



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

CFCS 240
Practicum 1
Fall 2012

COURSE OUTLINE

The calendar description is available on the web @

<http://camosun.ca/learn/calendar/current/web/cfcs.html#CFCS240>

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, Martha McAlister, Mary Harber
(b) Office hours	TBA
(c) Location	WT111B, WT111A, WT223
(d) Phone	250-370-3205, 3208, 3223 Alternative:
(e) E-mail	fast@camosun.bc.ca ; mcalisterm@camosun.bc.ca harberm@camosun.bc.ca

2. Course Description

This course provides students with opportunities for practice, observations and interactions in a variety of community settings. Students will begin to integrate core concepts into their practice as CFCS professionals. Students will use a social justice perspective to demonstrate their developing knowledge, skills, values and beliefs as CFCS Professionals.

3. Required Materials

Have available textbooks and notes from previous CFCS courses.

4. Intended Learning Outcomes

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

1. Apply the principles of social justice to practice
2. Begin to apply knowledge of family, group and organizational structures and systems in practice settings
3. Use emerging critical thinking skills 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. Begin to use knowledge of human development to effectively support children, adults and families
6. Begin to apply knowledge of the dimensions of health to promote and support the health, safety and well being of self and others
7. Display an awareness of knowledge of personal and professional ethics and accountability to practice

5. Course Content and Schedule

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

Date	Seminar	
Sept 7	<ul style="list-style-type: none"> • Introduction, Course Overview 	
Sept 14	<ul style="list-style-type: none"> • ORAPIE in Practice • Goals 	
Sept 21	<ul style="list-style-type: none"> • Practice issues from the field 	
Sept 28	<ul style="list-style-type: none"> • Practice issues from the field 	
Oct 5	<ul style="list-style-type: none"> • Practice issues from the field 	
Oct 12	<ul style="list-style-type: none"> • Prepare for mid-term 	
Oct 19	<ul style="list-style-type: none"> • Practice issues from the field 	
Oct 26	<ul style="list-style-type: none"> • Practice issues from the field 	
Nov 2	<ul style="list-style-type: none"> • Practice issues from the field 	
Nov 9	<ul style="list-style-type: none"> • Practice issues from the field 	
Nov 16	<ul style="list-style-type: none"> • Practice issues from the field 	
Nov 23	<ul style="list-style-type: none"> • Prepare for final evaluations 	
Nov 30	<ul style="list-style-type: none"> • Practice issues from the field 	
Dec 6	<ul style="list-style-type: none"> • Consolidation of learning 	

6. Basis of Student Assessment (Weighting)

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 may be sent back for revisions if they are below satisfactory.)

Class participation includes:

- 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 behavior toward others(including having mobile phones turned off during all classes.

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 two seminar classes (including the first orientation session) will put you at risk of failing the course.**

ASSIGNMENT SUBMISSIONS

All assignments are to be submitted via D2L on designated due dates.

Written assignments must follow APA guidelines.

Assignments for CFCS 241 include:

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

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>

Assignment 1: Learning Journals X 12: (approximately 500-600 words each)

Due: Each Thursday, beginning after your first day at your practicum placement.

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:

Entry #	Journal content
Journal 1	<ul style="list-style-type: none"> Describe your most vivid first impressions of your practicum placement. Include a brief description of the environment and the people with whom you are working. Are there people, activities or situations that challenge you? How do you feel about your initial experiences? What do you hope to accomplish at this placement over your time there? What other significant experience have you had this week? Describe the experience and your learning.
Journal 2	<ul style="list-style-type: none"> Describe your responsibilities at this placement. What are the particular issues, tasks or problems you are dealing with? What additional skills or knowledge do you need to be able to effectively deal with these issues? How does this practicum experience compare with your expectations? What other significant experience have you had this week? Describe the experience and your learning.
Journal 3	<ul style="list-style-type: none"> Describe a meaningful event or series of events in which you were involved at your placement. Describe the “who, what, where & when” (objective) and your personal reflection about the event (how you felt about and responded to the situation). What other significant experience have you had this week? Describe the experience and your learning.
Journal 4	<ul style="list-style-type: none"> How are the people with whom you work (staff and individuals) responding to your efforts? Give examples. Describe examples of effective teamwork you have experienced and comment on the skills that you or others have demonstrated that have contributed to an effective team. What skills could you develop or demonstrate that would make you a more effective team member? What other significant experience have you had this week? Describe the experience and your learning.
Journal 5	<ul style="list-style-type: none"> What is the most difficult part of your work? Why? What's the most satisfying part of your work? Why? What do you need, and what can you do to ensure that your work is motivating and satisfying to you? What other significant experience have you had this week? Describe the experience and your learning.
Journal 6	<ul style="list-style-type: none"> What's the best thing that happened today/this week? What do you think is your most valuable/valued contribution? Based on the 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? What other significant experience have you had this week? Describe the experience and your learning.
Journal 7	<ul style="list-style-type: none"> What have you learned about the people with whom you are working (staff and individuals)? What do you have in common? What differences have you found? Write about a person who you find interesting or challenging to be with. Reflect on why this person interests or challenges you. What other significant experience have you had this week? Describe the experience and your learning.
Journal 8	<ul style="list-style-type: none"> Are you aware of how others see you? How do staff & individuals see your role in this placement? Does this perception match or conflict with the way in which you see your role? What other significant experience have you had this week? Describe the experience and your learning.
Journal 9	<ul style="list-style-type: none"> Describe the things that keep you enthused and interested in your placement and the people. Think back on a moment when you felt especially happy or satisfied in your placement,

	<p>and describe what that tells you about yourself.</p> <ul style="list-style-type: none"> • What things can you do to motivate yourself in your work? • What other significant experience have you had this week? Describe the experience and your learning.
Journal 10	<ul style="list-style-type: none"> • How have the initial assumptions, questions, fears, etc. that you had about your role as a practicum student changed since the beginning of your practicum experience? • How have you been affected personally and what have you learned About yourself? About your role as a Human Service Professional? • What other significant experience have you had this week? Describe the experience and your learning.
Journal 11	<ul style="list-style-type: none"> • Describe the three most significant things you have learned at this placement. • What other significant experience have you had this week? Describe the experience and your learning.
Journal 12	<ul style="list-style-type: none"> • Review the goals you set for yourself in Week 6. • Have you accomplished these? What have you done to work towards these goals? What has stopped you? • 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

When answering the above journal questions, please consider the following guidelines for writing reflective journals. All three levels of reflection are important and effort should be made to consider them all in your journal entries:

- **Level One:** *Descriptive thought and basic observations:* What did I see? How did I feel? What did you think? What did I do?
- **Level Two:** *Analytical Reflection:* Using which ever critical lenses apply (e.g. developmental, social justice, systems, strength-based etc) provide explanations and assessments that stem from your observations.
- **Level Three:** *Critical Reflection:* What are my assumptions? What are the underlying root causes? What was I trying to achieve? What are the consequences of my actions for myself and others? How did others feel? How do I know how others felt? What internal and external factors influenced my decisions? What other choices did I have? How have I made sense of this experience in the light of past experiences and future practice? Note: Critical reflection can focus on the content (thinking about *what* we perceive) or process (thinking about *how* we perceive/think)

Assignment 2:

Get to Know Your Agency (800-1000 words)

Due: Sept 28

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 individuals accessing services and staff (with examples to back up your observations).

Assignment 3:

Assessment, Planning, Implementation, Evaluation (APIE) (800-1000 words)

Due: October 19

Observe and record how the agency engages 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. **Note:** These activities can also be used as examples in your evaluation booklet.

- **Assessment:** Using information gathered from various sources, including objective observations, discussions, files etc., develop a full understanding of how the agency engages in *Assessment* of various kinds. This can include assessment of individuals, or assessment of program needs on a broader scale. Use some specific examples to clarify your points. What tools do they use to gather information? What lenses are used? What are some of the strengths of their assessment methods, and what else could be asked? Include an assessment form from the organization in your submission (either scanned and submitted via D2L or brought to the course seminar).
- **Planning** Using information gathered from various sources, including objective observations, discussions, files etc., develop a full understanding of how the agency engages in *Planning* of various kinds. This can include planning for individual receiving services or planning on a broader scale. Use some specific examples to clarify your points. Who is involved with planning? What steps are involved? How is the individual receiving service involved in the process? What are some of the strengths of their planning process, and what else could be asked?
- **Implementation and Evaluation** How does your setting engage in evaluation activities? Give specific examples. This can include formal and informal, individual and program wide evaluations. Who is involved? What is the process? What happens with the information? What are some of the strengths of their evaluation methods, and what else could be asked?

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.

7. Grading System

Competency Based Grading System

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.

8. 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>