

# CLASS SYLLABUS



COURSE TITLE: CFCS 241 – Practicum 2  
CLASS SECTION: X01  
TERM: S2024  
COURSE CREDITS: 6  
DELIVERY METHOD(S): Synchronous

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun’s [Territorial Acknowledgement](#).

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<https://camosun.ca/about/covid-19-updates>

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Michelle Jaworsky & Jessica Evans  
EMAIL: [jaworskym@camosun.ca](mailto:jaworskym@camosun.ca) & [evansj@camosun.ca](mailto:evansj@camosun.ca)  
OFFICE: CHW 312  
HOURS: By arrangement with instructor

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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This practicum experience provides an opportunity for students to integrate and consolidate the knowledge, skills and values learned in the program.

PREREQUISITE(S): COM in CFCS 240  
CO-REQUISITE(S): n/a  
PRE/CO-REQUISITE(S): C in: CFCS 210; CFCS 214; CFCS 230 or CFCS 230B; CFCS 250; PSYC 256

## COURSE DELIVERY

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ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	2	14	
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online			
		<b>TOTAL HOURS</b>	<b>240</b>

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon successful completion of the course students will be able to:

- a) use principles of social justice as a foundation for practice and to enhance the quality of life of children, youth, adults and families.
- b) work effectively and proactively within groups, systems and organizations to enhance the quality of services and resources for children, youth and adults.
- c) contribute to the development, implementation and evaluation of integrated support plans for children, youth and adults.
- d) demonstrate interpersonal competencies and establish and maintain positive working relationships with and between individual, families, community partners and the systems that support them.
- e) use knowledge of human and social development across the lifespan to effectively support children, youth, adults and families.
- f) collaborate with others to support children, youth and adults with diverse and changing emotional, physical and health care needs.
- g) practice ethically and responsibly and demonstrate a commitment to personal and professional accountability.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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Have textbooks and notes from previous CFCS courses available. Some are available on D2L.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK	SEMINAR	PREPARATIONS AND ASSIGNMENTS DUE
1	Introductions & Goal Setting	Journal 1 due May 11 <sup>th</sup>
2	Self-Care & Emotional Literacy	Journal 2 due May 15 <sup>th</sup>
3	Midterm Preparation	Journal 3 due May 22 <sup>nd</sup> APIE Assignment Part 1 due May 25 <sup>th</sup>
4	Trauma-Informed Practice	Journal 4 due May 29 <sup>th</sup>
5	Harm Reduction	Journal 5 due June 5 <sup>th</sup> APIE Assignment Part 1 due June 8 <sup>th</sup>
6	Crisis Support Strategies	Journal 6 due June 12 <sup>th</sup>
7	Closing	Journal 7 due June 19 <sup>th</sup>
8	In-Class Assignment (i.e., Journal 8) & Consolidation of Learning	Journal 8 due June 26 <sup>th</sup> APIE assignment Part 2 due June 29 <sup>th</sup>

## STUDENT EVALUATION

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DESCRIPTION	WEIGHTING
Assignment 1: Learning Journals (8)	COM/INC
Assignment 2: APIE Assignment (3 Parts)	COM/INC
Peer-Led Group Facilitation of Seminar Circles	COM/INC
Midterm and Final Learning Outcomes Examples	COM/INC
Missed Class Assignment if Necessary	COM/INC
Successful Completion of Practicum Placement	COM/INC
<b>TOTAL</b>	COM/NC

## CLASS GUIDELINES & EXPECTATIONS

### ATTENDANCE

Please arrive to our class on time and be prepared to participate in discussions and activities. Seminar is an integral part of the practicum course, assisting in the development of the skill and knowledge required to meet the competencies for the CFCS Diploma. Attendance and participation in classes are required and the content is **mandatory**. Therefore, students are required to contact the instructor in advance if they are unable to attend classes and there will be a makeup assignment required for any missed seminars. Missing more than 1 seminar will put you at risk of not passing the course.

### Missed Class Makeup Assignment:

If you miss any seminar, you need to have a minimum 10-minutes discussion (in person or on the phone) with at least two students in your class to learn their perspective of the important aspects of the session missed (both large group and small group). This will also give you the opportunity to offer supportive feedback to them as well (peer support is one intended outcome of seminar small group). Ensure you identify which students you have spoken to. Complete and submit a 450-500-word paper which describes the key elements of the class, along with your own reflections on the subject. This paper should be submitted in the assigned folder on D2L before the next class.

### ASSIGNMENTS

All assignments are to be submitted via D2L by midnight on designated due dates, following APA guidelines. Assignments that are more than 1 week late may result in the student being required to discontinue working at their practicum site until the assignment has been completed and submitted.

### Assignment 1: Learning Journals X 8:

Word Count: Approximately 600 - 750 words each

Due: By midnight on the designated due date in D2L (except journal 8 which is done in class orally)

Document your learning from your practicum experiences and from seminar discussions. Use the feedback you receive from your instructor to help improve your practice, and to deepen your reflective process in your journals. It is recommended that students take a few minutes at the end of their practicum time to record their thoughts immediately, while they are still fresh. Write in first person and focus in on a particular aspect of your learning since the last journal.

See instructions below for each journal:

## Journal 1

**Part 1: Get to Know Your Agency:** Reflect on your initial impressions of this practicum setting, looking at your own individual system context, micro/mesosystem context, exosystem context, the macrosystem context and the chronosystem context. Use the following suggested questions to help guide your responses:

1. Chronosystem: What is the history of this agency? Why did it come into existence? Describe any defining or impactful events that have helped to shape who they are and what they do.
2. Macrosystem: What are the beliefs and values of this agency? What assumptions do they make about people and society? How does this impact the way they deliver service?
3. Exosystem: What is the organizational structure of this agency? How is it funded? What legislation and policies help to guide their work? How are decisions made? What is the physical set up like in terms of space for staff, persons being served, activities, etc.?
4. Micro/mesosystem: What are the relationships like? Among the staff? Between staff and service recipients?
5. Individual: What are your thoughts and feelings related to your first week in practicum and in response to your above observations?

**Part 2: Setting Goals:** In addition to the goals you have for meeting the learning outcomes for this course, consider what other personal/professional goals you have for yourself this term. Reflect on goals you had for yourself after completing your previous practicum.

Do these still apply or do they need to be refined now that you are in your new setting?

What knowledge, skills and values are necessary for you to be effective in this practicum setting specifically?

1. Develop *at least three specific goals* for your own personal development, being as precise as you can (it is required that you use S.M.A.R.T. goal writing)
2. Why are these goals appropriate for you at this time and in this setting?
3. What will you need in place to help you meet these goals?

## Journal 2

For each of these journals, choose and identify **one of the learning outcomes as a focus** for this journal. By the end of the term you need to focus one journal on each of the outcomes.

Each learning journal (2 to 7) needs to follow the format below and include an APA citation/reference, linking theory with practice. Please also include any other reflections from the week that seem relevant and significant to you in addition to the focus topic.

Follow the four steps of the Integration of Theory and Practice (ITP Loop) model below, using the suggested questions to help guide your responses and choose & identify one of the learning outcomes from the green workbook (that most applies to this situation) to use as a lens for deeper understanding:

1. **Retrieve:** Choose one event/incident/activity/interaction/learning opportunity from this week that stands out for you. Be prepared to look at it through the lens of one of the learning outcomes. This step includes an objective gathering of facts and information from a specific experience. Do not form opinions or draw conclusions at this point: **What happened?** What did you see? What did you hear? What did you or other people do? What other relevant information is there that you can objectively make note of, such as from the internal context, the micro/meso context, the exo context, and/or the macro context?

2. **Reflect:** This step is an opportunity to develop greater self-awareness and includes a subjective response to the above situation. **How did you feel?** What thoughts caused you to feel that way? What are your personal assumptions and beliefs that came up or were triggered for you in this situation? How does this situation touch on your values and personal history or similar experiences you have had? How did your worldview, value base and cultural context affect how you saw the situation? **How have your subjective feelings, thoughts, beliefs, worldview and values influenced your actions in this situation? What action did you take (this can include critical reflection or something else)?** What might you do differently? What other choices did you have? How have you made sense of this experience in light of past experiences and future practice? What internal and external factors influenced your decisions? What were you trying to achieve? What are the consequences of your actions for yourself and others? How did others feel? How do you know how others felt?
3. **Relate/Research/Link:** This step is the conscious application of theory to practice. You need to explicitly link this situation with knowledge and theory gained from readings, coursework etc., or do some additional research to help shed light on this experience. This linkage must be cited and referenced in APA.
4. **Respond:** This is an action step. Using the knowledge, ideas and insights uncovered above, **develop a specific plan** for how you will use this information in the future. Answer the questions: What are the major lessons that I can take from this experience? How might I use these lessons in the future when I encounter a similar situation? When you cover the learning outcome of professionalism, address self-care.

**\*Note:** Please use the above headings in your journals: Retrieve, Reflect, Relate and Respond

### Journal 3

Repeat instructions given in journal two using **a different learning outcome.**

### Journal 4

**Note:** Switch this content with another week if you have not had your midterm meeting yet.

**Review the goals** you set for yourself at the beginning of practicum.

- Have you accomplished these? What have you done to work towards these goals? What has stopped you?
- Based on the midterm evaluation (including input from both your instructor and supervisor), please identify three specific S.M.A.R.T. goals that you wish to work on for the remainder of this placement and how you plan to achieve them.
- What support do you need to achieve these goals?

**Note:** These may be new goals or they could be revisions of the goals you set at the beginning of practicum.

### Journals 5-7

Repeat instructions given in journal two using **a different learning outcome.**

### Journal 8

This assignment will be an oral sharing in class (i.e., approx. 5-minute summary of your learning that you have prepared.

**Summarize your learning:**

- Review the goals you set for yourself at midterm. Have you accomplished these? What have you done to work towards these goals? What barriers got in your way?
- What are the top 3 things you learned during this practicum experience?
- What positive feedback did you get about your practice skills?
- Based on the final evaluation process (including input from both your instructor and supervisor), please identify three new goals that you plan to carry forward into your future work/studies in Human Services.

**Assignment 2: APIE (Assessment, Planning, Implementation, Evaluation) Assignment (3 parts)**

You can choose to base this assignment on information gathered for one of the above learning outcome journals or a different situation. Conversely, you can use the information gathered from this assignment as the basis for one of your learning outcomes journals and/or learning outcome examples in workbook.

Students are to engage in assessing, planning, implementing and evaluating activities during their practicum (A.P.I.E.). Professional, objective observational and recording skills are expected throughout this assignment.

**Part 1: Assessment**

**Word Count:** 500-600 words

Choose an individual or group in your agency as a focus for this assignment. Write one paragraph to briefly describe the context of the situation. Using information gathered from various sources, including objective observations, discussions, files etc., do an *Assessment* of the situation. **You can use the chart on the following page as a template.** Your assessment should consider each of the following perspectives:

- **Individual System Context:** Developmental, biological, physical, emotional, mental, spiritual internal *strengths and challenges*
- **Micro/Mesosystem Context:** Interpersonal *strengths and challenges*
- **Exo/Macrosystems Context:** Not personal, include *both strengths and challenges* of: community context, cultural context, policy/legislation, political systems, collective access to resources, social norms, societal limitations/discrimination, societal privileges, societal assumptions/ values of the situation or the person’s characteristics, etc.

<i>Multi-Lens Assessment</i>	<b>Issues/Challenges</b>	<b>Strengths/Resources</b>
Individual System		
Micro/Mesosystem		
Exo/Macrosystem Context		

## Part 2: Planning

**Word Count:** 500-600 words

Based on your assessment in Part 1, plan an activity/intervention to address the situation. The plan needs to address at least one of the above, assessed contexts. Discuss this plan with your field supervisor. The 'activity' you plan can range from a minor intervention (i.e.: a plan for interacting with a particular individual/family) to a larger activity (i.e.: planning for a group/community event). Use the following format to help formulate a plan:

**Step 1:** Collaborate *with* the people involved as much as possible in planning

**Step 2:** Prioritize the issues in the assessment & identify some solutions to target the main issue (i.e., brainstorm potential interventions considering strengths & challenges) and create a clear goal to address the issue)

**Step 3:** Choose a strategy (action must be realistically achievable)

**Step 4:** Write the paper that outlines two possible actions, your reasons for choosing one of them for action, and a brief description of what you plan to do

## Part 3: Implementation & Evaluation

**Word Count:** 400-500 words

Implement your planned activity/intervention from Part 2. You may be assisting another staff person with this, or doing it yourself. Submit a brief evaluation of your activity to your instructor answering the following questions:

- Briefly describe your action taken.
- What worked well? (How do you know?)
- What didn't work well? (How do you know?)
- What would you do differently next time?
- What might be a follow-up action you could take?

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

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Support Service

Website

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Academic Advising

<http://camosun.ca/advising>

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Accessible Learning

<http://camosun.ca/accessible-learning>

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Support Service	Website
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.



### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.