



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

**CFCS 114**  
**Professional Practice 1**  
**Winter 2015**

**COURSE OUTLINE**

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**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.

✦ *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:** Michelle Tannock  
**Office Hours:** TBA  
**Location:**  
**Phone:**  
**Email:** tannockm@camosun.bc.ca

**2. Intended Learning Outcomes**

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

1. Apply professional standards and accountabilities to practice
2. Articulate a personal philosophy for practice as a CFCS professional
3. Make responsible and ethical decisions using critical thinking and effective problem solving skills
4. Describe and define the components, roles and responsibilities found in effective team work

**3. Required Materials**

- Valentino, L. (2009, Fourth Edition). *Handle With Care*. Ontario: Nelson/Thomson Canada Ltd.
- O'Hara, A., Levine, K., & Weber, Z. (2010). *Skills for Human Service Practice*. Victoria, Australia: Oxford University Press.
- CFCS 114 additional required readings (available electronically on D2L)

#### 4. Course Content and Schedule

##### 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 9	Introduction: Professional Practice	
2.	Jan 16	Exploring your beliefs, values, philosophy	Reading 1 on D2L: (Human Services Ch.1)
3.	Jan 23	What is a human service worker?	Reading 2 on D2L: (The Generalist Ch.1)
4.	Jan 30	Working relationships; Group dynamics and teams in practice	<b>Assignment one due: philosophy paper</b>
5.	Feb 6	Conflict resolution	Reading 3 on D2L: (Working in Teams) <b>PLUS:</b> S.H.S.P. Ch. 12 (Understanding and managing conflict)
6.	Feb 13	Reading break – NO CLASS	
7.	Feb 20	Professional communication: feedback	<b>Assignment 2 due: teamwork paper</b>
8.	Feb 27	Professional writing	S.H.S.P. Ch. 8 (part two: effective writing) <b>PLUS:</b> H.W.C. Chapter One & Three
9.	Mar 6	Freedom of information and protection of privacy	H.W.C. Chapter Two & Four
10.	Mar 13	What are ethics? Human service ethical issues; Ethical codes	<b>Assignment 3 due: professional writing</b>
11.	Mar 20	Ethical dilemmas; decision-making model	S.H.S.P. Ch. 2
12.	Mar 27	Self in ethical practice: boundaries, self-disclosure, immediacy, mindful attention, self-care	S.H.S.P. Ch. 4
13.	Apr 3	Statutory holiday – NO CLASS	<b>Assignment 4 due: ethical dilemma</b>
14.	Apr 10	Wrap up: Human Service values; Impact of personal values in practice, reflective practice	S.H.S.P. Ch. 1

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

ASSIGNMENTS	VALUE	DUE
1. Philosophy and Values paper	15%	Week 4
2. Team work paper	20%	Week 7
3. professional writing	25%	Week 10
4. Ethical Dilemma paper	30%	Week 13
5. Participation	10%	Weekly

## **Marking Criteria For All Assignments:**

For assignments #1, 2, 4, Consideration will be given to:

- Technical skills (grammar, punctuation, APA)
- 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)

For assignments #3, Consideration will be given to:

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

**NOTE:** ALL assignments must be submitted through D2L using proper APA formatting

## **Makeup Assignment for any missed class (optional):**

**Due:** Six days after missed class.

You can **choose** to do this assignment in order to avoid missing any class participation marks. You need to have a conversation with at least two classmates 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 talking about the key elements that were missed in the class, along with your own reflections on the subject.

## **Class 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 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
- Adherence to other class norms established first day of class.

## **ASSIGNMENT DETAILS**

### **Assignment #1: Philosophy and Values paper**

Assessing learning outcome #2: Articulate a personal philosophy for practice as a CFCS professional

Value: 15%

Length: 750-1000 words

Due: Week 4

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. **NOTE: Make sure you connect it to learning from the program, using APA referencing.**

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. 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?

3. Describe your emerging personal philosophy for working in the human services field. How do you see your personal beliefs and values fitting with those of the profession? Reflecting on what you know as the values of the CFCS professional, what stands out for you as most significant, and how do you see this influencing the way you practice?

### **Assignment #2: Teamwork paper**

Assessing learning outcome #4: Describe and define the components, roles and responsibilities found in effective team work

Value: 20%  
Length: 1000 words  
Due: Week 7

Reflect on a team experience you have had, either in this program or in a volunteer or work environment. Use the following questions to guide your paper. **NOTE: Make sure you refer to team dynamics, such as stages, effectiveness and roles, using APA referencing of course material.**

1. Describe how your team worked together.
2. How were decisions made in your team?
3. If there was some conflict, how did the team handle it? If not, why not?
4. What other challenges or rewards did your team face?
5. Reflecting on the team experience you are using as an example and on other team 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?

### **Assignment #3: Professional Writing**

Assessing learning outcome #1: Apply professional standards and accountabilities to practice

Value: 5 x 5% = 25%  
Length: 1 page each  
Due: Week 10

There are five individual professional writing tasks that comprise this assignment. Based on what you have learned in class and the information in "Handle With Care chapters 1 - 4, complete the following pieces of writing. Each should be no more than one page in length.

1. Incident report (scenario 1.6 a)
2. Letter to parents (scenario 1.6 b)
3. Email to co-workers (scenario 3.1)
4. Memo to supervisor (scenario 3.3)
5. Letter to community partner (scenario 3.16)

### **Assignment #4: Ethical Dilemma paper**

Assessing learning outcome #3: Make responsible and ethical decisions using critical thinking and effective problem solving skills

Value: 30%  
Length: 1300 words  
Due: Week 13

The purpose of this assignment is to assess your ability to understand and apply the decision-making framework to an ethical dilemma.

1. Students will use an ethical dilemma scenario handed out in class related to Human Services.
2. Apply the ethical decision-making guidelines from the Chapter Two in *Skills for Human Service Practice* (p. 27). Thoroughly describe each step of the process you used to come to your decision.

3. Conclude with a section about your own self-reflective process in relation to the scenario and the decision-making process.

### **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 late assignments if prior arrangements have not been made with the instructor. The instructor reserves the right to not accept late assignments.**

### **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.

### **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>

## **6. Grading System**

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

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

### **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>

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