



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

CFCS 214
Professional Practice 2
Fall 2015

COURSE OUTLINE

Description:

This course builds on the knowledge and skills introduced in CFCS 114, with an emphasis on professional standards, relevant legislation, and leadership models. Students will further develop skills and strategies necessary for interdisciplinary team work. Lifelong learning and its relationship to personal and professional development is explored.

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

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. Work effectively within, and contribute to, the interdisciplinary team
2. Develop strategies to enhance personal and professional development
3. Demonstrate knowledge of strategies that contribute to effective leadership in human services settings
4. Demonstrate knowledge of relevant provincial and municipal legislation and related policies, procedures and regulations that impact practice.

3. Required Materials

Neck, C.P., & Manz, C.C. (2013). *Mastering self-leadership: Empowering yourself for personal excellence* (6th ed.). Upper Saddle River, NJ: Pearson.

Additional readings will be 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 listed, other than those from the Neck and Manz Mastering Self-Leadership (MSL) text, are available through weblinks or as PDF documents on D2L. Additional readings may be assigned.

WEEK	TOPIC	PREPARATION
Week 1 Sept 11	Course Introduction Portfolio Introduction	
Week 2 Sept 18	Leadership	Reading 1, 2, 3, & 4
Week 3 Sept 25	Self-leadership	Reading 5
Week 4 Oct 2	Introduction to Legislation; Organizational Structures	Reading 6 & 7
Week 5 Oct 9	Legislation Sharing	Reading 8
Week 6 Oct 16	Legislation Continued	Reading 9, 10, & 11
Week 7 Oct 23	Leadership Continued	Reading 12
Week 8 Oct 30	Myers-Briggs (MBTI) Guest: Patty McCrodon	MBTI Instrument
Week 9 Nov 6	Interdisciplinary Teams	Reading 13

Week 10 Nov 13	Interprofessional Practice Case Study with Dental Hygiene Students	
Week 11 Nov 20	Interdisciplinary Teams Continued	Reading 14
Week 12 Nov 27	Collaboration and Community Work	Reading 15 & 16
Week 13 Dec 4	Applying for Jobs	Reading 17
Week 14 Dec 11	Portfolio Presentations	

5. Basis of Student Assessment (Weighting)

1. Legislation Research	10%
2. Legislation Impacts Paper	5%
3. Interdisciplinary Team Case Study Plan	5%
4. Interdisciplinary Team Case Study Paper	15%
5. Peer Leadership Facilitator Report	10%
6. Peer Leadership Observer Report	10%
7. Career Portfolio	20%
8. Career Portfolio Reflection Paper	5%
9. Career Portfolio Presentation	5%
10. Participation	15%

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.

Marking Criteria For All Assignments:

Consideration will be given to:

- Demonstrated understanding of course concepts
- Technical skills (grammar, punctuation, APA)
- Effective writing style (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)
- Appropriate use of referencing

1. Legislation Research

Due date: October 7th

Value: 10%

Length: 500-750 words

Research and share information about a piece of legislation relevant to community social services. Using the questions below as a guide, research the legislation assigned to you by your instructor and write a paper describing your findings.

- Which authority is responsible for this legislation (which governing body/minister)?
- Why do you think it was developed? In response to what need?
- How does it promote social justice?
- Look for revisions, changes, information about its history, or newsworthy court cases (When was it last revised? What do you think instigated a revision?)
- What do you think are its strengths and weaknesses?
- Find one additional related support/resource for people affected by this legislation
- What do you think is the most important aspect of the legislation to share with your classmates?

Submit your paper to the D2L Drop Box for marking on the due date. Post it in the appropriate Discussion Group on D2L by October 10th.

2. Legislation Impacts Paper

Due date: October 17th

Value: 5%

Length: 500-750 words

Familiarize yourself with other relevant legislation and demonstrate an understanding of how it might apply to a person you may be working with.

Review the submissions from your classmates from the Legislation Research Assignment for four pieces of legislation. Create a very brief scenario about someone affected by this legislation, and what it means for them (about one paragraph for each piece of legislation, other than the one you researched).

Suggested format for each of the four paragraphs: "I am ____ (brief description of person). The ____ Act (name of Act) makes a positive difference in my life because _____. However it also is challenging for me because _____."

3. Interdisciplinary Team Case Study Plan

Due date: November 13
Value: 5%

Collaborate with at least one other discipline from the School of Health and Human Services and work as part of an interdisciplinary team on a case study provided to you in class. As a group, you will need to assess and then plan an intervention.

As a team, submit a hard copy of your assessment and plan at the end of our joint class.

4. Interdisciplinary Team Case Study Paper

Due date: November 21st
Value: 15%
Length: 800 -1000 words

Examine interdisciplinary practice using your in-class experience and referencing course readings. Submit a paper about your group process, answering the following questions:

- How did you contribute to the team? (reflecting on your disciplinary contribution as well as your personal contribution)
- What was the same and/or different about the various disciplinary contributions?
- How did your group make decisions and resolve any conflict?
- Were there any surprises or unanticipated outcomes?
- What would you say was your greatest learning from this experience?
- Based on this experience, what do you see as the benefits and challenges of interdisciplinary teamwork?

5. Peer Leadership Facilitator Report

Due date: Saturday, 8 days following your group facilitation date.
Value: 10%
Length: 500-750 words

Take a turn facilitating a group discussion and write a paper on your experience in this role.

When you are the facilitator, it is your responsibility to come prepared with some questions based on the reading for the week to provoke thought and discussion in the group. It is also your role to make sure that everyone has a chance to participate in the conversation. It is your choice how to structure this group time, and it is your opportunity to put into practice many of the skills you have learned about effective communication and group process. Make sure you pay attention to the time allotted for this activity.

Use the following questions as a guide when writing your paper:

- What worked well?
- What would you do differently?
- What were some challenges?
- What did you learn about yourself?

6. Peer Leadership Observer Report

Due date: Saturday, 8 days following your group facilitation date.
Value: 10%
Length: 500-750 words

Take a turn in the role of observer and write a paper on your experience in this role.

When you are the observer, it is your responsibility to remain out of the conversation, take notes and observe the **group process**. At the end of the discussion you are then responsible to give **feedback** on your observations following the format of:

- Asking the facilitator what they think went well or could have been done differently.
- Offering objective, specific feedback to the whole group regarding what you saw and heard, providing interpretation of your observation that is constructive, focusing on strengths, and then areas for improvement and then ending with an overall strength.

Use the following questions as your guide when writing your paper:

- What worked well for you observing and giving feedback?
- What would you do differently?
- What were some challenges?
- What did you learn about yourself?
- How do you see your skills in this kind of role having changed over time?

7. Career Portfolio

Due date: December 11

Value: 20%

Using course readings and material presented in class 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 carry on with your education and career. At a minimum, please include philosophy statement, cover letter, resume and have a framework developed for adding more content as you go.

8. Career Reflection Paper

Due date: December 12

Value: 5%

Length: 500-600 words

Submit a paper about your process and personal learning in putting the portfolio together, using the following questions to guide you:

- What was your process in selecting material to include in your portfolio?
- How has the process of putting this portfolio together been useful/informative for you?
- What have you learned about yourself from this process?

9. Career Portfolio Presentation

Due date: December 11

Value: 5%

Provide a 3 - 5 minute overview of your portfolio to the class, including a description of your process and personal learning in putting the portfolio together. You can, again, use the following questions to guide you:

- What was your process in selecting material to include in your portfolio?
- How has the process of putting this portfolio together been useful/informative for you?
- What have you learned about yourself from this process?

10. Participation

Evaluation of participation includes:

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

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)

Percent age	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.

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.

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>