



*Community Rehabilitation  
and Disability Studies*

## Advanced Practice in Community Rehabilitation: Reflective Practice

### Calendar Description

Retrospective analysis and group discussion of personal clinical practice and program innovation.

### Content/Objectives

- Exploration of career and professional values and beliefs.
- Inquiry into innovation and creativity

### Outcomes/Competencies

- Examines and evaluates individual practice experiences through reflective practice.
- Explores career development, innovation and creativity with a mentor.
- Demonstrates knowledge of group facilitation and collaboration as online team leader.

### Assignments

<b>Assignment 1: Group presentation and discussion .....</b>	<b>40%</b>
<b>Assignment 2: Full Class activity and discussion board.....</b>	<b>20%</b>
<b>Assignment 3: Creation and analysis of mentoring/reflective partner experience .....</b>	<b>40%</b>

In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2016-17 Calendar), this course relies heavily on writing and the grading thereof in determining a student's mark. Competency in writing is not the exclusive domain of the humanities and social sciences, nor does it solely mean accuracy in mechanics (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

### Resources

#### Required Text

- Bolton, G. (2014) *Reflective Practice: writing and professional development 4th Edition*. Toronto: Sage Publications. (Can be purchased through the U of C Bookstore: <http://www.calgarybookstore.ca/textbooks.asp>)

#### Additional readings are drawn from three sources:

- Gaye T (2011) *Teaching and Learning Through Reflective Practice, A Practical Guide For Positive Action 2<sup>nd</sup> Ed*, Routledge, New York
- Johns, C (2013) *Becoming a Reflective Practitioner 4<sup>th</sup> Ed*, Wiley Blackwell, Oxford UK
- *Reflective Practice, International and Multidisciplinary Perspectives*

All reading, with the exception of Bolton, can be accessed through the U of C Library: <http://library.ucalgary.ca/>

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Discussions will be conducted with the assumption that the assigned readings have been completed.

Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Details for current course offerings are available at: [www.creds.org](http://www.creds.org)

## Instructor and Course Information

<b>COURSE:</b> CORE 596	<b>INSTRUCTOR:</b> Patti DesJardine
<b>TERM:</b> Fall 2016	<b>TELEPHONE:</b> (403) 220- 2416
<b>SECTION:</b> T01,B01	<b>FAX:</b> (403) 220-6494
<b>TIME/DATE:</b> On-line	<b>EMAIL:</b> padesar@ucalgary.ca
<b>LOCATION:</b> On-line: D2L	<b>OFFICE HOURS:</b> Upon request

## Course Content

Students will have opportunities to develop their abilities as reflective practitioners both in dyads, small and large group discussions. They will examine and evaluate their own practice in the context of support, service innovation, creativity and reform. Students will explore their work / lives with a trusted colleague/mentor. Practice and innovation will be explored with a focus on understanding:

- how personal characteristics, values and beliefs affect decision making and actions
- their role in supporting and sustaining change
- reflection in action and its links to practice and research
- integration of self, theory, and practice

## Details of Assignments

### [Assignment 1: On line small group exploration of career through reflective practice](#)

This will use the text and weekly readings as a framework for understanding how to use reflective practice to explore how:

- you have changed over the span of your current career
- what has been consistent and what you would like to change.

Students will work within assigned groups (to be determined by instructor prior to beginning of course) and within that group, each student will take the lead in conducting one online discussion based on the assigned readings for that week. Half of the marks (20%) will be assigned for your overall contribution in the online discussions. The other half (20%) will be assigned based on your group leadership in facilitating one of the bi-monthly themes.

We will be using Adobe Connect as an interactive base that is easy to use, fun and powerful as a learning tool. Each student will host one asynchronous online session for their group. This format will give you both in depth understanding about one of the themes and a chance to apply your experience and readings to all themes covered.

**As a group leader / facilitator** you will prepare a presentation with no less than five visual slides (ppt, Prezi etc) based on the themes of your assigned readings that will

- invite group discussion through application of thoughtful questions, based on the readings and professional experience
- encourage students to understand the content from the readings and suggested processes from their own experience
- reflect on the process from professional and personal perspectives
- provide your group with an additional reading that addresses your presentation themes (optional) – make sure you list this reading clearly in your presentation if you decide to include one.
- support each other in the reflective process

Please note that your presentation link should be sent to each of your group members AND your course instructor by the due date of each interval (listed below).

As a group leader you will provide a maximum mark out of 4 (see above rubric under “As a discussion participant”) for each student in your group based on their preparation and contribution. You are encouraged to monitor your groups responses and provide positive and constructive feedback to them.

When you are a group leader you will also receive a grade out of 20% based on the content of your presentation preparation (8 marks), facilitation of discussion- how your questions invite and insight good group discussion (8 marks) and your suggested marking of student participation in your presentation (based on your expectations of the discussion when you developed it) (4 marks).

Marking of your group’s discussion should be provided to the course instructor, no less than 5 days after the close of discussion period.

**As a discussion participant** you will be expected to do the required readings for that session (including the assigned leader’s reading, if required) and then respond to the presentation prepared by the weekly group leader for that session in a manner that demonstrates your integration of the readings. Your response and interaction will be marked by the session group leader and should meet the following criteria

- a. responses are relevant to the theme presented
- b. includes references to the readings:
- c. thoughtful/insightful response to other student discussion,
- d. inclusion of personal professional experience (stories) to augment theory
- e. includes a reflection on personal understanding and linking of theory to practice.

The marking rubric for each of these criteria is as follows:

4 marks: posts show a depth of understanding, reflection and linkages between theory and practice – respondent goes out of his or her way to encourage other group members to expand on their thoughts and ideas.

3 marks: posts are generally good in all five areas but may be somewhat weak or lacking in no more than two of the criteria – respondent is involved in discussion but only from their own perspective.

2.5 marks: posts are generally good in 3 of the five criteria – respondent posts to other group members only to agree with their postings.

2 marks: post may have met one criteria but lacks focus or clarity in other four – respondent does little or does not add anything relevant to the discussion

1 marks: posts lack focus or clarity in all five criteria but a post is provided – no response is provided

0 marks: no post or response is provided.

Please note the difference between evaluation of the initial response and contributions to discussion will allow the group leader to determine half marks. Also note that these marks are suggestions to the course instructor based on the group leader’s expectations. Marks may be subject to change at the instructor’s discretion.

Schedule related to Online discussion of reflective practice:

**1: September 12 – 25 - Presentation posted by Sept 18 –Discussion closed on Sept 25 – marks due Sept 30**

Bolton G (2014) Chapter 1 Reflective Practice – An Introduction

Ghaye T (2011) Introduction – Teaching and Learning Through Reflective Practice, A Practical Guide to Positive Action

Johns, C (2013) Chapter 1 – Becoming a Reflective Practitioner

Russell, T (2005) Can reflective practice be taught? *Reflective Practice*, 6 (2), 199-204.

Shepherd, M. Using a learning journal to improve professional practice: a journey of personal and professional self-discovery. *Reflective Practice*, 7 (3), 333-348.

**2: September 26– October 9 –Presentation posted by Oct 2–Discussion closed on Oct 9 – marks due Oct 14**

Bolton G (2014) – Chapter 2 – Values and Principles of Reflective Practice

Bolton G (2014) – Chapter 3 – Theories and Contexts of Reflective Practice

Willis, P (1999) – Looking for what it’s really like: phenomenology in reflective practice, *Studies in Continuing Education*, vol 21(1) p 101-112

Johns ( 2013) Chapter 3 – Engaging the Reflective Spiral -

**3: October 10 – 23 – Presentation posted by Oct 16 – Discussion closed on Oct 123 – marks due Oct 28**

Bolton G (2014) Chapter 7 – Writing As Reflection  
Bolton G (2014) Chapter 8 - Reflection and Reflexive Writing : How  
Bolton G (2014) Chapter 9 – Practice Journals  
Johns (2013) Chapter 2 – Writing Self –

**4: October 24 – Nov 6 –Presentation posted by Oct 30 – Discussion closed on Nov 6 – marks due Nov 10**

Bolton G (2014) Chapter 5 – Perspective  
Bolton G (2014) Chapter 6 - The Power of Metaphor  
Ghay T (2011) Chapter 4 – A Strengths Based Reflective Practice -  
Morley, C. Engaging practitioners with critical reflection: issues and dilemmas. *Reflective Practice*, 8 (1), 61-74.

**5: November 7 – 20 – Presentation posted by Nov 13 - Discussion closed on Nov 20 – marks due Nov 25**

Bolton G (2014) Chapter 4 – The power of narrative -  
Johns (2013) Chapter 6 – Guided Reflection –  
Johns (2013) Chapter 7 – Weaving and Performing Narrative –  
Adamowich, Kumsa, Rego, Stoddart & Vito (2014) Playing hide and seek: searching for the use of self in reflective social work practice, *Reflective Practice*, 15(2) 131-143

**6: November 21 – Dec 4- Presentation posted by Nov 27 – Discussion closed on Dec 4 – marks due Dec 9**

Bolton G (2014) Chapter 12 – Reflection on Reflection  
Sparrow, J., Ashford, R., & Heel, D. (2005) A methodology to identify workplace features that can facilitate or impede reflective practice: a National Health Service UK study. *Reflective Practice*, 6 (2), 189 – 197.  
Manankil-Rankin L (2014) From chaos to beauty: reflections from a reflective practice gathering, *Reflective Practice* 15 (2) 232-239

**Assignment 2: Class discussion and reflective activities/exercises – 20%**

At four points during the duration of this course a large group exercise and discussion will be posted by the instructor on D2L Discussion Board. Students are expected to engage in the exercise individually and then respond to the questions posed by the instructor, as well as respond to at least two other students from OUTSIDE their small group (from the abovementioned assignment) in a whole class discussion. Each initial thoughtful response will be worth 3% and responses to other student posts on that topic will be worth 1% each.

Discussion 1 – Posted September 12 – Due Sept 18 at midnight

Discussion 2 – Posted October 9 – Due Oct 16 at midnight

Discussion 3 – Posted Nov 6 – Due Nov 13 at midnight

Discussion 4 – Posted Nov 27 – Due Dec 4 at midnight

**Assignment 3: Creation and analysis of mentoring/reflective partner experience (40%)**

This component of the course, provides an opportunity for you to work closely with someone who has been a trusted colleague, role model or mentor to you over the years. You are expected to create a four session outline based on the areas you would like to explore in a mentorship relationship. This outline must be signed by your mentor(s). Once it has been submitted, the course instructor will contact your mentor (please ensure you include contact information – email or phone) to ensure that the expectations of the assignment are clearly understood and meet the objectives of this course. Some of the elements for this experience may include but are not limited to:

- how your values and beliefs have influenced your practice
- your comfort, involvement and leadership in times of change
- key attributes of an effective change agent
- links between theory and change
- the role of relationships in innovation
- the role of leadership in innovation and creativity
- description of self as a creator and innovator at work
- your relationship with the clients you work with
- how your practice has been based on your understanding of health and deviance
- your plans for the future and steps to achieve your career path

- networks, professional groups, community and advocacy activities that you might join,

Your four session outline should provide you with a guide to your discussions and you are encouraged to spend time after each session to record your reflections (based on your text book) and make adjustments to your plan based on your reflections. In other words, your plan does not have to set in stone (you might want to discuss this with your mentor). You should have a plan, but then be open to exploring topics that resonate with you in the moment if you need to . . .that is a big part of reflection. It is up to you to communicate and negotiate changes with your mentor.

Once you have completed your four sessions / ongoing reflective analyses, you will prepare an essay on what you have learned about yourself, your career to date and your plans for the future.

The 40% for this experience are broken into the following components

5%: preplanning and mentorship plan- should include:

- the name and contact information of your mentor(s)
- A rationale for why you chose this specific person(s)
- A schedule for when you will be meeting with your mentor (can be subject to change if necessary)
- A list of topics or themes you wish to explore with your mentor – these should be discussed with him/her prior to submission of your plan
- A list of possible questions you hope to address within the aforementioned topics/themes.

This section should be presented as a proposal for this entire assignment, it can therefore be organized using bullet points if that allows you to organize yourself better.

15%: Section A Review of your mentoring sessions(4-6 pages average)

– This section is meant to be a summary of all four of your sessions with your mentor . . .how your mentor responded to your planned questions from your proposal, what areas did you s/he give great depth of discussion, what unexpected things did you learn from him/her, what you think your mentor maybe learned from you.

*It is highly recommended that you maintain a personal journal of these sessions throughout the course following each visit with your mentor so you have content to refer back to when you write this part of the final assignment. You are not required to submit your journal, but reference to your thoughts from your journaling will be included in the rubric.*

15%:Section B Reflection on you (3 – 4 pages average)

– This section is meant to represent your synthesis of how to write reflectively based on what you have learned about yourself and your current and future practice through your sessions with your mentor and the content of this course. (3-4 pages). *It is highly recommended that you maintain a personal journal throughout the course so you can demonstrate your own learning curve to refer back to when you write this final assignment*

Please note that if in any of the abovementioned sections you refer to reference material from this course or outside the course (i.e.: recommended readings from you mentor) you will be required to include a reference page as per APA formatting.

5% - Grammar, spelling, flow and adherence to APA format.

Schedule for your mentorship experience:

Oct 2: Submission of mentorship plan – (please send to assigned D2L dropbox)

December 9 : Full Mentoring assignment (Sections A and B) due.( please send to assigned D2L dropbox)

## Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

**IMPORTANT DATES FOR FALL 2016**

Last day to drop a class without financial penalty - **September 23, 2016.**

Last day to add a course - **September 26, 2016**

Last day to withdraw from a course - **December 9, 2016.**

Tuition and Fee Payment Deadline - **September 30, 2016**

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that s/he gets all posted communications and documents and that s/he receives emails sent by instructors or fellow students through D2L.** Your email address on D2L is the one you gave to the Registrar. Using an email address on the University server (name@ucalgary.ca) will ensure that you receive emails and that, should the server ever be down, instructors will be aware of it. Other servers sometimes filter D2L or instructor group mailings as spam; **we therefore require that you have your ucalgary.ca email address linked to D2L.**

### **Copyright**

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students ([library.ucalgary.ca/files/library/guidance\\_for\\_students.pdf](http://library.ucalgary.ca/files/library/guidance_for_students.pdf)). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

### **A Note Regarding Instructor Intellectual Property**

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course *at the same time* may be allowed under fair dealing.

### **Academic Accommodations Based on Disability**

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation. If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

### **Accommodations on Protected Grounds other than Disability**

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer Logan ([jjlogan@ucalgary](mailto:jjlogan@ucalgary)), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

### **Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Cheating, plagiarism, and other forms of academic misconduct are very serious offences that will be dealt with rigorously in all cases. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the BCR program or the University. The Cumming School of Medicine follows a zero tolerance policy

regarding dishonesty. **All incidences of academic dishonesty will be reported to the Associate Dean (Undergraduate Health & Science Education) and be recorded in their student records.** The University calendar is explicit about what is construed as academic misconduct and on the appropriate penalties. Students are referred to the "Student Misconduct" sections of the University Calendar for further information.

## Other Important Information

### Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

### Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and should contact the Student Ombuds Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.

### Resources for Support of Student Learning and Wellness

Student Success Centre <http://www.ucalgary.ca/ssc/>  
Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>  
Distress Centre <http://www.distresscentre.com/>

### Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

### Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep@su.ucalgary.ca](mailto:medrep@su.ucalgary.ca).

### Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

## Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line [www.calgarybookstore.ca/](http://www.calgarybookstore.ca/) Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4