

ACE-WIL BC/ YUKON: MANDATORY PRACTICUM & CLINICAL PLACEMENT QUALITY STUDENT PREPARATION 2020

QUALITY WIL PREPARATORY CURRICULUM FRAMEWORK

AIMS: Learning Outcomes & Content	<i>Program objectives and expectations:</i> Meet mandated national and provincial competencies or occupational profiles. Connect to institutional supports: disability services and accommodations, individual support from instructor, etc. Offer specialized coursework and second language support; International programming. Support multi-barrier students and mental health. Embed Indigeneity into programs. <i>Self discovery tools:</i> Support skills transfer. Awareness of digital literacy. Engage with self-awareness: essential skills, personality dimensions, Myers Briggs, inventory assets. <i>Application documents:</i> Describe the purpose and cultural context of resumes, cover letters and online platforms. Carry out labour market information targeted to the sector and practice job search skills and job search strategies. Create professional job search documents including resumes, cover letters, and reference lists. Develop resume and cover letter development targeted to the occupation. <i>Communication skills:</i> Develop skills to convey effective information. Enhance workplace communication skills. Engage with general career readiness discussions and deliberations. <i>Interview skills and mock interview:</i> Practice job interview skills and interviews; salary negotiation skills; follow up techniques. <i>Networking skills:</i> Practice networking and self-marketing skills. <i>Transition to the workplace/ practice setting:</i> Prepare for the workplace and exposure to the industry. Acquire job retention and career management skills including work etiquette/ethics, team skills, problem solving, decision making and leadership skills to be able to add value to the work. Learn about soft skill and flexibility, self-direction, critical thinking. <i>Rights and responsibilities of employers and self as employee:</i> Understand rights and responsibilities as a student in the workplace; accept feedback to foster growth. Demonstrate professional ethics; judgement; professional behavior. Develop competencies for standard health care practice; mental health; emotional fitness.
ACHIEVEMENTS: Assessment & Evaluation	Assessment <i>Objectives and expectations:</i> Student preparation includes an orientation with advisor. Some activities are optional and not graded, but students may request feedback at any time. Mandatory assignments, each with multiple deliverables graded by facilitator as satisfactory/unsatisfactory. If assignment is unsatisfactory, students receive rigorous feedback and re-submit assignment. Feedback about the students' employability skills referenced to the NACE Career Readiness Competencies. Kolb's learning cycle is embedded, and reflection is in the whole curriculum. Programs explicitly use reflective practice tools such as journaling. Completion of forms: needs assessment form, employability skills feedback form, learning plan, reflection. <i>Self discovery tools:</i>

Accept feedback and modify behavior as needed to foster own professional growth.
 Students become self-aware of strengths and transferrable skills; develop action plans.
 Career Readiness Scale to self-assess their own readiness, self-reflection, personality dimension; receive individualized coaching.
 Observations by instructors; coaching on overcoming barriers.
 Reflective practice-starts and ends with advisor, instructor, coordinator feedback and plan to make improvements.
 Kolb's Model as underpinning: students do a simulation and immediately reflect on what to change, do differently, receive feedback, integrate learning to practice.
Application documents:
 Qualitative feedback on cover letter and resume assignment; Students can submit re-evaluated resumes infinitely.
 Practice job search skills.
Communication skills:
 Peer-assess and peer to peer feedback throughout, and group discussions.
 Assess student readiness through group discussion, self-assessment, and feedback for the competencies.
 Students receive holistic comments on skills; assessment is part of the conversations.
 Demonstration of effective communication and in managing workload and priorities.
Interview skills and mock interview:
 Employers provide feedback and conduct interviews.
 Informational interviews include reflection as a public posting and reflection on peers' reflection.
Transition to the workplace/ practice setting:
 Behaviourist tools measure skills, performance, and reflection.
 Mastery learning at the skill and drill level.
 Exercise judgement (e.g., health care).
 National competencies: measure total competencies.
 Skills of self-directed learner: synthesize evidence, reflection, and practice.
 Demonstrate problem solving and critical thinking skills with increasing confidence.
Rights and responsibilities of employers and self as employee:
 Pre-assessment and post-assessment of understanding.
 Demonstrate a professional presence and model professional behavior.
 Maintain physical, psychological, and emotional fitness to practice.
 Evaluation:
 Course completion evaluation is satisfactory/ unsatisfactory with a statement of completion.
 Evaluations change as student progresses through curriculum: case studies, skills stations, drills, simulations, immersive simulations, and workplace evaluation is more holistic, authentic, and opportunistic.
 Final Projects: Programs having preceptorship at end, prior to certification exam, there is a partnership relationship but student functions under preceptor license. When the preceptor thinks student is safe to function, they will pass.

**ACTIONS:
 Learning &
 Teaching
 Process &
 Procedures**

Programming objectives and expectations:
 Specific course on Indigenous perspectives on careers, professional ethics; variety of customs and beliefs of indigenous people: rituals, kinships, politics, economics, mythology.
 First Nations Heritage and Cultural Competency.
 International clients develop and deliver programs: co-develop curriculum, provide peer support and evaluation, instructor development and deliver training internationally.
 Using Moodle, students do a lot of sharing and reflection on all assignments. An example: Student might reply to a colleague's post by reflecting or observing on similarities in responses or by providing any suggestions for leads that relate to their areas of interest, or challenges based on personal career experience. Students are to keep responses positive and productive.
Self discovery tools:

Complete a personal assets inventory workbook: brainstorming, peer feedback, posting reflections and responding to a post. Workbook helps students to better understand who they are, what they have to offer, and what kind of internships are a great fit.

Attending preliminary one-on-one meetings using a practicum needs questionnaire.

Application documents:

Develop resume and cover letter.

Submit re-evaluated resume as many times as needed for progress.

Engage in job search and create professional documents.

Communication skills:

Focus on cross cultural communication, competency, contexts.

Participate in ongoing peer support, peer feedback, peer evaluation and classroom discussions.

Opportunities to share and reflect on views and concerns about practicum with peers online.

Classroom lectures.

Lab emphasis placed on experiential exercises to understand and apply knowledge of interpersonal relationships by utilizing professional communication skills.

Interview skills and mock interview:

Interview preparation in small groups to practice, record, reflect, and review; Conduct mock interviews either industry specific or internally and students follow up with thank you letter.

Conversations, employers provide comments, help students to prepare for interview with examples.

Networking skills:

Conduct informational interviews, post, and reflect about lessons learned and ways to move forward. Reflect on each other in the online course, which is public to entire cohort.

Complete networking event reflections, including networking leads lists with the targeted organizations and research.

Attend networking events and conduct informational interviews.

Transition to the workplace/ practice setting:

Learning partnerships used to develop job retention skills, role-playing, group, and individualized coaching.

Learn and practice theoretical foundational skills in the lab and providing opportunity to apply these skills in the clinical setting.

Participate in lab-based simulations, and community orientations as exposure to industry.

Model how to think, act, react, and deal with workplace environment; build situational awareness, interpersonal expectations.

Receive explicit and didactic instruction around mental health with specific procedures.

Engage in workplace or practice setting.

Rights and responsibilities of employers and self as employee:

Resources on industry and corporate language.

Transition to employment sessions including benefits, rights and responsibilities, and essential workplace etiquette.

Institutional supports and resources:

Disability services, individual support from instructor.

International students receive specialized support with Canadian context; Indigenous learning facilitator, professionals in the field, Elders, cultural awareness training for staff.

High risk travel release form, resources for study abroad, general preparation checklist and pre-departure orientation handbook.

Career management center offers student services for mental health, counselling, awards, activities and advising.

Care team of managers within student services supports student engagement, success, coaching, counsellors.