LANGARA COLLEGE
Education Assistant Program

COURSE OUTLINE

FOR

EDUCATION ASSISTANT (EDAS) 1130
PERSONAL CARE
(January 08 - April 05, 2007)

Tuesdays – 9:00 a.m. to 11:25 a.m.
Room B010
Wednesdays – 9:00 a.m. to 11:25 a.m.
Room B010

Instructor: Lori Levitt
Office: B148k
Office hours: After class or by appointment
Office Phone: (604)323-5774 Home phone: (604)943-7307 (before 10 p.m.)
(Note: For course-related discussion only)

COURSE DESCRIPTION
At the end of the course, students will understand the range of personal care supports they might be required to perform. They will understand their role as a member of the student’s team in planning and supporting the health, physical, social and emotional care needs of the student.

Prerequisites: None
Note: minimum letter grade of C- required for course and certificate completion

COURSE GOALS
To assist students with personal care, an education assistant needs to:

- Know the importance of and plan for maintaining one’s own personal health and wellness
- Know the range of personal care needs that an EA may be required to support
- Know about a personal care plan
- Know the role of health care team members including the EA in regard to planning and carrying out personal care
- Know how to respond appropriately to chronic health conditions e.g., seizure management
- Know how to support healthy sexual development
- Know about abuse, reporting and prevention
- Know ethical considerations in delivering personal care
COURSE TEXT
A textbook will not be required for this course. Any required readings will be distributed at no cost to the student.

COURSE EVALUATION
There will be a series of activities that correspond to the course topics. You can prepare for these activities by attending class, and attending to and participating in class discussion and presentations.

The extent to which the course objectives are met will be evaluated by the following methods:

- Professionalism (10% total)
  - Self evaluation 5%
  - Instructor evaluation 5%
- Case studies (6@5 points each) 30%
- Personal care reflection 15%
- Post-practicum case study 30%
- Final quiz 15%

| TOTAL | 100% |

I. PROFESSIONALISM (10%)
(Note: Refer to ’Professionalism and Participation’ for further guidelines. This document was handed out and discussed at the beginning of the Fall 2006 term.)

In addition to the above, the conduct of Education Assistants will be observed during the extent of this course:

One measure of acceptable teaching assistance is being professional. This means (among other things) honoring your commitments; being where you are supposed to be when you are supposed to be there; turning in assignments on or before due dates; asking other students and/or the instructor for assistance with assignments where needed; coming to class on time; pre-arranging childcare and medical appointments that do not interfere with the program; calling your instructor and/or practicum supervisor if you will be absent prior to your absence; and being neat, accurate and coherent in your written and oral presentation. Emergency situations will be taken into account; ongoing illness will require a medical note.
Professionalism also means involvement/participation. Involvement means getting involved in class discussions, sharing ideas, taking initiative in and resolving conflicts when working individually or in group projects, volunteering for and contributing over and above requirements.

Please try to incorporate participation and involvement as part of your learning experience. This course is catered primarily to those factors.

I. CASE STUDIES (6 case studies @ 5 points each = 30% of your final grade)

Throughout the course you will be provided with case studies that are based on presentation(s) that you will be exposed to by many presenters on a variety of subjects. Each case study will be completed in class (if time permits) and will be due on the day of class or the next class (submission of the case study will vary). If you miss a class, you will have difficulty completing the case studies.

Example: If one of the topics is ‘gastrointestinal feeding’, I might provide a case study surrounding this issue and ask you to answer some specific questions. Format of the case studies will be provided with the assignment.

There will be six case studies during the course.

II. PERSONAL CARE REFLECTION PROJECT: PART I (15%)

DUE: Tuesday, January 24
Format: typed, 12-point; double-spaced; single spaced for charts

A … contemporary message concerning healthy caring is that if you take time to care for yourself, it’s evidence of self-respect, and it will enable you to care for others out of a full well rather than an empty one (Young, L, et al., 2001).

This project focuses on the questions, ‘How do you take care of yourself?’ and ‘What do you do that indicates that you value caring for yourself, the caretaker?’

The ‘Personal Care Reflection Paper’ is completed in 3 parts:

PART 1: Caring for Yourself

Instructions: Complete the following chart by filling in at least 12 (no less than 10) things you do to “take care of yourself”.
Chart:

Organize a chart that includes:

**RX: For Me**

<table>
<thead>
<tr>
<th>Things I Do</th>
<th>Letter Code</th>
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<tbody>
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</tbody>
</table>

( number to #12 or other)

Beside each number, write something that you do to take care of yourself.

**PART 2: Coding your List**

Now you will code your list:

Now that you’ve written a list of what you do to take care of yourself, you will now see what you can learn when you analyze the list by “coding” your list (under ‘Letter Code). Consider the letters below and place the appropriate letter(s) next to the things on your list (‘Things I Do’).

You can have up to 3 letter codes corresponding to any of the items on your list.

1. P for the physical things you do to care for yourself
2. E for the emotional things you do
3. S for the social things
4. I for the intellectual things
5. Sp for the spiritual things
6. C for what you do consistently to take care
7. L for the things you love to do
8. D for the things that require a lot of discipline on your part
9. NI indicates you need improvement on these things
10. F for the things you expect to be able to do in the future when you’re older
11. MO for the things you need to do more of
12. LO for the things you need to do less of
13. A for the things you do alone
14. O for the things you do with others

Format: 2 page maximum, typed, double-spaced and single spaced where necessary, 12-point (The following are some questions that you might want to consider when writing your paper.)

The value in an exercise like this is in careful reflection on what you’ve learned. It is important to consider the fact that you cannot consistently continue to meet others’ needs unless you are able to first satisfy your own. Examine your list and how you coded it. How is this an accurate description of your wellness behavior? To what extent do you actually take care of yourself vs focus on taking care of others? What did you discover about yourself from your analysis of the self-reflective list? How do you think your analysis will influence your work with children and adolescents with special needs?

Reference:

III. POST-PRACTICUM CASE STUDY (30%)

You have experienced a variety of situations while working with both children and adolescents in your elementary and practicum placements. The purpose of this assignment is to reflect on your experiences connected to your practicum experiences in relation to one specific article that you locate through books, the internet, etc.

Instructions: Select an area of personal care that you are most interested in (i.e., some area of special care that you were involved in during one of your practicum experiences). Select the general age group that represents your student.

Select an article based on personal care that encompasses the personal care and age of the student(s) you worked with. Using the article and student as your “case study” respond to the following questions in paragraph format (write a paper vs. point-form – sections may be used):

#1. Develop a case study based on your article and student.
#2. Reflect on the case situation and your experience in the classroom and develop a plan/strategies re: how you would work with the student(s).
#3. Finally, write a report on your findings; it should encompass the information that you collected in #1 and #2. In addition, a conclusion re: how your findings relate to the students with special needs should be included.

DUE: Tuesday, March 20th, 2007
LENGTH: 4-5 pages maximum
FORMAT: Write a paper vs. point-form; Sections may be used; 12-point, double-spaced; 1” borders
**IV. FINAL QUIZ (15%)** -- On Tuesday, April 3 you will complete an activity (to be introduced in class). This activity will reflect your knowledge of the information provided by the speakers from Tuesday, March 6 to Wednesday, March 28. The activities will be completed in groups of two.

In order to be prepared for these activities you must bring the following information from the guest speakers that we’ve had from Tuesday, March 6 to Wednesday, March 28. The following is a list of those materials and the knowledge you gained from each presentation (you should have all of this information if you attended the sessions):

- Sally Rogow – literacy
- Backcare and Lifting Principles – Laura Turner and Jane Mills
- Fine motor skills and Sensory Processing
- Kanchan Pandey and group (OTs) ‘Including Children in their School Community’
- The Bewildering World of FASD – Liz Bredberg
- Indicators: Child Abuse – Erin Rogers
- Both information in paper and communication received during presentation
III. PERSONAL CARE CASE STUDY (25%)

On Tuesday February 28, 2006, you will be asked to write a particularly stressful situation that took place during your practicum. You will hand your situation in to me; I will record your name for my own reference and delete it for the remainder of the activity. Each class member will receive another person’s situation.

Further details about this project will be provided on February 28th.

DUE: Wednesday, March 15, 2006
TUESDAY, JANUARY 9, 2007
EDAS 1130 – Personal Care

NEWS:

- Will get papers at the break (Charlotte)
- Overview of class rules (talking, cell phones, absences)
- Over-weight Wednesday
- Practicum = February 5 - 23
- Other??? English workshops

TOPICS

I. Intro to Personal Care

Look for swarming article
Social and emotional learning as a component of personal care for self and other

The need to care for ourselves first before we can effectively care for others.

Considering your own needs based on what is important to you
Activity: CONFIDENCE
Self-awareness
Self-care
Taking responsibility
Attaining skills
Social and emotional skills

1. “Sorry” – Why do we feel that we always need to apologize for things that we don’t need to apologize for?

2. Circulate around the room and maintain eye contact – How does it feel to look right at someone? How could this confidence assist you in classroom situations?

3. Mirror Activity – “I am the most fabulous person in the whole world!”

II. COURSE OUTLINE

III. CASE STUDY ACTIVITY

In order to instill confidence in your students, you need to possess confidence yourself. For the case study your group has, answer the following questions:
1. What kinds of confidence will you need in order to instill confidence in this child? Describe at least 5 ways.

2. How would you go about achieving this level of confidence?

Case Study #1

You notice that a colleague of yours is often with one particular child. This child is a 12-year-old girl who was initially quite shy and reserved. You have noticed that she has now come out of her shell and is interacting with others more frequently. You have also seen that she is very attached to this staff person and you have seen this colleague giving her hugs all the time. This young girl has also started to feel comfortable with other ‘staff’ people and is often offering or asking for hugs.

In order to instill confidence in your students, you need to possess confidence yourself. For this case study, answer the following questions:

1. Focusing on your own feelings about the situation, what kinds of confidence will you need in order to instill confidence in this child? Describe at least 5 ways.

2. How would you go about achieving this level of confidence?
Case Study #2

Mandeep is in grade 3. When her mother brought her to school at the beginning of the year, she had an all-out tantrum. As of January, Mandeep is still having tantrums. You are her one-on-one EA.

In order to instill confidence in your students, you need to possess confidence yourself. For this case study, answer the following questions:

1. Focusing on your own feelings about the situation, what kinds of confidence will you need in order to instill confidence in this child? Describe at least 5 ways.

2. How would you go about achieving this level of confidence?

Case Study #3

Bernard is in grade 10. He’s a very active young guy and he enjoys pushing his peers around in the hallways at lunchtime. As a result, few of his peers enjoy being around him.

In order to instill confidence in your students, you need to possess confidence yourself. For this case study, answer the following questions:

1. Focusing on your own feelings about the situation, what kinds of confidence will you need in order to instill confidence in this child? Describe at least 5 ways.

2. How would you go about achieving this level of confidence?
Case Study #4

A group of 13 year-old girls constantly push, shove, belittle a 12 year-old girl. The ringleader of the group has been reprimanded by the principal, teachers and counselor on many occasions; nothing has worked.

In order to instill confidence in your students, you need to possess confidence yourself. For this case study, answer the following questions:

1. Focusing on your own feelings about the situation, what kinds of confidence will you need in order to instill confidence in this child? Describe at least 5 ways.

2. How would you go about achieving this level of confidence?
Case Study #5

Alexandra, an 11-year-old girl, brings a pocket knife to school and starts waving it around at recess time. The blade is out and there are lots of kids around.

In order to instill confidence in your students, you need to possess confidence yourself. For this case study, answer the following questions:

1. Focusing on your own feelings about the situation, what kinds of confidence will you need in order to instill confidence in this child? Describe at least 5 ways.

2. How would you go about achieving this level of confidence?

V. PERSONAL CARE REFLECTION PROJECT: PART II (25%)

DUE: Monday, March 14
Format: typed, 12-point, double-spaced; single-spaced for charts
Concept: Reflection of what you will learn about yourself on practicum

The ‘Personal Care Reflection Paper: Part II’ is completed in 2 parts:

“It seems many of us care for others far more diligently than we care for ourselves” (Uustal, 1992).

This project continues on from to first project to examine how you reflect-in-action during your practicum. What do you notice about your interactions with the people you interact with in terms of self-care? And other pertinent questions.
Valuing Your Wellness

You will be working on this exercise during and after your practicum (Parts 1 & 2).

James Smith, a 19th century philosopher believed that if you want to make changes in your life there are three ground rules: start immediately, make not exceptions and tell everyone so you’ll have people’s support. (in Uustal, 1992)

Reflection during the Practicum: You will be writing a paper based on your analysis of how you interact as a caregiver during your practicum. Therefore, you will need to collect personal information about yourself based on (a) what you’ve learned and discovered about yourself thus far (Part 1), and (b) your responses to the ‘Wellness Concepts’ that you selected (Part 2).

Part 1:
Format: written (legible) or typed

You will be required to record 3 – 5 journal entries that reflect what you’ve learned and are learning about your relationships with others in your practicum experience. Each entry should be no longer than a page, therefore, you will need to focus specifically on some incident or issue that came up that day. It should not be a running commentary; it should help you to provide an analysis of how you interact as a caregiver in the practicum.

Part 2: Post – Practicum Paper

Format: typed, 12-point, double-spaced

The Paper

To care effectively and therapeutically for others, you must first know how to care for yourself. Caring for the caregiver is an essential and necessary prerequisite to caring for others. It is essential that there be a balance between self-care and caring for others to prepare us for the demands of practice. This paper is based on your personal analysis of how you interacted as a caregiver with the students you worked with on practicum this term.

Examine Parts 1 & 2 of your pre-practicum exercises and consider some of the following questions for your paper: Considering your interactions with practicum students, supervisors, other people you were working with -- how did you do with regard to your own wellness? What are some of the ways you nurtured yourself? Was it enough? Did
you put yourself first? Did you value what you did? What was the result of inconsistent self-care in your life? How did you take care of yourself? What did you do that indicated that you valued caring for the caregiver in yourself? Did you do well; or did you do too little? Think of your own questions based on your own analysis. And, most importantly, how can you improve your interactions through your new knowledge of how to nurture yourself? **Make sure you consider your questions in the context of your relationships with people during the practicum in terms of you as the caregiver.**

PERSONAL CARE RESEARCH PROJECT: Part II (25%)
Mark Sheet (20 marks)

Your grade is based on the extent to which your reflection includes:

- a reflective journal of your interactions with students 0 1 2 3 4 5 teachers, other EAs

- analytical research in the area you are covering 0 1 2 3 4 5

- a discussion and reflection on the relationships 0 1 2 3 4 5 with people during the practicum in terms of you as the caregiver

- concluding remarks that tie your ideas together 0 1 2 3 4 5

**TOTAL**

20
PERSONAL CARE RESEARCH PROJECT (25%)
Mark Sheet

Your grade is based on the extent to which your reflection includes:

- analytical research in the area you are covering
  
  0 1 2 3 4 5

- a thorough discussion of the personal care area that you have selected
  
  0 1 2 3

- a discussion and reflection of how your area will impact your work as an EA
  
  0 1 2 3 4 5

- concluding remarks that tie your ideas together
  
  0 1 2

TOTAL

15

PERSONAL CARE REFLECTION PROJECT: PART I (20%)
Mark Sheet

Your grade is based on the extent to which your reflection includes:

- an overall analysis of your wellness behavior
  
  0 1 2 3 4 5

- a discussion of how you continue to meet the needs of others in your personal and professional life
  
  0 1 2 3 4 5

- an analysis of how you take care of yourself rather than focus on taking care of others
  
  0 1 2 3 4 5

- an analysis of the extent to which you are doing well in selected items from your coded list (i.e., physical, emotional, social, etc.)
  
  0 1 2 3 4 5
PERSONAL CARE REFLECTION PROJECT – Mark Sheet (15% of final grade)

Your grade is based on the extent to which your reflection includes:

- an overall analysis of your wellness behavior 0 1 2 3 4 5
- a discussion of how you continue to meet the needs of others in your personal and professional life 0 1 2 3 4 5
- an analysis of how you take care of yourself rather than focus on taking care of others 0 1 2 3 4 5
- an analysis of the extent to which you are doing well in selected items from your coded list (i.e., physical, emotional, social, etc.) 0 1 2 3 4 5
STRESS AND BURNOUT ACTIVITY (20%)

The overall evaluation of your ‘debugging plan’ is graded by the following system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Criteria met:</th>
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<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
<td>Excellent</td>
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<tr>
<td>A</td>
<td>90-94</td>
<td></td>
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<tr>
<td>A-</td>
<td>85-89</td>
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<tr>
<td>B+</td>
<td>80-84</td>
<td>Above average</td>
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<tr>
<td>B</td>
<td>75-79</td>
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<td>B-</td>
<td>70-74</td>
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<tr>
<td>C+</td>
<td>65-69</td>
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<tr>
<td>C</td>
<td>60-64</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
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</tbody>
</table>

Note: Grades must be a ‘C-’ or higher in order to pass a course in EDAS.

Criteria includes: effective preparation of an action plan, reflection on that plan, effective brainstorming, provision and evaluation of alternative solutions, effective steps to alleviate the frustrations.

STRESS AND BURNOUT ACTIVITY (20%)

The overall evaluation of your ‘debugging plan’ is graded by the following system:

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<td>C-</td>
<td>55-59</td>
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</tbody>
</table>

Note: Grades must be a ‘C-’ or higher in order to pass a course in EDAS.

Criteria includes: effective preparation of an action plan, reflection on that plan, effective brainstorming, provision and evaluation of alternative solutions, effective steps to alleviate the frustrations.
EDAS 1130: Final Projects
Next week, on Tuesday, April 4th, and Wednesday, April 5th, you will be responsible for completing several activities (each to be introduced in class). These activities will encompass the remaining 35% of your grade in EDAS 1130. The activities will be performed in small groups.

In order to be prepared for these activities you must bring the following information from the guest speakers that we’ve had from Tuesday, February 28 to Tuesday, March 28. The following is a list of those materials (you should have all of them if you attended the sessions):

- Backcare and Lifting Principles – Laura Turner and Jane Mills
- Sensory Processing – Marc Landry and Janna Luck
- Paper from OTs – starts with ‘Including Children in their School Community’ – Kanchan Pandey
- Indicators: Child Abuse – Erin Rogers
- The Bewildering World of FASD – Liz Bredberg
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>T January 9</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>W January 10</td>
<td>Introduction cont.</td>
</tr>
<tr>
<td>T January 16</td>
<td>‘Friend 2 Friend’ Presentation – Heather McCracken</td>
</tr>
<tr>
<td>W January 17</td>
<td>TBA</td>
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<tr>
<td>T January 23</td>
<td>Farah Jutha and team – Community Health Nurses</td>
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<tr>
<td>W January 24</td>
<td>Farah Jutha and team</td>
</tr>
<tr>
<td>T January 30</td>
<td>Linda Barnes</td>
</tr>
<tr>
<td>W January 31</td>
<td>TBA -- School Board Visit (9:00 – 10:30 a.m.)</td>
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<tr>
<td></td>
<td><strong>Jo-Anne Schaap (Richmond)</strong></td>
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<td><strong>Jennifer Andersen (VSB)</strong></td>
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<td><strong>Noelle Mori (VSB)</strong></td>
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<td><strong>Suzanne Mazoret (N. Vancouver)</strong></td>
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<td></td>
<td><strong>Liz McKay or Liz Crescenzo (Burnaby)</strong></td>
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<td>February 5 – March 2</td>
<td>Practicum</td>
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**EDAS 1130 Personal Care Itinerary (Post Practicum II)**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>T March 6</td>
<td>Class</td>
</tr>
<tr>
<td>W March 7</td>
<td>Nancy a.m.</td>
</tr>
<tr>
<td>T March 13</td>
<td>Dr. Sally Rogow – Literacy</td>
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<tr>
<td>W March 14</td>
<td>Class</td>
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<tr>
<td>T March 20</td>
<td>Pacific Spirit – Fine motor skills/sensory processing</td>
</tr>
<tr>
<td></td>
<td>(all-day workshop; off-campus)</td>
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<tr>
<td>W March 21</td>
<td>Nancy a.m.</td>
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<tr>
<td>Thurs. March 22</td>
<td>Jane Mills, (In-School Support Team)</td>
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<td></td>
<td>Lifting Transferring and back care</td>
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<td></td>
<td>(full-day outdoor activity; off-campus; 9 a.m. to 3 p.m.)</td>
</tr>
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<td>T March 27</td>
<td>Dr. Liz Bredberg, Substance Exposure Resource Team, Sunny Hill Hospital</td>
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<tr>
<td></td>
<td>Presentation: FASD</td>
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<tr>
<td>W March 28</td>
<td>Prevention in Motion – Erin Rogers</td>
</tr>
<tr>
<td></td>
<td>(9 a.m. to 12 noon) Room B030</td>
</tr>
<tr>
<td>T April 3</td>
<td>Final Test</td>
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<td>W April 4</td>
<td>TBA – Final class for term</td>
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<tr>
<td>DATE</td>
<td>TOPIC</td>
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<tr>
<td>T January 10</td>
<td>Happy New Year!</td>
</tr>
<tr>
<td>W January 11</td>
<td>Lori</td>
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<td>T January 17</td>
<td>__________________________</td>
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<td>W January 18</td>
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Practicum – February 6 – 24, 2006
February 6 – 24
Practicum
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TO: Erin Rogers  
Project Coordinator RespectED  

FROM: Lori Levitt, Instructor  
Education Assistant Program  
Langara College  

DATE: March 8, 2006  

RE: Presentation to students at Langara College  

Many thanks for coming in to present to our students on Wednesday, March 15th, 2006 from 9:00 a.m. to 12:00 p.m.  

I have copied the pages that you sent to me and will have a VCR and overhead projector ready.  

The presentation will be held in Room B021; the map should help you find it. B021 is on the basement floor, the same floor you enter the college on. I have enclosed a parking pass. If possible, try to get here on the early side as construction has limited the number of parking spaces available.  

I look forward to seeing you again.  

If you have any questions, I can be reached at 604-323-5774.
TO: Marg McLellan  
President, P.E.N. B.C.
FROM:Lori Levitt  
Education Assistant Program  
Langara College
DATE: March 5, 2004

RE: Presentation to students at Langara College

I am looking forward to having you here as Guest Speaker on Tuesday, March 23 from approximately 9:00 a.m. to 11:30 a.m. The students will benefit greatly from your expertise and knowledge.

The class will be held in Room B008 at the college. I have enclosed a map for your convenience. In addition, I have enclosed a parking pass.

I look forward to meeting you. If you have any questions, please contact me at 604-323-5774.

Lori Levitt  
llevitt@langara.bc.ca
TO: Lynn
FROM: Lori Levitt
Education Assistant Program
Langara College
DATE: March 23, 2004

RE: Application for the Education Assistant Program

Thank you for your interest in the Education Assistant Program. Please find enclosed an application form to the college as well as other documents for application.

The pamphlet outlines the requirements necessary for successfully entering the program. We take approximately 32 students per year. Please note that one of the key areas for consideration is the volunteer work with students with special needs in the school system. However, we do consider volunteer work with children in other settings as well.

For your information: We are having an information session on Thursday, May 6 from 6:00 p.m. to 8:00 p.m. in Room B144 at the college. We will be providing you with a great deal of information and signing you up for an interview at that time.

I hope this provides you with the information you require to apply to our program. If you have any questions, please contact me at 604-323-5774.

Lori Levitt
llevitt@langara.bc.ca
II. TESTS

- Test #1: Term 1 15%
- Test #2: Term 2 15%

The test in Term 1 will cover material in Term 1 only, particularly material related to information related to that presented by guest speakers. You will have to be here and paying attention to do well in this exam. Date: Tuesday, January 31

The test in Term 2 will cover materials in Term 2 only, particularly material related to information related to that presented by guest speakers and with some related to material taken in class. You will have to be here and paying attention to do well in this exam. Date: Tuesday, April 4

IV. STRESS AND BURN-OUT ACTIVITY (20%)

Stress and Burn-out on the job: A debugging plan

On page 8 of the paper, ‘Tools for Personal Growth: Preventing Burnout’, complete ‘Step 1’ (typed) on your own paper. The rest of the activity will be modified below:

Step 2: Now that you have ranked your frustrations on the job, prepare an action plan for your top five frustrations (the ones that you find most frustrating) which is designed to lessen the stress they create for you on and off the job. In planning to overcome your priority frustrations, utilize brainstorming. Type as many alternative solutions as you can think of. Do not try to provide answers to any of them initially.

Step 3 and Step 4 (p. 9)

My Personal Debugging Plan

First Priority Frustration: Steps I could realistically take to overcome this frustration on the job.

Second Priority Frustration…….. Etc.

DUE: Wednesday, March 01, 2006