

**STUDIES IN SPECIAL NEEDS POST DIPLOMA PROGRAM**  
**LEADING INCLUSION - PRACTICUM: QUESTIONS AND ANSWER SHEET**

**Q:** What is the description of the practicum?

**A:**

PRAC-1011 Leading Inclusion – Practicum

This course integrates theory and application to prepare the student to take a leadership role that will ensure full inclusion in the children's centre. Students will practice the skills necessary to meet the needs of children with special support needs and their families. They will guide other caregivers in collaborative inclusion practices. In short, students will practice the role of an Inclusion Specialist or Inclusion Coordinator in their program. The six-month practicum allows the time for students to become confident in practicing their role as Inclusion Specialists or Inclusion Coordinators.

**Q:** How does the practicum work?

**A:** Students will incorporate two children with special support needs into their workload, and, using a case management focus, will complete a number of practicum assignments. The student will act as the inclusion leader and advocate in their centre, and may require time off the floor to meet with teams, families and boards. The time required for this could be worked out with one of the following options:

-In some collaborative centres, the director could incorporate these tasks into the student's job description on a temporary basis. Adjustments to the job responsibilities would allow the student to take on the practicum responsibilities as part of their job.

-Where the first option is not possible, the student could be allowed the equivalent of up to one day per week to be off of the floor to meet with therapists/specialists, families. (and boards if the centre's board meetings are day-time meetings.)

-The final option would be that the student would add an additional one and a half hours per day to their regular workload to accomplish their off-floor responsibilities.

**Q:** Will I have to leave my workplace?

**A:** Instructors will commit to being as flexible as possible; however, if there are absolutely no children with special support needs in the centre (traditional support need or other recognized support needs such as language delay, behaviour problem, etc.) we will ask the student and director to work together to recruit a child with a traditional special need and work with an additional child so that the student does not have to leave their centre.

**Q:** How much homework will I be required to do?

**A:** If the centre cannot allow the student the equivalent of one day “off the floor” for meetings, observations, board meetings, family meetings, the student may have to spend an additional 1 ½ hours time in addition to their regular work hours. Additional homework will be assigned.

**Q:** What if one of the children I am working with leaves the centre?

**A:** This would depend on the specific situation, whether it was at the beginning of the practicum or at the end, where flexible arrangements could be made, due dates could be extended, etc. Every case will be different. If necessary, when a child leaves a centre at a particular time, it might be that the student, with the assistance of the director, would take responsibility for getting in touch with child development coordinators or other persons who make referrals, and arrange the recruitment of a child with special support needs. Again, due dates would have to be negotiated. Since most parents are required to give two weeks notice regarding removal of their child/ren, this allows some time to recruit.

**Q:** What if I am the only one at the Centre, or I am already acting as the Manager or Director and there is no one to supervise me?

**A:** Your instructors will work with you to locate a mentor. You will keep in touch with your mentor on a regular basis. Your instructor will also keep in touch with the mentor on a regular basis.

**Q:** What if my director does not want to participate?

**A:** In this case, the student would not be able to do their practicum in their workplace. This would be a unique situation, but one that might arise. The student may have to ask for a leave of absence in order to do a paid practicum at another work site. Instructors would assist the student to locate a placement.

**Q:** Why is the tuition fee \$1,479.00?

**A:** Practicum courses are always more expensive than theory-based courses. This is because of the individual time the instructor spends with each student as opposed to a classroom situation, as well as the travel costs from site to site, trouble shooting, marking time and classroom time. In the School of Continuing and Distance Education, all courses must be cost recovery. There are no government subsidies as there are in the full-time day program.

**Q:** Is there any financial assistance to help with the cost of tuition?

**A:** Manitoba Child Day Care offers the \$350.00 annual subsidy provided each year by Manitoba Child Care Program. As well, the Darlene Koch Memorial Bursary can be applied for. This is \$500.00 bursary offered to one student per year who applies. Students should also look into new grants under Canada Student Grants that may be applicable. In addition, a payment schedule can be arranged with the college. In some cases, centres have assisted their students with a long term payment plan.