



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Department of Community, Family & Child Studies**

**CFCS 110**  
**Foundations for Practice**  
**Fall 2012**

**COURSE OUTLINE**

The calendar description is available on the web @

<http://camosun.ca/learn/calendar/current/web/cfcs.html#CFCS110>

**Description**

This course assists students in developing a framework for practice in CFCS. Principles and concepts of social justice, human rights, diversity and inclusion are introduced. Students will explore the ways in which these principles are applied to practice with individuals, families, groups and organizations.

*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

**1. Instructor Information**

(a) Instructor	Robin Fast
(b) Office hours	As Posted
(c) Location	WT 111B
(d) Phone	250 370 3205 <b>Alternative:</b> _____
(e) E-mail	fast@camosun.bc.ca
(f) Website	<a href="http://camosun.ca/learn/programs/cfcs/">http://camosun.ca/learn/programs/cfcs/</a>

**2. Intended Learning Outcomes**

Upon successful completion of this course, the student will be able to:

- 1. Demonstrate an understanding of values and attitudes that affect the full and equal citizenship of individuals and groups in our society.**
  - Identify and describe own values and attitudes about individuals and groups who are marginalized.
  - Describe values and attitudes held by others about those who have social, cultural, gender, physical or intellectual diversities.
  - Describe the historical influence of cultural and societal attitudes and beliefs on the development and delivery of human services and supports.
- 2. Use knowledge of human rights, social justice, and inclusion to identify practices that promote full and equal citizenship.**
  - Recognize and identify legislation and social policy that protects human rights.
  - Describe ways in which the principles of social justice and inclusion are demonstrated in today's society.
  - Identify and describe groups and organizations that advocate for individuals and groups who are marginalized.
  - Demonstrate an understanding of the skills and knowledge required for effective advocacy.

**3. Apply knowledge of individual, family, social and cultural diversity to practice with individuals, families, and groups.**

- a) Recognize and describe the spectrum of individual, family, cultural and social diversity that exists in our community.
- b) Identify personal and professional practices that are respectful and supportive of, individual family and group diversity.

**3. Required Materials**

CFCS 110 Foundations for Practice Course Pack

**4. Course Content and Schedule**

This is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, co-operative learning, and guest speakers.

**General Considerations:**

Please arrive at class on time and be prepared to participate in discussions and activities. Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Students are required to contact the instructor in advance if they are unable to attend classes.

Written assignments must be submitted as a Word or Open Office document via D2L. File names should include your name for easy reference. Written assignments must be typed and double spaced and follow APA guidelines. Pay particular attention to page numbering and headers, line spacing, font and font size, the citation of source material, and cover page format.

Spelling, grammar and presentation of the material will be taken into consideration when assignments are graded.

**Late Policy:**

In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **Marks will be deducted for assignments/projects if prior arrangements have not been made with the instructor.**

*This schedule is subject to change depending upon availability of resources.*

***Readings refer to CFCS 110 Coursepack readings-***

DATE	TOPIC	PREPARATION
<b>Week 1</b>	Orientation to Community, Family and Child Studies	
<b>Week 2</b>	Introduction to CFCS 110 Key Concepts and Themes	Reading #1 pp. 1- 17
<b>Week 3</b>	What is social justice, and why are we concerned with it?	Reading # 1 pp. 26, 27, Useful definitions.
<b>Week 4</b>	Power of Language	Reading #2
<b>Week 5</b>	Historical, social and cultural attitudes and influences on supports/services	Reading #3
<b>Week 6</b>	Developing attitudes values & beliefs	
<b>Week 7</b>	Human rights legislation	Reading #4 (be familiar with legislation)

<b>Week 8</b>	Effective advocacy in the human services	Reading #5
<b>Week 9</b>	Promoting full and equal citizenship in the community	Reading #4 Section: From exclusion to equality
<b>Week 10</b>	Differences and honoring diversity	
<b>Week 11</b>	Privilege and power Understanding and responding to prejudice and discrimination	Reading #7 Explore “Speak Up” handbook on line at <a href="http://www.tolerance.org/handbook/speak/speak">http://www.tolerance.org/handbook/speak/speak</a>
<b>Week 12</b>	Student presentations	
<b>Week 13</b>	Student presentations	
<b>Week 14</b>	Integration of Learning	

## 5. Basis of Student Assessment (Weighting)

<b>1. Learning Summaries</b>	<b>30%</b>
<b>2. Social Justice Issues in Film and Books paper</b>	<b>30%</b>
<b>3. Social Justice Organization presentation/handout</b>	<b>30%</b>
<b>4. Participation</b>	<b>10%</b>

### Evaluation of participation includes:

- Active and respectful participation in classes
- Regular attendance
- Adequate preparation for classes (completing assigned readings & assignments)
- Contributions to small group and large group discussions
- Respectful behavior toward classmates and instructor (including having mobile phones turned off during all classes)
- Awareness of own behavior and its effect on others

### 1. Learning Summaries

**Due dates:** Summary Submission 1-5 – October 21<sup>st</sup>  
Summary Submission 6-10 – December 9<sup>th</sup>

**Value:** 30%

The purpose of the Learning Summaries Assignment is for you to reflect on your learning throughout this course, and to express your thoughts, views, and questions about the topics and issues raised in class and in course materials.

You are asked to write a summary following each class. The summary should focus on your learning and your thoughts about the topics, issues, materials, readings and class discussions. Noting your thoughts and ideas after each class will help you to submit comprehensive summaries that reflect your learning in this course.

Submit the weekly summaries twice during the term; Week 7 and Week 14.

Summaries are **not** descriptions what activities occurred in the class – they are your personal response to new information and ideas. You are encouraged to express your own views, and as such, the opinions expressed in your summaries are not judged or marked as "right" or "wrong". Use course material or other sources to support your opinions.

Some questions to guide you in writing and thinking are:

1. What have you learned about social justice concepts and themes from your classmates, classes, readings, and guest speakers?
2. Does this information fit, challenge, or conflict with your views related to social justice concepts?
3. What have you learned about your own and others' values and beliefs related to social justice, diversity, power, oppression, and inclusion?
4. In what ways will your learning and experiences in this course influence your practice as a CFCS professional?

**Grading:** (15 marks possible for each submission – 15 marks x 2 submissions = 30 %)

\* As a guideline, students should submit 4-6 pages each due date. Summaries may be submitted electronically via D2L as a Word or Open Office document.

Consideration will be given to:

- ✓ Connections/links made between course concepts and reflections
- ✓ Demonstrated understanding of course concepts
- ✓ Evidence of thought and effort
- ✓ The effective communication of your thoughts and ideas (reader understands ideas you are expressing)
- ✓ Appropriate use of referencing, writing style is effective, reflects writing expectations for first year College courses

## **2. Social Justice Issues in the Media**

**Due date**      October 23<sup>rd</sup>

**Value:**        30%

In this assignment, students are asked to examine the way in which the books, film and the media portrays and shapes our perceptions about issues of social justice (inclusion, diversity, discrimination, equality, etc.) as they relate to individuals or groups who are "devalued" or "marginalized" by our society.

**Students will select a book (fiction or non-fiction), a film or a news story (from a reliable, credited source) that focuses on the experiences of an individual or group of people who are considered to be marginalized or devalued. You are encouraged to discuss the suitability of your selection for this assignment with the instructor.**

**If you need ideas for films or books:**

<http://www.disabilityfilms.tripool.com>

<http://www.classism.org/resources/class-wealth-power-resistance-and-social-justice>

**In a 5 – 6 page typed and double-spaced paper, answer the following questions:**

1. Briefly describe the book or film (set the stage, introduce the topic)
2. Identify the social justice issues that are raised in the work you have chosen, and discuss why this particular individual or group is perceived as marginalized.

3. How is the individual or group portrayed in the story? Is the portrayal positive or negative? Provide examples or descriptions from the article/story that support your viewpoint including words, language and images that contribute to the portrayal. How are these words or images valuing or devaluing? How do they contribute to positive or negative views and beliefs?
4. How did you respond or react to the story? Did the language, words or images used to tell the story influence your response?

Grading:

Consideration will be given to:

- ✓ The clarity, flow and organization of thoughts and ideas
- ✓ Appropriate choice of book or film
- ✓ Opinions supported by evidence
- ✓ Appropriate use of referencing, writing style is effective, reflects writing expectations for first year College courses
- ✓ Evidence of thought and effort, thoroughness of answers
- ✓ Overall presentation of the material (grammar, spelling, etc.)

### **3. Social Justice Organizations and Movements**

**Due date:** Handout – November 20<sup>th</sup>  
Presentation – November 21<sup>st</sup> or 28<sup>th</sup> as assigned by instructor.

**Value:** Handout 15%  
Presentation 15%

**In this assignment, students are asked to identify and research organizations or movements that exist to promote some form of social justice, nationally or globally.**

The purpose of this assignment is for students to become familiar with the array of organizations and movements that promote social justice and to work collaboratively in small groups to prepare and present information about the topic to the class.

**Students will be provided with a list of organizations, and have the option to select another organization of interest. Check with the instructor before you begin your research to ensure the suitability of your choice and to avoid duplication.**

1. Prepare and submit a 2-page handout describing the organization or movement chosen for this project, and present an overview of the organization to the class.
2. The handout should include:
  - The mission statement, vision, or mandate of the organization, its goals.
  - A description of the aspect of social justice that this organization or movement is seeking to promote.
  - A description of the ways in which the principles of social justice are promoted by this organization
3. Information in the handout should be in your own words. Proper referencing of direct quotes and materials from websites is required.
4. Prepare a 10-minute presentation that informs the class about the mission, goals and purpose of the organization. You may express this information through role-plays, dramatizations, or other creative means.

**Grading:**

#### **Handout (15%)**

Consideration will be given to:

- ✓ The clarity, flow and organization of thoughts and ideas
- ✓ Evidence of thought and effort
- ✓ Overall presentation of the material (grammar, spelling, etc.)
- ✓ Evidence of integration of course materials and discussions
- ✓ Materials submitted in the handout must be properly referenced, and in the students' own words as much as possible.

### **Presentation (15%)**

Consideration will be given to:

- ✓ Group preparation and organization
- ✓ Clarity, organization and flow of information
- ✓ Effective communication skills
- ✓ Effective use of visual aids, role-plays, etc.

### **Sample rating form for student presentations**

Name of Presenters:

Consider the following in your evaluation of the presentation.

- Group was well prepared for task
- All group members contributed to the presentation
- Presentation was within time limits
- Appropriate use of humour
- Group successfully achieved the goals of the assignment.
- Clear, concise and informative
- Effectively communicated purpose of organization/movement
- Effectively communicated aspects of social justice
- Effective use of visual aids, role-plays, etc.

Total: ( /15)

Comments:

## **4. Social Justice Organizations and Movements Websites**

**Acorn Canada** is a Canadian network of community unions, that builds organizations of low and moderate income families in the communities where they live to take action on issues of community concern.

<http://www.acorncanada.org/>

**The Roeher Institute** is a leading policy-research and development organization. Its mission is to generate knowledge, information and skills to secure the inclusion, citizenship, human rights and equality of people with intellectual and other disabilities.

<http://www.roeher.ca>

**Assembly of First Nations** The Assembly of First Nations (AFN) is the national representative organization of the First Nations in Canada.

<http://www.afn.ca>

**Project Ploughshares** an agency of the Canadian Council of Churches, it provides expertise and analysis to the Council and its members on peace and security issues, and assists them in shaping an ecumenical response to those issues

<http://www.ploughshares.ca/index.html>

**Canadian Association for Community Living (CACL)** is committed to defending the rights and advocating for the interests of individuals with intellectual disabilities, and to promoting research and information that will further these objectives.

<http://www.cacl.ca>

**Me to We** is about living our lives as socially conscious and responsible global citizens, engaging in daily acts of compassion and kindness, building meaningful relationships and community, and considering the impact on *We* when making decisions in our own lives.

<http://metowe.org>

**National Network on Environments and Women's Health (NNEWH)** is focused on creating strategies for effective change through an understanding of relevant policy issues related to the health of all women in Canada.

<http://www.nnewh.org/index.php>

**Justice for Girls** is a non-profit organization that promotes freedom from violence, social justice and equality for teenage girls who live in poverty.

<http://www.justiceforgirls.org>

**Canadian Center for Policy Alternatives The CCPA** is an independent, non-partisan research institute concerned with issues of social and economic justice.

<http://www.policyalternatives.ca/>

**Raising the Roof** is a Canadian national charity dedicated to long-term solutions to homelessness.

<http://www.raisingtheroof.org/au-our-index.cfm>

**Amnesty International** is a worldwide movement of "ordinary" people who work together to achieve extraordinary results. They help protect individuals and communities around the world whose human rights are under attack.

<http://www.amnesty.ca>

**The Canadian Race Relations Foundation** aims to help bring about a more harmonious Canada that acknowledges its racist past, recognizes the pervasiveness of racism today, and is committed to creating a future in which all Canadians are treated equitably and fairly.

<http://www.crr.ca>

**Rights & Democracy** (International Centre for Human Rights and Democratic Development) is a non-partisan organization with an international mandate. It was created by Canada's Parliament in 1988 to encourage and support the universal values of human rights and the promotion of democratic institutions and practices around the world.

<http://www.ichrdd.ca>

**First Nations Child and Family Caring Society of Canada** promotes the well-being of all First Nations children, youth, families and communities.

<http://www.fncfcs.com/home.html>

**Egale Canada** is a national organization that advances equality and justice for lesbian, gay, bisexual, and trans-identified people and their families across Canada.

<http://www.egale.ca/>

**The Canadian Feminist Alliance for International Action (FAFIA)** is a coalition of over 50 Canadian women's equality-seeking and related organizations.<sup>1</sup> FAFIA's mandate is to further women's equality in Canada through domestic implementation of its' international human rights commitments.

<http://www.fafia-afai.org>

**The Canadian Civil Liberties Association** is a non-profit, non-government law-reform organization dealing with issues of fundamental civil liberties and human rights that affect those who live all across Canada.

<http://www.ccla.org/>

**The Council of Canadians** is Canada's pre-eminent citizens' watchdog organization, comprised of over 100,000 members and more than 70 Chapters across the country.

<http://www.canadians.org/>

**Ceasefire.ca** is an initiative whose mission it is to provide people with Web-based tools to take political action and promote peace, disarmament and social justice. <http://www.ceasefire.ca/>

**The Center for Social Justice** is an Advocacy organization that seeks to strengthen the struggle for social justice.

<http://socialjustice.org/>

**CorpWatch** counters corporate-led globalization through education, network building and activism. They work to foster democratic control over corporations by building grassroots globalization a diverse movement for human rights and dignity, labor rights and environmental justice

<http://www.corpwatch.org/>

**Earth Island Institute** works for solutions to environmental problems by promoting citizen action and developing and supporting projects that counteract threats to the biological and cultural diversity that sustain the environment. Through education and activism, these projects promote the conservation, preservation, and restoration of the Earth.

<http://www.earthisland.org/>

### **Canadian Fair Trade Association**

A Canadian non-profit organization dedicated to improving the quality of life for Third World produce farmers, harvesters and their families.

<http://www.fair-trade.ca/en/>



## 6. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

\* C is the minimum grade for successful completion of CFCS 110. All assignments must be completed successfully in order for students to meet the course requirements.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.  
<http://www.camosun.bc.ca/policies/policies.html>

### Academic Integrity

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website:  
<http://camosun.ca/learn/becoming/policies.html>