



School of Health and Human Services
COMMUNITY, FAMILY AND CHILD STUDIES DIPLOMA PROGRAM
Winter 2012

CFCS 211 - PROFESSIONAL PRACTICE 2

INSTRUCTOR: Enid Elliot
PHONE & email: 386-9326 elliote@camosun.bc.ca
OFFICE: WT 220
CLASS TIME: Thursday, 4:30 pm - 6:20 pm
CLASS ROOM: Paul 111
REQUIRED TEXTS: Reading Course Package and Chandler, *Administering for Quality* (2009)

COURSE DESCRIPTION

This course builds on the knowledge and skills introduced in CFCS 111, with an emphasis on personal and professional ethics and accountability. Students will further develop skills and strategies necessary for effective interpersonal communications and interdisciplinary team work. Lifelong learning and its relationship to personal and professional development is explored.

COURSE OUTCOMES

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

1. Apply principles of caring and effective interpersonal communication to work with individuals, families and groups.
2. Work effectively within, and contribute to, the interdisciplinary team.
3. Make responsible and ethical decisions using effective problem solving skills.
4. Develop strategies to enhance personal and professional development.

<u>ASSIGNMENTS</u>	<u>VALUE</u>	<u>DUE</u>
REACTION PAPERS	30%	FEB 2, FEB 23, MAR 15, APR 5
ETHICAL DILEMMA	25%	MAR 1
CAREER PORTFOLIO	30%	MAR 29
PARTICIPATION	15%	

LATE POLICY

All assignments are to be submitted by 5:30 pm 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 late assignments 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 Diploma Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes.

MAKEUP ASSIGNMENT FOR MISSED CLASSES

If a class is missed for any reason, a makeup assignment is available so that you can maintain your participation marks (please see attached assignments).

EVALUATION

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

****C is the minimum grade for successful completion of CFCS 211, with an overall GPA of C+ required to complete the CFCS program successfully.***

CFCS 211 – Winter 2012

SCHEDULE OF TOPICS and CLASS PREPARATION

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

DATE	TOPIC	PREPARATION
Jan 12	<ul style="list-style-type: none"> ○ Course introduction, ○ Professional attitude 	
Jan 19	<ul style="list-style-type: none"> ○ Professionalism ○ Ethics, responsibility and 	Course Pack module 2
Jan 26	<ul style="list-style-type: none"> ○ Reflective Practice 	CP module 3
Feb 2	<ul style="list-style-type: none"> ○ Administration and Staffing Supervision 	Chandler--Chapter 3 Reaction Paper #1 due
Feb 9	<ul style="list-style-type: none"> ○ Attachment and Teamwork 	Chandler--Chapter 6 (or see Course Pack #8)
Feb 16	<ul style="list-style-type: none"> ○ Ethics—values and beliefs ○ Introduction to Portfolios 	Course Pack Reading #5
Feb 23	<ul style="list-style-type: none"> ○ Ethical issues ○ Personal beliefs and boundaries 	CP Reading #7 Reaction Paper #2 due
Mar 1	<ul style="list-style-type: none"> ○ Burnout ○ Portfolio Development 	Ethical Dilemma due
Mar 8	<ul style="list-style-type: none"> ○ Working ethically 	
Mar 15	<ul style="list-style-type: none"> ● De-escalating potentially aggressive behaviour 	C P Reading #9 Reaction Paper #3 due
Mar 22	<ul style="list-style-type: none"> ○ Introduction to Advocacy 	Course Pack Reading #10 Chandler, Chapter 11
Mar 29	<ul style="list-style-type: none"> ○ Collaboration and Community Connections 	Portfolio assignment due
April 5	Portfolio presentations	Reaction Paper #4 due
April 12	<ul style="list-style-type: none"> ○ Connecting with ECEBC 	

CFCS 211 Assignments W12

Makeup Assignment for any missed class:

Due: by 5:30 pm the day before the following class after the absence (Wednesday afternoon); please submit electronically to eelliote@camosun.bc.ca.

You can choose to do this assignment in order to avoid missing any class participation marks. 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. Ensure you identify which students you have spoken to by using their name in your write up. 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.

Class Participation 15%

It is important that you participate in class. In this class you are practicing what it means to work in a team, collaborating with others and sharing your ideas. If you are a quiet presence, challenge yourself to speak up. In this class we will have folders, which are a way of expressing your ideas to me and help formulate your ideas. I also expect you to share with your classmates. There will be a group activity involving an ethical dilemma and working as a team will be the goal of this exercise.

Assignment One: Reaction Papers x 4

Value: 7.5% x 4 = 30%

Due: (day before class at 5:30 pm)

Please submit a total of 4 reaction papers over the course of the term. Papers will be based on the weekly readings. The first paper must be handed in by . Each paper will be two pages (500 words) in length. **NOTE: Reaction papers must be in APA formatting which includes a cover page, in text citation for article and reference page.**

Each log needs to include the following:

1. A brief summary of the key points from this reading. (e.g. What stands out for you as significant?)
2. Your personal reflections and critical thoughts on this reading (e.g. How might you apply this information in practice? In what ways does this article support or challenge your current knowledge of this topic? What assumptions are surfaced?)

Assignment Two: Ethical Dilemma

Value: 30%

Due: October 27, 2011

The purpose of this assignment is to assess your ability to understand and apply the decision-making framework to an ethical dilemma. Please submit to the D2L drop box. (Approximate length: 1300 words) **NOTE: Ethical Dilemma must be in APA formatting.**

1. Students will use a vignette (dilemma) that is related to their future career path. The vignette will be provided by the instructor.
2. Apply the ethical decision-making framework from the Chapter Two in *The Generalist*. Thoroughly describe each step of the process you used to come to your decision. Also include any alternative decisions and the basis for their rejection. Relate your decision to the ECEBC Code of Ethics.
3. Conclude with a section about your own self-reflective process in relation to the vignette and the decision-making process.

Assignment Three: Career Portfolio

Value: 30%

Due: December 8, 2011

Based on readings and class discussion, create a personal career portfolio illustrating the skills and knowledge necessary for your future career path. This will form the basis of a portfolio which you can continue to work on as you continue with your education and career. **NOTE:** At a *minimum*, please include philosophy statement, cover letter, resume and have a framework developed for adding more content as you go.

Portfolio: 20%

1. Marks will be allocated for overall appearance and thoroughness (organization, clarity, creativity, and accuracy) as well as for thoughtful selection of portfolio evidence.

Presentation: 10%

1. Provide a 3 - 5 minute overview of your portfolio which includes a description of your process and personal learning in putting the portfolio together.
2. Submit a brief (500 words) write up of these reflections. Marks will be given for *meaningful reflection* on the portfolio evidence, as well as reflection on your *process and learning*.

Marking Rubric for Career Portfolio

<p>Exceeds expectations 20/20</p> <p>Well presented; technical proficiency, professional appearance, thorough, creative, organized, current, relevant; includes updated cover letter, resume, philosophy statement, other relevant sections; thoughtful selection of material</p>	<p>Fully meets expectations 16/20</p>	<p>Minimally meets expectations 14/20</p>	<p>Not yet within expectations 10/20</p> <p>Poorly presented, few details, key sections missing, little evidence of thoughtful selection of material; numerous technical errors</p>

Marking Rubric for Career Portfolio – Oral Presentation and Write up

<p>Exceeds expectations 10/10 Shows meaningful reflection on both content and process; Clear, fluent, coherent; maturity of ideas, strong analysis, critical reflection</p>	<p>Fully meets expectations 8/10</p>	<p>Minimally meets expectations 6/10</p>	<p>Not yet within expectations 5/10 Poorly presented, few details, lack of analysis, limited understanding of content or process</p>
<p>← Marking Rubric for Reading →</p>			
<p>Exceeds expectations 3/3 Clearly written, fluent, coherent; thorough coverage of assignment expectations, maturity of ideas, strong analysis, critical reflection</p>	<p>Fully meets expectations 2.5/3</p>	<p>Minimally meets expectations 2/3</p>	<p>Not yet within expectations 1.5/3 Poorly written, difficult to read, few details, missing parts of assignment, lack of analysis, limited understanding of material</p>
<p>← →</p>			

Marking Rubric for Ethical Dilemma

	Exceeds expectations (90%+)	Fully meets expectations (70%+)	Meets expectations minimally (60%+)	Not yet within expectations (60%-)
<p>Technical (APA style references, grammar, punctuation) Effective communication (flow of ideas, understandable, language use)</p>	<p>Very few if any technical errors Careful, thoughtful progression of ideas; fluent, coherent and effective; rich and precise vocabulary very skilled use of sentence/ paragraph/ essay formatting</p>	<p>Some technical errors Logical progression of ideas, unified writing; appropriate vocabulary; proper sentence/ paragraph/ essay formatting</p>	<p>Several technical errors Random or weak organization; simplistic language; Basic formatting</p>	<p>Excessive technical errors Little to no evidence of organization; awkward sentence/ paragraph / essay structure; very difficult for reader to understand</p>
<p>Thorough coverage (assignment expectations covered, appropriate references, supporting evidence, presentation of material)</p>	<p>Detailed coverage; Exemplary research in number and variety of references; thoughtful presentation of material</p>	<p>All expectations of assignment are covered; appropriate quantity/quality references; adequate presentation</p>	<p>All expectations of assignment are covered; minimal quantity/quality of references; minimal quality of presentation</p>	<p>Missing parts of the assignment; Lack of references; little effort into presentation</p>

Insight (development of voice, maturity of ideas, purpose and focus, reflection of meaning)	Depth and complexity of ideas; reflection and insight; clear focus; strong analysis; persuasive arguments; shows strong grasp of subject	Ideas supported by relevant details; focused on a purpose; analysis shows clear understanding of subject	Poor elaboration of ideas; limited details; analysis shows basic understanding of subject	Limited understanding of material; little to no sense of purpose or focus; lack of analysis
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