



**CFCS 241**  
**Practicum 2**  
**Winter 2013**

## **COURSE OUTLINE**

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### **Course Description**

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

⌘ *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.*

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### **1. Instructor Information**

**Instructor:** Martha McAlister and Denise Hodgins  
**Office Hours:**  
**Location:** WT111A / WT111B  
**Phone:** 250-370-3245 / 250-370-3473  
**Email:** [mcalisterm@camosun.bc.ca](mailto:mcalisterm@camosun.bc.ca) / TBA

### **2. Intended Learning Outcomes**

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

1. Use a social justice perspective as a foundation for practice with children, youth, adults, and families in community.
2. *Apply knowledge of family, group and organizational structures and systems in practice settings*
3. *Apply knowledge of critical thinking skills, creative solutions and principles of effective leadership to strengthen individual, family and community capacity*
4. Establish and maintain effective working relationships with and between individuals, their families, and the systems that support them
5. Use knowledge of human development to effectively support children, adults and families
6. Apply knowledge of the dimensions of health to promote and support the health, safety and well being of self and others
7. Apply knowledge of personal and professional ethics and accountability to practice

### 3. Basis of Student Assessment (Weighting)

#### EVALUATION OF LEARNING AND GRADING

This course will be graded as Satisfactory or Unsatisfactory.

To achieve a “satisfactory” rating students must:

- Receive Satisfactory ratings in all practicum objectives and learning outcomes, as determined by your instructor
- Attend and participate in weekly seminars
- Complete Learning Journals and submit weekly
- Complete **all** assignments with a “satisfactory” grade (Assignments will be sent back for revisions if they are below satisfactory.)

#### Class participation

- Pre-class preparation (readings etc)
- Arriving at class on time, and consistent attendance
- Constructive and appropriate comments in class
- Participation in in-class assignments and exercises
- Active and appropriate participation in class discussions and group work
- Active and respectful listening
- Respectful and considerate behaviour toward others (including having mobile

#### ATTENDANCE

Please arrive at 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 CFCS Diploma. Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes. **There will be a makeup assignment required for any missed seminars. Missing more than three seminar classes will put you at risk of failing the course.**

#### ASSIGNMENT SUBMISSIONS

- All assignments are to be submitted via D2L by midnight on designated due dates.
- Written assignments must follow APA guidelines.

#### ACADEMIC INTEGRITY

The School of HHS is committed to 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 these 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.

Camosun College’s Plagiarism: Definition and Consequences Policy (E-2.5.1)

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

## 4. Course Content and Schedule

### Schedule of Topics

\*This schedule is subject to change depending upon class needs.

Date	Seminar	Assignments Due
Jan 11	Introduction, Course Overview	
Jan 18	ORAPIE in Practice Goals, Journals	
Jan 25	Practice issues from the field	
Feb 1	Practice issues from the field	Get to know your agency assignment due
Feb 8	Practice issues from the field	
Feb 15	<b>Prepare for mid-term</b>	APIE assignment part one due
Feb 22	No Seminar	
Mar 1	Practice issues from the field	
Mar 8	Practice issues from the field	APIE assignment part two due
Mar 15	Practice issues from the field	
Mar 22	Practice issues from the field	
Mar 29	No Seminar	
Apr 5	Prepare for final evaluations	APIE assignment part three due
April 12	Consolidation of learning	

#### Assignments for CFCS 241 include:

- Assignment 1: 12 Learning Journals
- Assignment 2: Get to Know Your Agency
- Assignment 3: APIE (In 3 Parts)
- Learning Outcome Examples (in practicum workbook for students) prepared for midpoint and final evaluation meetings
- Missed Class Assignment (if necessary)

#### **Assignment 1: Learning Journals X 12:** (approximately 450-550 words each)

Due: Each **Thursday**, beginning your first practicum week.

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, including the following:

### Journal Entry Content:

1. **Choose it:** Focus on ONE event/incident/activity/interaction/learning opportunity from the week that stands out for you as significant
2. **Describe it OBJECTIVELY:** Basic, descriptive, objective observations: What did you see/hear?
3. **Describe it SUBJECTIVELY:** How did you feel? What thoughts caused you to feel that? What did you do? (thoughts, feelings, actions)
4. **Critically reflect on it:** Use the following sample questions to stimulate thinking:
  - What did you do well? What would you like to do differently? What other choices did you have? What will you change? How have you made sense of this experience in light of past experiences and future practice?
  - What are your assumptions? What are the underlying root causes? 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?
5. **Apply it:** Talk about how this event connects to your learning from CFCS course key themes (such as social justice, strength-based practice, human development, professionalism, systems lens, etc.) Applying theory to practice, provide explanations and assessments that stem from your observations. NOTE: You may choose a different learning outcome to focus on each week.

### Required Additional Journal Entry Content:

1. In **Entry # 6**, (or after your mid-term evaluation) you need to include the following:
  - 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 mid-term evaluation process (including input from both your instructor and supervisor), please identify three specific goals that you wish to work on for the remainder of this placement and how you plan to achieve them. Do you need any support 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.
2. In **Entry # 12**, you need to include the following:
  - Review the goals you set for yourself at mid-term. Have you accomplished these? What have you done to work towards these goals? What has stopped you?
  - What are the top 5 things you learned during this practicum experience?
  - What practice skills are you best at?
  - Based on the final evaluation process (including input from both your instructor and supervisor), please identify three specific goals that you plan to carry forward into your future work/studies in Human Services.

## **Assignment 2:**

### **Get to Know Your Agency** (800-1000 words)

Due: end of 2<sup>nd</sup> week of practicum (February 1)

Spend some time familiarizing yourself with your practicum placement. By asking questions, reviewing policies, observing interactions, reading any other material provided, answer the following questions.

- What are the number, qualifications, and structure of staff?
- How do they receive their funding?
- Describe their mission/philosophy/history.
- Describe the relationships you see between staff members, and between clients and staff (with examples to back up your observations).
- How does your agency engage in O.R.A.P.I.E. (observation, recording, assessment, planning, implementation, evaluation)? Give specific example to back up your description.

## **Assignment 3:**

### **Assessment, Planning, Implementation, Evaluation (APIE)** (three part assignment)

Due: Part 1: February 15; Part 2: March 8 ; Part 3: April 5

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 one: Assessment** (550-600 words): Choose an individual or situation 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 below as a template. Your assessment should consider each of the following perspectives:
  - **Internal context** (Developmental, biological, physical, emotional, cognitive – *include both challenges and strengths*)
  - **Interpersonal context** (Microsystem relationships - *include both challenges and strengths*)
  - **Macro and exo systems context** (community, employment, access to resources etc - *include both challenges and strengths*)

<i>Multi-lens Assessment</i>	<b>Issues/Challenges</b>	<b>Strengths/Assets</b>
Internal context		
Interpersonal context		
Macro/exo systems context		

- **Part two: Planning** (550-600 words): Based on your assessment, plan (or assist with) an activity/interaction/intervention to address your situation. The plan needs to demonstrate a foundation in at least one of the above perspectives. 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) to a larger activity (i.e.: planning for a group event). Use the following format to help formulate a plan:

1. **Step one:** work *with* the individual(s) as much as possible
2. **Step two:** prioritize issues then choose a focus for planning
3. **Step three:** identify alternative solutions for target issue (ie: brainstorm potential interventions considering strengths and challenges)
4. **Step four:** choose a strategy (action must be realistically achievable)

Submit a paper that outlines your list of possible actions, your reasons for choosing a particular action, and a brief description of what you plan to do.

- **Part three: Implementation and Evaluation:** (450-550 words) Implement your planned activity/interaction/intervention. 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?

**Note:** These activities can also be used as examples in your evaluation booklet.

**Missed Class Makeup Assignment (mandatory for any missed seminar):**

You need to have a minimum five minute 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 500 word write up which talks about the key elements that were missed in the class, along with your own reflections on the subject. Please submit this write up to your instructor before next class.

## 5. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

#### **Competency Based Grading System (Non GPA)**

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## 6. 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>

*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>*