



**Columbia College**  
**Education Assistant Certificate Practicum (HSPD241)**  
**Lecture 2**  
**Course Outline**

Semester Dates: September 05, 2016 – March 11, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Practicum Facilitator: Lucy Dooley, B.A., M.Ed.

Email: [lucyd@columbia.ab.ca](mailto:lucyd@columbia.ab.ca)

Class Time: 3:00 PM – 5:00 PM (Tue)

Room: 805-120

See the schedule in the Course Overview.

Credit: 3

Prerequisite: Successful completion of appropriate courses as identified by the department

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Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

**Course Description:**

This 6-month course offers students an opportunity to learn from experience – “learn by doing”. Students will secure a practicum/s and will gain valuable practical experience as an Education Assistant. Students are required to complete 150 hours of practicum placement. In addition, students will be engaged in regular two (2) hour seminars /workshops as outlined. Each student will be journaling about their learning and progress achieved, submitting the journals to their Practicum Facilitator and receiving feedback. Students will be meeting with the Practicum Facilitator as requested to review progress. Each student will be under the supervision of their Columbia College Practicum Facilitator and a Field Experience Supervisor at their respective practicum site. Attendance at all scheduled seminars/workshops and practicum appointments are compulsory. Each practicum workshop has a special focus related to the theory you are studying and is preparation for your new career.

Prerequisite: Successful completion of appropriate courses as identified by the department with a standing Grade Point minimum Average (GPA) of 2.0. Other factors will also be considered such as preparedness for practicum and professional behavior.

N.B. In this course, you will be required to attend a 12-hour Non-Violent Crisis Intervention Workshop (CPI course) which will be scheduled during your program.

This program is part of the Human Services Professional Department.

**Learning Outcomes:**

As a result of active participation in these sessions, a student can expect to:

- Demonstrate knowledge of organizational objectives and processes used in the workplace setting.
- Explain the duties and responsibilities associated with being an education assistant.
- Demonstrate growing academic knowledge that is applicable to practicum experience.
- Identify challenges that may arise in given work situations, and propose appropriate responses that could be taken by an education assistant.
- Demonstrate how to deal with ethical dilemmas in an appropriate professional manner.
- Understand principles guiding your practice.
- Articulate relationships between classroom topics and situations encountered during the practicum.
- Communicate in ways and use methods appropriate to a professional environment.
- Think critically to solve problems, anticipate outcomes, use and organize information.

- Demonstrate appropriate workplace attitudes and behaviours (responsibility, accountability, initiative, trustworthiness, diligence, friendliness, empathy, etc.).
- Work effectively and harmoniously with others to achieve results: Leadership; initiative; motivate others to succeed; deal with difficult situations; reduce conflict.
- Describe insights into one's own preferences, aptitudes, work habits, style of interaction, and learning processes.
- Plan a career development strategy that will incorporate learning, achievements, and contacts made through the practicum.

### **Course Format:**

This course consists of a classroom component (seminars/workshops) and a field placement (practicum). You will experience a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner. Your field placement (practicum) provides you with an opportunity to become immersed in the real world of functioning as an education assistant. You will begin your field experience early in your program and gradually gain practical knowledge, apply theory you learn in class, and meet the challenges of everyday practical experiences, gaining self-awareness and confidence.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with your journals and readings completed. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

The seminars/workshops are designed to bring about your self-awareness and professional growth. You must be ready to embrace change. You will be discussing your practicum experiences, asking questions of your facilitator and your colleagues, and engaging in relevant and important topics on being an educational assistant. An important component is to understand your roles and responsibilities and the legal implications of being an educational assistant.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

### **Required Textbooks and Equipment:**

Columbia College Student Practicum handbook – to be provided

Teachers and Educational Assistants: Roles and Responsibilities, Alberta Teacher's Association – to be provided

### **Recommended Readings and Resources:**

Alberta Teachers' Association – <https://www.teachers.ab.ca>

Diversity, Equity and Human Rights

- Aboriginal Education – Education is our Buffalo
- Gender Equity
- Intercultural Education
- Sexual Orientation and Gender Identity

Alberta Education - <https://education.alberta.ca>

Learning with Technology Policy Framework (2013)

This describes Alberta Education's vision for the role of technology in education and establishes a set of Policy Directives for school authorities.

Guide to Education 2015; Summary of Key Changes May 16, 2016.

*Students may access these sources from the College and from home.*

Career Cruising

- [www.careercruising.com](http://www.careercruising.com)  
Username: columbia  
Password: discovery

ALIS – Alberta Learning Information Service

- [www.alis.alberta.ca](http://www.alis.alberta.ca)

Alberta Wage Info (OCCinfo) – Occupations and Educational Programs

- [www.alis.alberta.ca/occinfo/](http://www.alis.alberta.ca/occinfo/)

### **Homework Assignment Due for the First Class:**

- Read your course outline and be ready to discuss

### **Evaluation - Assessment of Student Performance:**

The final assessment in the course will be based on the following elements. Please refer to Appendix 1 for Assignment Descriptions and further Assessment Information.

<b>Title of Assignment/Examination</b>	<b>Length</b>	<b>Due Date</b>	<b>Weight</b>
Practicum Journals (Total: 6)	400 words per journal	Every Class	Pass/Fail
Practicum Evaluations (2)	N/A	Upon Completion	Pass/Fail
Your Professional Portfolio	N/A	Feb. 7, 2017	Pass/Fail
Personal Development Paper	1000 words	March 1, 2017	Pass/Fail
Student Engagement	N/A	Every Class	Pass/Fail

Please note that all homework and assignments are due at the beginning of each class. Grading in this course is on a pass-or-fail basis, subject to the student's satisfactory completion of the practicum requirements as outlined in this course outline. The student should demonstrate growth through the practicum experience attained.

In order to take part in a practicum placement or to continue in the placement, please note that you are required to:

- Satisfactorily complete all academic coursework and maintain a minimum 2.0 GPA.
- Maintain a professional behavior in all your classes, on campus, and on field placement.
- Maintain excellent attendance.

Students who do not meet the above requirements may be withdrawn from their practicum or not permitted to begin their practicum until ready to do so.

## Practicum Information:

1. Students are required to satisfactorily complete the following:
  - Attend Orientation – be engaged and committed; fulfil the requirements
  - Complete 150 hours of practicum placement throughout the program.
  - Attend and participate in practicum workshops/seminars - Total - 12 hours.
  - Attend coaching sessions as required
2. Students will undertake their practicum placement on a part-time basis of six to eight hours per week during their program. Do not expect to be paid. This is your opportunity to gain practical experience.
3. It is the student's responsibility to arrange a suitable practicum placement. This demonstrates initiative and professional behaviour. It is important that the student begin a practicum by the second month of the program. Please do not select your child's school or a school in your community. This is a conflict of interest. It can become uncomfortable for you, the school, and the community.
4. If you are having difficulty securing a practicum site, the Practicum Facilitator will provide support. It is the student's responsibility to ask for help.
5. In your first seminar you will be given a package to give to the principal. It will contain necessary documents and information for the school.
6. You may visit your school of choice and ask to see the principal. If the principal agrees to take you as a practicum student, you must email the necessary information to your Practicum Facilitator. Please provide the name of the school, a contact name, and the grade levels you have an interest in and any other interests regarding students with special needs. If you speak another language/s besides English, you may want to do a practicum at a school that has a high population of students who speak this language. What type of experience do you want to have?
7. The Practicum Facilitator must approve your placement. Please be aware that all school districts have different practicum procedures. Calgary Board of Education requires that practicum requests go through CBE and not the school. Columbia College has a signed contractual agreement with CBE and the Calgary Catholic School District that covers all of its approved practicum students.
8. When you go out on a non-paid practicum, you are covered for Workers' Compensation provided by Columbia College. In order for this to be in effect, Columbia College must have a signed contract with the school district/organization. Without a signed agreement, Worker's Compensation coverage is not available to the student, and the student is working at his/her own risk. Please see further information in your Practicum handbook.
9. Should a student be working at the practicum placement without all documents completed, the student does this as volunteer work that will not be counted towards his/her practicum hours. Columbia College assumes no responsibility for this decision.
10. The student is responsible for ensuring that the mid-point evaluation is completed at 75 hours and the final evaluation at 150 hours. Evaluations are to be handed in to the Practicum Facilitator. Log Hours (signed) are to be handed in to the Practicum Facilitator with the Final Evaluation which must be handed in by the last day of the program.

Practicum Extension: If you do not complete your practicum course by the end of the program, you will not be able to graduate. You may request an extension of up to two months by filling out a Practicum Extension Form and submitting it to your Practicum Facilitator. Please be sure to provide specific details as to why you are seeking a practicum extension. This form is available on Columbia's website under Forms, the Administration Office in Building 802, or the Practicum Facilitator.

The fee for the extension is \$300. Payment must be made at the time the form is submitted to the Registrar's office unless the student is requesting that the fee be waived.

A request to have the fee waived may be made if it is evident that the student has demonstrated every effort from the first month of the program that they have been seeking a practicum placement, but have not been unable to secure one, and have asked for assistance from the Practicum Facilitator or that the host site has not been able to accommodate the student with enough hours due to circumstances beyond their control. Each student's case will be considered on an individual basis.

11. If a student does not complete their practicum course by the end of the extension period, the student will be required to repeat the course and pay the tuition fee assessed by the program. In unusual circumstances, a further extension may be permitted.

### **Submission and Completion of Assignments:**

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

### **Attendance Requirements:**

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

If you are going to be absent from your seminar/workshop or coaching session, please inform your Practicum Facilitator by email of your absence as soon as possible.

### **Academic Integrity:**

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

### **Student Conduct:**

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class, on campus, at off-campus events, and at a practicum placement
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

### Important Dates:

<b>Description</b>	<b>Date</b>
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. Students must be on time as they will not be permitted to enter once the exam has started. Exam schedules are available in each building on a bulletin board, as well as online at <a href="http://www.columbia.ab.ca/exams">www.columbia.ab.ca/exams</a> . It is the student's responsibility to check this exam posting.

### Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

### Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing [accessibilityservices@columbia.ab.ca](mailto:accessibilityservices@columbia.ab.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*.

### Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

### Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Workshop Session	Workshop Date	Topics
1	Sept. 6 2016	<ul style="list-style-type: none"> <li>• Workshop expectations</li> <li>• Review course outline</li> <li>• About reflective journals – how to do them</li> <li>• The Professional Portfolio - Introduction</li> <li>• Review of Practicum Handbook</li> <li>• Job Descriptions – Is this what you thought an Educational Assistant will be doing? What credentials and skills are needed and why.</li> </ul>
2	Sept. 20 2016	<ul style="list-style-type: none"> <li>• Sharing</li> <li>• Practicum Issues</li> <li>• Introducing Yourself in your Portfolio</li> <li>• Practicum Request Letter</li> <li>• Your professional Growth</li> <li>• Knowing the Field - Teachers &amp; Educational Assistants – Roles &amp; Responsibilities</li> <li>• REFLECTIVE JOURNAL DUE.</li> </ul>
3	Oct. 11 2016	<ul style="list-style-type: none"> <li>• Sharing</li> <li>• Practicum Issues</li> <li>• A Resume That Makes the Most of Your Practicum Experience</li> <li>• What to do when...</li> <li>• How emotionally prepared are you for this job?</li> <li>• REFLECTIVE JOURNAL DUE</li> </ul>
4	Nov. 15 2016	<ul style="list-style-type: none"> <li>• Sharing</li> <li>• Practicum Issues</li> <li>• What to do when...</li> <li>• How prepared are you to deal with Discipline?</li> <li>• REFLECTIVE JOURNAL DUE</li> </ul>
5	December 2016	No Seminar
6	Jan. 3 2017	<ul style="list-style-type: none"> <li>• Sharing</li> <li>• Practicum Issues</li> <li>• What to do when...</li> <li>• How do you maintain a professional working relationship with stakeholders?</li> <li>• REFLECTIVE JOURNAL DUE</li> </ul>
6	Feb. 7 2017	<ul style="list-style-type: none"> <li>• Sharing</li> <li>• <b>PROFESSIONAL PORTFOLIO DUE</b></li> <li>• Practicum Summary</li> <li>• FINAL CLASS</li> <li>• REFLECTIVE JOURNAL DUE</li> </ul>
7	March 2017	<ul style="list-style-type: none"> <li>• PERSONAL DEVELOPMENT PAPER DUE – MARCH 1, 2017</li> <li>• Final Evaluation and Practicum Log Due – March 11, 2017</li> </ul>

## **Important Information:**

### **Columbia College Human Services Professional Diploma (Education Specialization)**

The Human Services Professional Diploma is an advanced credential for an Education Assistant. Students who wish to work as community support workers with individuals with disabilities generally require a diploma. As well, those who wish to work as a Child Development Worker or advance to a supervisory position will need further education once they have completed their certificate. Students may consider an Education Specialization or may take courses that are social work based.

Should you wish to complete a Human Services Professional Diploma (Education Specialization), all successful courses in the Education Assistant Certificate program will be transferable to the Diploma program, leaving you with 10 courses and a further 150 hours of practicum experience to complete. You will continue to learn more and more in specific areas, strengthening your knowledge as a human services worker.

### Courses in the Columbia College Human Services Professional Diploma (Education Specialization)

- HSPD 260 – Interventions Strategies for FASD (Fetal Alcohol Syndrome Disorder)
- HSPD 225 – Instructional Support in Mathematics
- PHIL 275 – Policies, Issues, Ethics and Professional Practices
- HSPD 295 – Mental Health Issues and Addiction
- HSPD 215 – Instructional Support for ESL/ELL Learners
- HSPD 245 – Family Systems, Dynamics & Support
- HSPD 265 – Support Strategies for Children with Autism
- SOCI 110 – Introduction to Sociology
- POLI 265 – Human Rights and Diversity Issues
- HSPD 399 – Human Services Diploma Practicum

If you are considering continuing with the diploma, please speak to your Practicum Fascinator for more information.



## Appendix 1 Assignment Outlines

### Journal

**Due Date: Every class – 1 journal (Total: 6)**

**Weight: Pass/Fail at the end of course evaluation**

You will be submitting a reflective journal (minimum of 400 words) typed, double-spaced, spell and grammar checked in a word document each time you come to your practicum workshop. Please submit a printed version of your journals during each practicum seminar at the beginning of the class. You are asked to apply critical thinking by synthesizing knowledge, skills and behaviours from both the classroom experience and your practicum experience. The rationale for this exercise is that you will understand yourself better and gain solid knowledge, professional attitudes and skills that are required for success as an Education Assistant. The Practicum Facilitator will give you feedback on your journals.

John C. Maxwell, a New York Bestselling Author, and author of the book, "How Successful People Think", states that, "Reflective thinking is like the Crock-Pot of the mind. It encourages your thoughts to simmer until they're done...By mentally visiting past situations, you can think with greater understanding. (p.72).

As an education assistant in training, you will be valued for your ability to think critically. Critical thinking is enhanced by the power of reflective thinking. Being a reflective educator, you will be able to think critically about what you are doing, what you see, and what else you can do in different situations, with different students, and how helpful you can become. You will learn how to relate theory and practice. Reflective thinking will increase your confidence in decision-making.

A reflective journal is not a list of events that took place in the classroom. The reflective journal shows how and what you think about as to what took place in the classroom. Your first journals will reflect your thoughts about what you are learning here at Columbia College. Once you are engaged in a practicum, your reflections will turn to your practicum site.

I would recommend that one section of your Professional Portfolio contain some of your best reflective journals. These will give the principal, your practicum teacher, the recruiter and others a good example of the kind of thinker you are and show how valuable an employee you will be. More information will be provided in your first seminar session.

### Professional Portfolio

**Due Date: Feb. 7, 2017**

**Weight: Pass/Fail at the end of course evaluation**

Employers are seeking Educational Assistants who are knowledgeable in both global and specific areas. These individuals have attended specialized workshops and other personal growth opportunities. They are able to provide evidence of learning and growth as a professional. In this course, you will receive specific information on how to develop a Professional Portfolio. You will also be offered some opportunities to decide on what will go into the portfolio that can be used as evidence of your learning and professional growth. This can become a valuable tool to be used in an employment interview and when seeking a promotion. While your Portfolio will be graded on a Pass/Fail basis, you will also receive an evaluation that indicates whether it is:

- Outstanding – demonstrates professional growth and solid, strong reflective practice
- Good – clearly demonstrates an understanding of one's professional growth and above average reflective practice
- Satisfactory – demonstrates a basic understanding of one's professional growth and an acceptable level of reflective practice
- Minimal Pass – demonstrates some professional growth and reflective practice, but at a minimal level
- Fail – fails to provide enough evidence of professional growth and reflective practice. **Students who score below a Satisfactory Level will be required to improve their portfolio and resubmit it for evaluation.**

- The purpose of this evaluation is to help you improve your portfolio and to assist you in building a professional tool that will be useful for you throughout your professional career. You will be building this portfolio throughout the program.

More information will be provided during your practicum workshops.

**Participation and engagement in seminars/workshops**

**Due Date: Final evaluation**

**Weight: Pass/Fail at the end of course evaluation**

Students are expected to be prepared for each seminar and be actively and thoughtfully engaged. This is

**Personal Development Paper (minimum 1000 words)**

**Due Date: March 1, 2017**

**Weight: Pass/Fail at the end of course evaluation**

This paper will be based on a summary of your personal awareness and growth that has evolved throughout your field-based (practicum) experience. You will be provided with a guideline of questions that you will be asked to answer to complete this paper. This will be provided for you during the January 2017 seminar.

**Appendix 2**  
**Assignment Rubrics**  
**Columbia College**  
**Student Engagement Rubric**  
 Last Revised: December 2011

Student's Name		Course Code	Date	Facilitator/Evaluator's Name
Pts	Preparation for Class	Quality of Participation	Involvement in Process	Frequency of Participation
5	<ul style="list-style-type: none"> <li>Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Comments significantly add to the learning process; consistently demonstrates high order thinking, analysis, synthesis, and evaluation; demonstrates ability to appropriately apply concepts to real-life situations; always participates constructively in discussion on a daily basis</li> </ul>	<ul style="list-style-type: none"> <li>Comments build on contribution of others, enabling group to integrate experiences and insights (linking theory and real-life experiences); supportive and encouraging to other class members; comments are focused and concise.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes actively and consistently to group process on a daily basis.</li> </ul>
4	<ul style="list-style-type: none"> <li>Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Comments contribute to learning process; shows evidence of ability to apply concepts to real-life situations; mostly demonstrates higher order thinking skills; generally participates constructively in discussion on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Comments do not always build on the contribution of others; most times shows support of other classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes actively and somewhat inconsistently to group process on a daily basis.</li> </ul>
3	<ul style="list-style-type: none"> <li>Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Comments show evidence of awareness and understanding of concepts covered in the reading or assignment; inconsistently demonstrates high-order thinking; inconsistently participates in a constructive manner.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks up when asked with comments that add to understanding; inconsistently shows support of other classmates; comments tend to be at times off focus.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes inconsistently to group process.</li> </ul>
2	<ul style="list-style-type: none"> <li>Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Comments show background knowledge of basic concepts covered in the readings or assignment; little demonstration of higher-order thinking; generally, participation is not constructive</li> </ul>	<ul style="list-style-type: none"> <li>Contributes little to group understanding; little evidence of being encouraging to others.</li> </ul>	<ul style="list-style-type: none"> <li>Does not contribute to group except when asked.</li> </ul>
1	<ul style="list-style-type: none"> <li>Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Comments show no evidence of awareness of concepts covered in the readings or assignment; shows no evidence of higher-order thinking; shows general lack of interest.</li> </ul>	<ul style="list-style-type: none"> <li>Does not contribute to the group process.</li> </ul>	<ul style="list-style-type: none"> <li>Does not contribute.</li> </ul>

**Total Score out of 20:**

**Facilitator/Evaluator's Comments:**