



**CFCS 211**  
**Professional Practice 2**  
**Winter 2014**

**COURSE OUTLINE**

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**Course Description**

This course builds on the knowledge and skills introduced in ELC 130, 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.

⊕ *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:** Toni Hoyland  
**Class:**  
**Classroom:**  
**Office Hours:**  
**Location:** Wilna Thomas 220  
**Phone:** 250-370-3237  
**Email:** hoylandt@camosun.bc.ca

**2. Intended Learning 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*

**3. Required Materials**

- (a) Texts: **Chandler, Karen. (2009) *Administering for Quality***
- (b) Other: **CFCS 211 Course Package 2013** and **On Line articles** listed on the weekly schedule

**4. Course Content, Schedule and Class Preparation**

**\*This schedule is subject to change depending on availability of resources and class needs**

<b>Date</b>	<b>Topic</b>	<b>Preparation</b>
<b>Jan.10</b>	<ul style="list-style-type: none"> <li>○ Course Introduction</li> <li>○ Professional</li> </ul>	<b>Access the article: <i>Professionalism: The missing ingredient for excellence in the workplace</i> by M. Parker</b>

	Attitude	Anderson at: <a href="http://secure.ccie.com/library/5016749.pdf">http://secure.ccie.com/library/5016749.pdf</a>
<b>Jan.17</b>	<ul style="list-style-type: none"> <li>○ Professionalism</li> <li>○ Ethics and Responsibility</li> <li>○ ECEBC Code of Ethics</li> </ul>	<p><b>Access the article:</b> Modeling ethical behavior in the classroom by Marjorie Kostelnik at: <a href="https://secure.ccie.com/library/5016034.pdf">https://secure.ccie.com/library/5016034.pdf</a></p> <p><b>Chandler</b> – Chapter 6 – pp 180-192</p> <p><b>Course Package</b> – Week 2 - Ethics</p> <p><b>Bring:</b> ECEBC Code of Ethics</p>
<b>Jan.24</b>	<ul style="list-style-type: none"> <li>○ Reflective Practice</li> <li>○ Introduction to Portfolios</li> </ul>	<p><b>Course package:</b> Week 3 –</p> <ul style="list-style-type: none"> <li>• “<i>Reflective Practice – What Does it Mean?</i>”</li> <li>• “<i>What is a Career Portfolio?</i>”</li> </ul>
<b>Jan.31</b>	<ul style="list-style-type: none"> <li>○ Ethics – values and beliefs</li> <li>○ Personal beliefs and boundaries</li> </ul>	<p><b>Course Package</b> – Week 4 –</p> <ul style="list-style-type: none"> <li>• “<i>Focus on Ethics: Differing Faiths in a Faith Based Program</i>”</li> <li>• “<i>Key Concepts: Beliefs, Values &amp; Ethics</i>”</li> </ul>
<b>Feb. 7</b>	<ul style="list-style-type: none"> <li>○ Working ethically</li> <li>○ Ethical Issues</li> <li>○ Taking Right Action</li> </ul>	<p><b>Course Package</b> – Week 5 –</p> <ul style="list-style-type: none"> <li>• “<i>Focus on Ethics: Misleading the state inspector</i>”</li> <li>• “<i>Ethical Decision Making</i>”</li> </ul>
<b>Feb.14</b>	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Staff Supervision</li> </ul>	<p><b>Chandler</b> – Chapter 5</p> <p><b>Due: Ethical Dilemma Assignment</b></p>
<b>Feb.21</b>	<b>Reading Break</b>	<b>No Class this week due to Reading Break</b>
<b>Feb 28</b>	<ul style="list-style-type: none"> <li>○ Attachment</li> <li>○ Teamwork</li> </ul>	<p><b>Chandler</b> – chapter 5, p. 131, 149</p> <p><b>Course Package</b> – Week 7 –</p> <ul style="list-style-type: none"> <li>• ‘<i>Teamwork stages, development and process in functioning</i>’</li> </ul>
<b>March 7</b>	<ul style="list-style-type: none"> <li>○ Teamwork in the work place</li> <li>○ Portfolio development</li> </ul>	<p><b>Course Package</b> – Week 8 –</p> <ul style="list-style-type: none"> <li>• ‘<i>Helping the team develop</i>’</li> <li>• ‘<i>Cohesive Teaching Teams – What makes the difference?</i>’</li> <li>• ‘<i>Professional portfolio development</i>’</li> </ul>
<b>March 12</b>	<b>Last day to withdraw</b>	<b>Last day to withdraw without academic penalty</b>
<b>March 14</b>	<ul style="list-style-type: none"> <li>○ De-escalating potentially aggressive behaviour</li> </ul>	<p>Non Violent Crisis Intervention Introductory Workshop</p> <p><b>Course Package</b> – Week 9 –</p> <ul style="list-style-type: none"> <li>• ‘<i>Non-violent crisis intervention summary</i>’</li> </ul>
<b>March 21</b>	<ul style="list-style-type: none"> <li>○ Introduction to Advocacy</li> </ul>	<p><b>Chandler</b> – Chapter 10</p> <p><b>Course Package</b> – Week 10 –</p> <ul style="list-style-type: none"> <li>• ‘<i>World Forum in action: big Ideas</i>’</li> </ul> <p><b>Due: NVCI assignment</b></p>
<b>March 28</b>	<ul style="list-style-type: none"> <li>○ Collaboration</li> <li>○ Community Connections</li> </ul>	<p><b>Chandler</b> – Chapter 8</p> <p><b>Course Package</b> – Week 11 –</p> <ul style="list-style-type: none"> <li>• ‘<i>Why adopt an integrated approach?</i>’</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li>○ Connecting with ECEBC</li> <li>○ on-going discussions about professionalism</li> </ul>	<p>Guest Presenter</p> <p><b>Due: Portfolio Assignment</b></p> <p><b>Read Course Package</b> –</p> <ul style="list-style-type: none"> <li>• ‘<i>Reflections with a wary eye: where we have been and where we may go</i>’</li> </ul>
<b>April.11</b>	<ul style="list-style-type: none"> <li>○ Portfolio presentations</li> <li>○ Course summary</li> </ul>	

## 5. Basis of Student Assessment (Weighting)

Assignments	Value	Due
1. Ethical Dilemma	30%	February 14th
2. Non-violent Crisis Intervention	20%	March 21st
3. Career Portfolio	35%	April 4th
4. Participation	15%	on-going

## 6. Grading System

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

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

The following two grading systems are used at Camosun College:

### 1. 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

## 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>

*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>*