of different areas once in the field. During your practicum you will not only learn from your site but about other sites as well. The practicum settings will vary according to the class you are taking. The 400 level practica focuses on direct service and the 500 level internship focuses on the development of a professional identity. Practica can be based in a community, private, non-profit, office/managerial, clinical, educational, family, or hospital setting, just to name a few. Some examples of practica are the following:

- Working with a child in an inclusive preschool.
- Recruiting vocational placements for adults with developmental disabilities.
- A day program with a group of seniors with dementia.
- Working for a volunteer agency planning new volunteer programs.
- Adapting a curriculum for a student who is blind in an integrated classroom.
- Supervising a teen with serious vulnerabilities to complete assigned community service work.
- Supervising junior students in the CORE 207 class.
- Putting together a case history and rehabilitation plan for someone receiving disability insurance benefits.

Students are encouraged to conduct their own research on potential practicum sites in order to determine the best match for their learning goals. This research can be done by reviewing the organization's website, by accessing print material, by speaking to an agency representative and by speaking to the practicum coordinator.

8.3 Practicum placements at employment sites

Students may make a request in writing to do a practicum at their place of work. The Course Instructor and Practicum Coordinator on a case-by-case basis will consider requests. The following conditions apply:

- the experience at the student's work site must be related to the core content area of the practicum course in which the student is registered
- keeping in mind that the goal of practicum courses is to broaden student's experiential learning, the opportunity to develop new skills must exist with the proposed practicum
- only one practicum course (i.e. one of CORE 485/CORE 487, CORE 598.01/CORE 589.02) may be completed at a student's place of employment
- any potential issues, such as conflict of roles and liability issues will need to be identified and clarified by the student with solutions proposed

If the respective agency will support students in completing a project related to one of the practicum components and they wish to take advantage of this opportunity, we will do our best to accommodate them within the conditions specified above.

8.4 Being an Effective Practicum student

When you become involved with an agency, that agency will be counting on you as part of their team. Your role within the agency may affect how smoothly the agency runs, so being clear about your availability and the length of your stay will be important to the agency and the people they serve. Commitment is not just about completing your hours. Punctuality, dedication and responsibility are also involved. If at anytime you experience troubles, have questions or concerns regarding your placement, it is your responsibility to talk to your Course Instructor or Practicum Coordinator. The faculty is always willing and ready to help you with any needs that you have.

As a practicum student at an agency you will most likely be placed in the role of 'helper'. This is a caregiving role that is based on a number of attributes:

- **Feelings of companionship:** Being an effective helper is being a good companion. Companionship involves feelings of unconditional acceptance and valuing, relatedness, mutual support, empathy and warmth, dialogue, sharing and trust towards individuals or groups you are working with. The installation of feelings of companionship may ask us to express warmth to those who have been marginalized, shunned and who may not trust. This may not always be easy, however, we must endure difficult times in order to reach a place where our giving is reciprocated.
- **Being human:** We are no more and no less than any other. The purpose of caregiving is not to rid people of behavioral difficulties, nor to instruct them to obey. It is most important to help others to live, work and play within family and community. It is vital, in order to develop companionship, to teach and reciprocate respect, not because anyone earned it, but because we are all human. This means acceptance with dignity.
- **Empathy:** Empathy is not pity. It is a feeling of being one with others. It is about understanding the wholeness of an individual, including their past, their reality, vulnerability, strengths, and weaknesses. It involves a spirit of common humanity and the belief that we all exist interdependently. Empathy understands.
- **Values and Actions:** Values must be closely examined, especially to avoid being overpowering, punishing, and controlling. Our values must convey a message of acceptance of the full human being that we all are – in mind, body and spirit. Remember no action is value-free. All of our interactions communicate what we feel or believe about each other.

There are four steps in the process of establishing companionship.

1. **Primary goal:** Creating a feeling of companionship is the primary goal of being a helper. We need to support the individual to feel safe and to develop trust. We must show, through our actions, that we support and value the individuals and that we represent sources of companionship; not as sources of power that oppress but rather using our personal power to become allies.
2. **Feelings of our presence:** As a helper, one must commit to making certain that our presence signifies feelings of safety and security. Our interactions must signal warmth, serenity, and tolerance. This can only be demonstrated through a true reflection of our values of equality.
3. **Feelings of Human Engagement:** Human engagement is teaching the belief that it is good to be with and participate with other human beings. Human engagement involves a desire to be with another, not a desire to do a particular task. Instead of making an individual comply by giving rewards and punishments, a good helper values the individual and allows them the opportunity to be together, because both individuals want to. Rewards and punishments are built of power, not equality.
4. **The meaning of unconditional valuing:** To value another is to uplift, honor, respect, listen, empower, reflect, and share feelings regardless of deeds alone. Value should not be contingent on behavior or earning this respect. Being valued and valuing others is the central dimension in the establishment of companionship.

Closure

A practicum is always time limited. From the time you begin you know that your stay with your practicum host is temporary. While you are involved with an organization you become a part of its functioning, and the organization depends on you. There may be tasks or responsibilities that you

will need to keep in mind to ensure that your departure, at the end of the practicum, will be a smooth transition for everyone involved. At the onset of your practicum you may wish to discuss closure with the person you are supporting, as he/she may not know the length of your involvement. Not informing the person could have negative effects. If the people you are supporting become close to you, your leaving may be difficult for them, causing hurt feelings, or if you have been involved in assisting them with particular activities, your leaving may disrupt the continuity of their pursuits. It is important to recognize that some people do not have a developed conception of time, making creative means of facilitating closure imperative. You may find it helpful to discuss closure with your facilitator or instructors early in your practicum so that you are prepared for it when the time comes. It is important to remember that even though you may have very good intentions to maintain contact, succumbing to making false or vague promises will only disappoint other people and failing to keep such promises usually leads to future mistrust.

APPENDIX A STUDENT LEARNING CONTRACT

CORE _____

STUDENT PRACTICUM LEARNING CONTRACT

STUDENT NAME: _____

STUDENT PHONE #: _____

STUDENT E-MAIL: _____

I.D. #: _____

COURSE #: _____

INSTRUCTOR: _____

PRAC. SITE: _____

SITE FACILITATOR.: _____

SITE FACIL PHONE: _____

SITE FACIL E-MAIL: _____

DATE: _____

INDIVIDUALS

PRESENT (at initial meeting):

IMPORTANT NOTES:

CORE CONTENT AREA: (Please check applicable category)

A. LIFE SPAN: Children___Youth___Adults___Seniors___

B. REALM OF SERVICE: Community Support Services___ Children Services___
Vocational Rehabilitation___ Inclusive Education___ Health Professions___

1. PROPOSED ACTIVITIES (Practice Components)

1. _____

2. _____

3. _____

2. STUDENT GOALS

a. Skill Development

1. _____

2. _____

3. _____

b. Professional Development

1. _____

2. _____

3. _____

c. Revisions to Outline of Proposed Activities

Date: _____
 Student Signature: _____
 Site Facil. Sig.: _____
 Instructor Sig.: _____

2. WRITTEN ASSIGNMENT

a. **Journal** (Note: This portion of the written assignment is personal and reflective. Students are not required to submit their journal to either site facilitator or instructor. Students are required to discuss ideas explored through their journals for purposes of clinical supervision).

b. **Contracted Assignment** – *The student and Site Facilitator will negotiate a work-related project with practical application to the site. This project must contain a research component and is not included in the 130 required practicum hours. This assignment will look different for each student, depending on what has been negotiated. Please note that the contracted assignment will contain 2 parts: 1) the practical project that will be left with the agency 2) the written assignment that will involve theory, practical application and discussion.*

Please outline the following information:

- date written assignment due (project should be completed well in advance of the end of the practicum, this will allow you the opportunity to apply the project and make necessary adjustments)
- purpose/objectives of contracted assignment
- audience of the assignment
- how the project will be applied

c. Revisions to Outline of Contracted Assignment

Date: _____
 Student Signature: _____
 Site Facil. Sig.: _____
 Instructor Sig.: _____

3. PRACTICAL PERFORMANCE

Outline who will observe student performance and how often

Does student and/or Site Facilitator request observations by the Instructor/Practicum Coordinator?
If yes, how many observations, what will be observed, and when?

Date for Mid-term Evaluation Meeting _____

Date for Final Evaluation Meeting _____

4. PROFESSIONAL AND ETHICAL CONDUCT

Students are required to perform in a manner consistent with human service organization policies and procedures.

Outline how you will be oriented to policies and procedures.

5. STUDENT HOUR REQUIREMENTS

Students are required to complete 130 hours.

Outline proposed student schedule and where student will complete hours.

6. ADDITIONAL NOTES

7. SIGNATURE OF PERSONS PRESENT

_____ DATE

_____ STUDENT

_____ SITE FACILITATOR

_____ COURSE INSTRUCTOR

APPENDIX B SAMPLE OF COMPLETED STUDENT LEARNING CONTRACT

CORE 487 STUDENT PRACTICUM LEARNING CONTRACT

STUDENT NAME: Elizabeth Jones
 I.D. #: 205789
 COURSE #: Core 487
 INSTRUCTOR: Patti DesJardine
 PRAC. SITE: Highwood Hills Adult Day Support Program
 SITE FACIL.: Arnold Gillis
 PHONE: 201 8359
 DATE: January 27

INDIVIDUALS

PRESENT: Elizabeth Jones
Patti DesJardine
Arnold Gillis

IMPORTANT NOTES: Daily supervisors will vary as I will be job shadowing at the beginning of my practicum with various staff and at various locations throughout the city

CORE CONTENT AREA: (Please check applicable category)

A. LIFE SPAN: Children___Youth___Adults___Seniors_X
 B. REALM OF SERVICE: Community Support Services___ Children Services___
 Vocational Rehabilitation___ Inclusive Education___ Health Professions___

2. PROPOSED ACTIVITIES (Practice Components)

1. Working with Recreational Therapist facilitating a swim therapy program
2. Provide support within planned activities with clients
3. Be a part of an interdisciplinary team of workers who work with clients with dementia

2. STUDENT GOALS

- a. Skill Development
 1. Develop skills in the area of recreation therapy and planning of activities suitable and enjoyable for seniors with dementia
 2. To learn how to assess situations and suggest to staff effective solutions which are both realistic and relevant
 3. Become familiar with the different evaluation procedures used at the end of each day tracking clients behaviors and actions

b. Professional Development

1. Increase initiative – i.e.: introduce myself to new clients and caregivers, help with activities without being delegated
2. To learn the language of community rehabilitation philosophy – What does it mean to be a practitioner? What does it mean to be in the field of rehabilitation?
3. Develop good time management and closure skills – do not make any promises I know I will not keep. With time management arranging to help with an activity and then remembering I have a paper due the next day and for closure not telling any of the clients I will be back to visit unless I can promise myself I will.

d. Revisions to Outline of Proposed Activities

Date: March 1

Student Signature:

Site Facil. Sig.:

Instructor Sig.:

1. Due to the cancellation of the swim program I will now be working with the executive director on assessments of potential clients to be enrolled in the program for the following year
- 2.

2. WRITTEN ASSIGNMENT

a. **Journal** (Note: This portion of the written assignment is personal and reflective. Students are not required to submit their journal to either site facilitator or instructor. Students are required to discuss ideas explored through their journals for purposes of clinical supervision).

b. Contracted Assignment

Please outline the following information:

- date written assignment due
- purpose/objectives of written assignment
- audience of written assignment
- references required
- application of information (i.e. case studies)

Revise the current evaluation forms to be filled out by clients of the Adult Day Support Program.

Research and compile a Caregiver Survey to be used by the Adult Day Support Program. Assist clients with the completion of the evaluation, tabulate results into a comprehensive report for the Board

Theory paper: Why surveys are important to the clients and service providers of an organization.

c. Revisions to Outline of Contracted Assignment

Date:
Student Signature:
Site Facil. Sig.:
Instructor Sig.:

3. PRACTICAL PERFORMANCE

Outline who will observe student performance and how often

- 1. Cherryl Tarcon on Thursday and Friday
- 2. Tristan Cox on Wednesday and Thursday
- 3. Bonnie Duffell on Wednesday

Does student and/or Site Facilitator request observations by the Instructor/Practicum Coordinator?
If yes, how many observations, what will be observed, and when?

1.

Date for Mid-term Evaluation Meeting	<u>March 10</u>
Date for Final Evaluation Meeting	<u>April 20</u>

4. PROFESSIONAL AND ETHICAL CONDUCT

Students are required to perform in a manner consistent with human service organization policies and procedures.

Outline how student will be oriented to policies and procedures.

Sign Confidentiality Agreement and Contract
Read Policy and Procedures Binder

5. STUDENT HOUR REQUIREMENTS

Students are required to complete 130 hours.

Outline proposed student schedule and where student will complete hours.

Wednesday 12:00-4:00
Thursday 9:00-2:30
Friday 12:00-4:00

6. ADDITIONAL NOTES

On Monday I will come to the site upon request to help with program planning. I am available from 9:00-1:30

7. SIGNATURE OF PERSONS PRESENT

_____ STUDENT
 _____ SITE FACILITATOR
 _____ INSTRUCTOR

APPENDIX C PRACTICUM EVALUATION FORM

Community Rehabilitation and Disability Studies Practicum Evaluation

CORE _____

MIDTERM/FINAL EVALUATION FORM

AGENCY: _____

SITE FACILITATOR: _____

STUDENT: _____

DATE: _____

Establishment and Completion of Goals Contracted at the Beginning of the Practicum (20% of grade)

Student grades will be based on four competency areas. These include:

Comments

Comprehensiveness /5	<ul style="list-style-type: none"> ▪ Were all contracted Student Learning Goals addressed? 	
Effort Demonstrated /5	<ul style="list-style-type: none"> ▪ Did the student show outstanding effort in learning, stretching, and meeting goals? 	
Communication /5	<ul style="list-style-type: none"> ▪ Were you (or other personnel) updated appropriately regarding the student's progress in goal achievement? 	
Self-Initiative /5	<ul style="list-style-type: none"> ▪ Did the student demonstrate self-initiative in finding means of achieving goals? 	

Additional Comments:

Professional and Ethical Conduct of Students (20% of grade)

Student grades will be based on five areas. These include:

Comments

Attendance and Punctuality /4	<ul style="list-style-type: none"> ▪ Have all contracted hours been completed? ▪ Did the student provide notice when unable to attend? ▪ Was he/she on time and prepared for scheduled appointments? 	
Flexibility /4	<ul style="list-style-type: none"> ▪ Was the student open and motivated to learn all aspects of the organization? ▪ Does the student demonstrate a willingness to accept assignments and accommodate change? ▪ Were creative recommendations made and did the student listen to/ respect those of others? 	
Ethical Conduct and Respect /4	<ul style="list-style-type: none"> ▪ Does the student demonstrate a practical understanding of all-relevant policies and procedures, including but not limited to those concerning confidentiality and informed consent? ▪ Is conduct consistent with these at all times? ▪ Does the student show respect for all individuals with disabilities, colleagues, etc.? 	
Growth /4	<ul style="list-style-type: none"> ▪ Has the student requested and/or responded to feedback? ▪ Comes prepared for meetings with questions or issues to discuss? 	
Teamwork /4	<ul style="list-style-type: none"> ▪ Does the student work to collaborate with supervisor and colleagues? ▪ Has he/she operated as a member of the team? 	

Additional Comments:

Final Evaluation Only

Competency in Identified Skills and Practice Components (20% of grade)

In our final meeting, both you and your Site Facilitator will be asked to assign a mark in this area. The average mark out of 20 will be taken. You are asked to reflect on how you completed your contracted activities based on the following criteria:

20 19 18 17	<p>→ Student has excelled in both personal growth and performance of all contracted goals and activities</p> <p>→ Student has shown a high level of initiative and personal growth in the course of completing all contracted goals and activities</p>	Comments:
16 15 14 13	<p>→ Student has made a good effort and has demonstrated progress meeting all or most of their personal goals and contracted activities.</p> <p>→ Student has performed at a level that is satisfactory in the completion of contracted activities. Has met most expectations, but requires further development in personal goal areas .</p>	Comments
12 11	→ Student has performed at a level below expectations in either their contracted activities OR their identified personal growth areas.	Comments
10 or below	→ Student has failed to meet expectations on both their contracted activities AND personal goals.	Comments

Strengths:

Areas for continued growth/development:

Contracted Presentation/ Assignment

APPENDIX D OATH OF CONFIDENTIALITY

RESPONSIBILITY OF STUDENTS IN RELATION TO CLINICAL PRACTICUM IN THE FACULTY OF MEDICINE THE UNIVERSITY OF CALGARY

I, _____, am a student enrolled in the **Community Rehabilitation and Disability Studies** Program in the Faculty of Medicine (the "Faculty").

I fully understand that I will be undertaking clinical practice learning experiences throughout the **Community Rehabilitation and Disability Studies** Program. I agree that in relation to information accessed in any way as a result of my enrollment in the Faculty, I will

- a) maintain strict confidentiality of any client information or data, both written and unwritten, relating to a client or group of clients;
- b) use client information or data for course work in the practicum course only; and
- c) not disseminate, public, present or copyright any client information or data without prior express written permission of the clinical agency representative.

Additionally, I acknowledge that my participation in the clinical practice is subject to the arrangement between the University and the clinical agency, and as a consequence, the University is, in some respects of the clinical settings, subject to the policies, rules and regulations of the clinical agency. As part of the clinical practicum, I will make myself aware of the agency's policies, rules and regulations. I understand and accept that the University, through its arrangement with the clinical agency, has agreed to take all precautions necessary or expedient to ensure that the students are in good health at all times while on the premises of the clinical agency in accordance with the clinical agency's policies.

I understand that violation of this undertaking may result in action respecting my student status or in other action over which the Faculty may or may not have any control. I also understand that my undertaking of confidentiality survives the period of time during which I am in the program.

(student's signature)

(witness)

(date)

