



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

*CFCS 110*  
*Foundations for Practice*  
*Fall 2015*

## **COURSE OUTLINE**

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### **Description:**

This course assists students in developing a framework for practice in CFCS. Principles and concepts of social justice, human rights, diversity and inclusion are introduced. Students will explore the ways in which these principles are applied to practice with individuals, families, and in multi-cultural and aboriginal communities and organizations.

*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.*

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### **1. Instructor Information**

**Instructor:** Robin Fast  
**Office Location:** WT 111B  
**Office Hours:** 11:30-12:30 on Monday, Tuesday, and Thursday  
**Phone:** 250-370-3205  
**Email:** fast@camosun.ca

### **2. Intended Learning Outcomes**

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

1. Demonstrate an understanding of values and attitudes that affect the full and equal citizenship of individuals and groups in our society.
  - a. Identify and describe own values and attitudes about individuals and groups who are marginalized.
  - b. Describe values and attitudes held by others about those who have social, cultural, gender, physical or intellectual diversities.
  - c. Describe the historical influence of cultural and societal attitudes and beliefs on the development and delivery of human services and supports.
2. Use knowledge of human rights, social justice, and inclusion to identify practices that promote full and equal citizenship.
  - a. Recognize and identify legislation and social policy that protects human rights.
  - b. Describe ways in which the principles of social justice and inclusion are demonstrated in today's society.
  - c. Identify and describe groups and organizations that advocate for individuals and groups who are marginalized.
  - d. Demonstrate an understanding of the skills and knowledge required for effective advocacy.
3. Apply knowledge of individual, family, social and cultural diversity to practice with individuals, families, and groups.

- a. Recognize and describe the spectrum of individual, family, cultural and social diversity that exists in our community.
- b. Identify personal and professional practices that are respectful and supportive of, individual family and group diversity.

### 3. Required Materials

Readings will be made available online or provided in class.

### 4. Course Content and Schedule

This is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, co-operative learning, and guest speakers.

Please arrive at class on time and be prepared to participate in discussions and activities. Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Students are required to contact the instructor in advance if they are unable to attend classes.

#### Course Schedule:

*This schedule is subject to change depending upon availability of resources. Readings and weblinks to readings are available on D2L. Additional readings may be assigned.*

DATE	TOPIC	PREPARATION
Week 1 Sept 7	Labour Day (No Class)	
Week 2 Sept 14	Introduction to CFCS 110 Key Concepts and Themes	Reading 1 and 2
Week 3 Sept 21	Defining Social Justice  The Power of Language	Reading 3 and 4
Week 4 Sept 28	Historical, social and cultural attitudes and influences on supports/services	Reading 5 and 6
Week 5 Oct 5	Indigenous history, colonization, and residential schools  Guest Speaker: Robert Wells	Reading 7
Week 6 Oct 12	Thanksgiving (No Class)	
Week 7 Oct 19	Effective advocacy in the human services	Reading 8
Week 8 Oct 26	Human rights legislation  Guest Speaker: Steven Baileys, Inter-Cultural Association	Reading 9, 10, 11, 12, 13, and 14 (As directed by instructor)

Week 9 Nov 2	Promoting full and equal citizenship in the community	Reading 14 and 15
Week 10 Nov 9	Differences and honoring diversity	Reading 16 and 17
Week 11 Nov 16	Privilege and power  Understanding and responding to prejudice and discrimination	Reading 18 and 19
Week 12 Nov 23	Student presentations	Reading 20 (As directed by instructor)
Week 13 Nov 30	Student presentations	
Week 14 Dec 7	Integration of Learning  Test	

## 5. Basis of Student Assessment (Weighting)

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|---|-----|
| 1. Learning Summaries                               | 30% |
| 2. Social Justice Issues in Film and Books paper    | 20% |
| 3. Social Justice Organization presentation/handout | 20% |
| 4. Test (During class on week 14)                   | 20% |
| 5. Participation                                    | 10% |

To pass this course, students must satisfactorily complete all assignments and learning activities with a minimum grade of C for each assignment.

### Assignment Submission

Written assignments must be submitted via D2L. File names should include your name for easy reference. Written assignments must be typed and double spaced and follow APA guidelines. Pay particular attention to page numbering and headers, line spacing, font and font size, the citation of source material, and cover page format. Spelling, grammar and presentation of the material will be taken into consideration when assignments are graded.

All assignments are to be submitted on designated due dates. In some circumstances, students may arrange with the instructor for an extension of an assignment before the due date. Marks will be deducted (5% per day) for assignments if prior arrangements have not been made with the instructor.

### Evaluation of participation includes:

- Active and respectful participation in classes
- Regular attendance
- Adequate preparation for classes (completing assigned readings & assignments)
- Contributions to small group and large group discussions
- Respectful behavior toward classmates and instructor (including having mobile phones muted during classes)
- Awareness of own behavior and its effect on others

## 1. Learning Summaries

**Due dates:** Summary Submission 1 (submission for non-graded feedback) – October 3rd  
 Summary Submission 1-5 – October 24<sup>th</sup>  
 Summary Submission 6-10 – December 12<sup>th</sup>

**Value:** 30%

The purpose of the Learning Summaries Assignment is for you to reflect on your learning throughout this course, and to express your thoughts, views, and questions about the topics and issues raised in class and in course materials.

Make notes following each class. The notes should focus on your learning and your thoughts about the topics, issues, materials, readings and class discussions. Noting your thoughts and ideas after each class as well as taking notes during class will help you to submit comprehensive summaries that reflect your learning in this course.

Submit one summary in September to receive non-graded feedback from the instructor.

Submit the weekly summaries twice during the term, Week 7 (Including a re-submission of learning summary 1) and Week 14.

Summaries are **not** descriptions what activities occurred in the class – they are your personal response to new information and ideas. You are encouraged to express your own views, and as such, the opinions expressed in your summaries are not judged or marked as "right" or "wrong". However, you must use course material or other sources to support your opinions.

Some questions to guide you in writing and thinking are:

1. What have you learned about social justice concepts and themes from the classes, readings, and guest speakers? Be specific about the course content to demonstrate your understanding of course concepts.
2. Does this information fit, challenge, or conflict with your views related to social justice concepts?
3. What have you learned about your own and others' values and beliefs related to social justice, diversity, power, oppression, and inclusion?
4. In what ways will your learning and experiences in this course influence your practice as a CFCS professional?

**Grading:** (15 marks possible for each submission – 15 marks x 2 submissions = 30%)

\* As a guideline, students should submit 5-7 pages each due date. Summaries may be submitted electronically via D2L as a Word or Open Office document.

Consideration will be given to:

- Demonstrated understanding of course concepts
- Connections/links made between course concepts and reflections
- Opinions supported by evidence

- Evidence of thought and effort
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing)
- Appropriate use of referencing
- Effective writing style, reflective of writing expectations for first year college courses

## 2. **Social Justice Issues in the Media**

**Due date:** October 31st  
**Value:** 20%

In this assignment, students are asked to examine the way in which the books, film and the media portrays and shapes our perceptions about issues of social justice (inclusion, diversity, discrimination, equality, etc.) as they relate to individuals or groups who are “devalued” or “marginalized” by our society. Students will do this by examining a “white savior” narrative.

**Students will select a book or film from the list below or negotiate with the instructor for a suitable alternative:**

12 Years a Slave (film); Avatar (film); The Blind Side (film or book); Freedom Writers (film or book); The Help (film or book); McFarland USA (film); The Soloist (film)

**In a 5 – 6 page typed and double-spaced paper, answer the following questions:**

1. Briefly describe the book or film (set the stage, introduce the topic)
2. Identify the social justice issues that are raised in the work you have chosen, and discuss why this particular individual or group is perceived as marginalized.
3. How is the individual or group portrayed in the story? Is the portrayal positive or negative? Describe the role of the ‘white savior’ narrative in the story and its impact on the portrayal of the marginalized group. Provide examples or descriptions from the article/story that support your viewpoint including words, language and images that contribute to the portrayal. How are these words or images valuing or devaluing? How do they contribute to positive or negative views and beliefs?
4. How does this portrayal compare to other portrayals of this group? What have scholars/ social activists/ critics said about the portrayal?
5. How did you respond or react to the story? Did the language, words or images used to tell the story influence your response?

### **Grading:**

Consideration will be given to:

- Demonstrated understanding of course concepts
- Connections/links made between course concepts and reflections
- Evidence of thought and effort
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing)
- Appropriate use of referencing
- Effective writing style, reflective of writing expectations for first year college courses
- Appropriate choice of book or film
- Opinions supported by evidence

## 3. **Social Justice Organizations and Movements**

<b>Due dates:</b>	Handout – November 21st
	Presentation – November 23 <sup>rd</sup> or 30 <sup>th</sup> as assigned by instructor.
<b>Value:</b>	Handout 10%
	Presentation 10%

**In this assignment, students are asked to identify and research organizations or movements that exist to promote some form of social justice, nationally or globally.**

The purpose of this assignment is for students to become familiar with the array of organizations and movements that promote social justice and to work collaboratively in small groups to prepare and present information about the topic to the class.

**Students will be provided with a list of organizations, and have the option to select another organization of interest. Check with the instructor before you begin your research to ensure the suitability of your choice and to avoid duplication.**

1. Prepare and submit a 2-page handout (Submit an electronic copy via D2L on the due date and bring enough copies for your classmates on the day of your presentation.) describing the organization or movement chosen for this project, and present an overview of the organization to the class.
2. The handout should include:
  - The mission statement, vision, or mandate of the organization, its goals.
  - A description of the aspect of social justice that this organization or movement is seeking to promote.
  - A description of the ways in which the principles of social justice are promoted by this organization
3. Information in the handout should be in your own words. Proper referencing of direct quotes and materials from websites is required. Do not use 'brochure' formatting.
4. Prepare a 10-minute presentation that informs the class about the mission, goals and purpose of the organization. You may express this information through role-plays, dramatizations, or other creative means. Do not use videos longer than one minute that have been prepared by the organization or by others.

#### **Grading:**

##### **Handout (10%)**

Consideration will be given to:

- The clarity, flow and organization of thoughts and ideas
- Evidence of thought and effort
- Overall presentation of the material (grammar, spelling, etc.)
- Evidence of integration of course materials and discussions
- Materials submitted in the handout must be properly referenced, and in the students' own words as much as possible.

##### **Presentation (10%)**

Consideration will be given to:

- Group preparation and organization
- Clarity, organization and flow of information
- Effective communication skills
- Effective use of visual aids, role-plays, etc.

### Sample peer rating form for student presentations:

Name of presenters:

Consider the following in your evaluation of the presentation:

- Group was well prepared for task
- All group members contributed to the presentation
- Presentation was within time limits
- Appropriate use of humour
- Group successfully achieved the goals of the assignment
- Clear, concise and informative
- Effectively communicated purpose of organization/movement
- Effectively communicated aspects of social justice
- Effective use of visual aids, role-plays, etc.

## 6. Grading System

☒ Standard Grading System (GPA)

☐ Competency Based Grading System

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

### 2. 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.

## 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, through Student Services or on the College website at [www.camosun.ca](http://www.camosun.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, Enrolment Services, and on the College website at [www.camosun.ca/about/policies/policies.html](http://www.camosun.ca/about/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>*