



**SCHOOL OF HEALTH AND HUMAN SERVICES
COMMUNITY, FAMILY AND CHILD STUDIES DIPLOMA PROGRAM
WINTER 2012**

CFCS 111 - Professional Practice 1

INSTRUCTOR:	Tamara Dalrymple
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PHONE:	
OFFICE/HOURS:	Fisher 314F by appointment
CLASS TIME:	Tuesdays, 10:30 am – 12:20 pm
CLASS ROOM:	WT225
REQUIRED TEXTS:	<ol style="list-style-type: none">1. Bernstein, G. (1999, Second Edition). <i>Human Services? That Must be so Rewarding</i>. Maryland: Paul H. Brookes Publishing Co. Inc.2. Valentino, L. (2009, Fourth Edition). <i>Handle With Care</i>. Ontario: Nelson/Thomson Canada Ltd.3. Hull, G., & Kirst-Ashman, K. (2004). <i>The Generalist Model of Human Services Practice</i>. California: Brookes/Cole-Thomson Learning.



COURSE DESCRIPTION

This course introduces students to the basic skills, knowledge, attitudes and values necessary for professional practice in community, family and child services. Students will develop a personal philosophy for practice, and will begin to examine the responsibilities and obligations of the CFCS professional.

COURSE OUTCOMES

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

1. Articulate a personal philosophy for practice as a CFCS professional.
2. Use written and expressive communication skills that contribute to professional effectiveness.
3. Identify and describe specific professional and legal obligations and responsibilities related to work with children, youth and families.
4. Develop personal management strategies that can enhance personal and professional effectiveness.

LEARNING EXPERIENCES / RESOURCES

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

ASSIGNMENTS**VALUE:**

Philosophy and Values Assignment	15%
Legislation Group Assignment	20%
a) Legislation Info Sheet – submitted by group to D2L	
b) Group Presentations	
Individual Reflection on Group Process	15%
Observation and Recording from Personal Example Assignment	15%
Observation and Recording from Scenario Assignment	15%
Participation	20%

Evaluation of participation includes:

- Pre-class preparation, including reading assignment materials
- Arriving at class on time, and consistent attendance
- Constructive and appropriate comments in class
- Participation 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

GENERAL CONSIDERATIONS

1. Please arrive on time. The instructor will begin on time.
2. Come to class prepared to participate in discussions and activities.
3. All assignments must be typed and double spaced, with a cover page that includes the course name, assignment title, your name and the date. **Assignments are to be handed in via D2L.**

LATE POLICY

All assignments are to be submitted by midnight on designated due dates. 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.**

ATTENDANCE

Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes.

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>

SCHEDULE OF TOPICS and CLASS PREPARATION

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

WEEK	DATE	TOPIC	PREPARATION
1.	Jan 10	○ Introduction: Professional Practice	
2.	Jan 17	○ Why did you choose Human Services? ○ Philosophy	H. S. Chapter One & Three
3.	Jan 24	○ Power over, for, with ○ Protecting Individual Rights	H. S. Chapter Two
4.	Jan 31	○ The Generalist Model	Generalist Chapter One
5.	Feb 7	○ O.R.A.P.I.E. ○ Legislation assigned to groups	H.W.C. Chapter One & Three
6.	Feb 14	○ Legislation, Statutes, Regulations. Standards	H.W.C. Chapter Two
7.	Feb 21	○ Written Reports	H.W.C. Four
8.	Feb 28	○ Groups and Teams ○ Working Relationships	H.S. Chapter Four
9.	Mar 6	○ Conflict Resolution/Communication ○ Work On Presentations	H.S. Chapter Six
10.	Mar 13	○ Legislation Presentations	
11.	Mar 20	○ Professional Development Growth and Renewal	H. S. Chapter Five & Eight
12.	Mar 27	○ History of Human Services	Articles handed out in class
13.	Apr 3	○ History of Human Services	
14.	Apr 10	○ Wrap Up	

GRADING SCALE

A+	90 - 100%	B-	70 - 72%
A	85 - 89%	C+	65 - 69%
A-	80 - 84%	C	60 - 64%
B+	77 - 79%	D	50 - 59%
B	73 - 76%	F	0 - 49%

**C is the minimum grade for successful completion of CFCS 111. All assignments must be completed with a minimum grade of C to meet the requirements of this course*

Assignments

Assignment #1 Philosophy and Values:

Value: 15%
Length: 750-1000 words
Due: February 7, 2012

In this assignment you are asked to examine your values and beliefs about working in human services, and to describe how your philosophy will impact your work. Use the questions below to guide your discussion.

1. Identify your motives for choosing a career in the human services.
2. Describe the attitudes and beliefs you have about working in the human services profession.
3. Where and how did you develop these attitudes and beliefs? Have they changed over time? What events or situations have had an impact on your attitudes and beliefs?
4. Describe your emerging personal philosophy for working in the human services field.

Marking Criteria:

Consideration will be given to:

- Technical skills (grammar, punctuation)
- Effective communication (flow of ideas, language use, understandability)
- Thorough and accurate coverage of topic (assignment completeness, presentation of material, connection to course)
- Insight (analysis, reflection, depth of understanding)

Assignment #2 Legislation Group Assignment:

- a) Legislation Info Sheet – submitted by group to D2L

Value: 10%
Length: 1-2 pages including references
Due: March 13, 2012

- b) Group Presentation

Value: 10%
Length: 10 minutes
Due: March 13, 2012

In this assignment you are asked to research and present a piece of legislation related to Human Services. Groups of students will be assigned a particular piece of legislation (to be assigned on February 7 in class), then complete the following steps:

1. Each member of the group conducts their own research to gather information about the legislation, using the questions below as a guideline.
2. On March 6, some in-class time will be allotted to convene as a group, compare notes and develop a brief presentation for the class.
3. On March 13, each group presents their legislation to the class (about 10 minutes) including an information hand-out of key information.
4. Submit your information handout (one per group) to D2L. Remember to include references.

Use the questions below to guide your research:

1. Who is this legislation designed to support/protect? (i.e.; why do you think it was developed? In response to what need?)
2. Under what authority does it lie? (i.e.: which governing body is responsible for implementation and management?)
3. Look for revisions/changes. (When was it last revised? What do you think instigated a revision?)
4. Who might make use of this legislation (when and why?)
5. Find one additional related support/resource for people affected by this legislation
6. What do you think is the most important aspect of this legislation to convey to your classmates?

Marking Criteria:

Consideration will be given to:

- Technical skills (grammar, punctuation)
- Effective communication (flow of ideas, language use, understandability)
- Thorough and accurate coverage of topic (assignment completeness, presentation of material, connection to course)
- Insight (analysis, reflection, depth of understanding)

Assignment #3 Individual Reflection on Group Process

Value: 15%
Length: 750-1000 words
Due: **March 20, 2012**

Reflect on a group experience you have had, either in this program or in a volunteer or work environment.

1. Describe how your group worked together.
2. How were decisions made in your group?
3. If there was some conflict, how did the group handle it? If not, why not?
4. What other challenges or rewards did your group face?
5. Reflecting on the group experience you are using as an example and on other group experiences you have had, in this program or elsewhere, what have you learned about yourself when it comes to working in teams? Where do you see your potential for more growth?

Marking Criteria:

Consideration will be given to:

- Technical skills (grammar, punctuation)
- Effective communication (flow of ideas, language use, understandability)
- Thorough and accurate coverage of topic (assignment completeness, presentation of material, connection to course)
- Insight (analysis, reflection, depth of understanding)

Assignment #4 Observation and Recording Personal Example:

Value: 15%
Length: 1-2 pages
Due: **April 10, 2012**

In this assignment you are asked to demonstrate an ability to professionally and objectively describe and record behaviour and events.

1. You are asked to conduct two separate observations over the next few weeks. Select an environment where you will be able to discretely observe people and their behaviour. Each observation period should last approximately five minutes.
 - a. Observe and take careful notes during the period of observation.
 - b. Describe the environment, people and interactions. Your observations should answer the questions: who, what, where and when?
 - c. Record your observations on the running record form given out in class.
 - d. Submit your two observations.

Marking Criteria:

Consideration will be given to:

- Technical skills (grammar, punctuation)
- Application of principles of professional documentation skills
- Organization and clarity of information

Assignment #5 Observation and Recording from Scenario:

Value: 15%
Length: 1 page
Due: **April 10, 2012**

1. You are to write one page of “case notes” using the anecdotal format discussed in class. Choose a scenario from *Handle with Care* page 10 – 12, scenario 1.1, or 1.6; answer part A only.

Marking Criteria:

Consideration will be given to:

- Technical skills (grammar, punctuation)
- Application of principles of professional documentation skills
- Organization and clarity of information