



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

CFCS 140 Fall 2016
Introduction to Community Resources and Supports

COURSE OUTLINE

Description:

This course introduces students to a broad range of community resources, human services and supports relevant to community, family and child studies. Students will meet with people from a variety of community organizations and will begin to develop professional relationships.

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: Artemis fire
Office Location: Fisher 314F
Office Hours:
Phone: 250-370-
Email: fireA@camosun.ca

2. Intended Learning Outcomes

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

1. Demonstrate knowledge of a broad range of community resources and supports related to child, family and community studies.
2. Apply beginning principles of interpersonal communications with professionals and peers in selected settings.
3. Demonstrate an understanding of, and respect for, the spectrum of individual, family, cultural and social diversity that exists in community and social services.

3. Required Materials

Materials/resources will be online on D2L and/or distributed in class.

4. Course Content and Schedule

Date	Topic	Assignment Due Dates
Week 1 Sept 9	CFCS orientation part three Year 1 & 2 peer groups meet Guest Speaker – College Orientation to counseling services Introduction to CFCS 140 – assignments Introduction to community resources What is community; Organizational structures (e.g. non-profit, mission, vision)	
Week 2 Sept 16	Agency structure review, research community resources, agency brainstorm Interview & Presentation strategies & tips	
Week 3 Sept 23	Students present first individual community agency visit @ conversation café Groups, planning for success, teamwork	Bring draft report to class. Individual Agency Visit Reflective Paper due by midnight Sunday, Oct. 4 th
Week 4 Sept 30	Group Agency Visit #1	NO CLASS
Week 5 Oct 7	Year 1 & 2 peer groups meet	
Week 6 Oct 14	Group Presentation #1 (half of the groups)	Group Report #1 Due by midnight the day prior to presentation to D2L Personal Reflection Paper due by midnight Sunday, Oct. 25 th D2L
Week 7 Oct 21	Group Presentation #1 (half of the groups)	Group Report #1 Due by midnight the day prior to presentation to D2L Personal Reflection Paper due by midnight Sunday, Nov. 1 st to D2L
Week 8 Oct 28	Year 1 & 2 peer groups meet Organizational Structures Revisited Guest Speaker TBA Insights and “Ah-ha’s!” @ conversation café Planning for final interview	
Week 9 Nov. 4	Group Agency Visit #2	NO CLASS
Week 10 Nov 11	Statutory holiday	NO CLASS
Week 11 Nov 18	Group Presentation #2 (half of the groups)	Group Report #2 Due by midnight the day prior to presentation to D2L Personal Reflection Paper due by midnight Sunday, Nov.22 nd to D2L
Week 12 Nov 25	Year 1 & 2 peer groups meet Group Presentation #2 (half of the groups)	Group Report #2 Due by midnight the day prior to presentation to D2L Personal Reflection Paper due by midnight Sunday, November 29 th to D2L
Week 13 Dec 2	Guest speaker(s) TBA *Bring rough draft/notes of Community Assessment Report to discuss in class	Community Assessment Paper due Sunday, Dec.6 th by midnight
Week 14 Dec 9	Final Class and Wrap up	Participation Reflective Summary (to be completed in class)

5. Basis of Student Assessment (Weighting)

Assignment	Due Date
1. Individual Agency Visit Reflective Paper (10%)	Oct. 4
2. First Group Agency Visit, Presentation & Reflective Paper (20%)	Oct 25/ Nov. 1
3. Second Group Agency Visit, Presentation & Reflective Paper (25%)	Nov. 22/ 29
4. Community Assessment (30%)	Dec. 6
5. Participation In-Class Reflective Summary (15%)	Dec. 7

- **ALL** assignments must be submitted in order to pass this course.
- This is an interactive course that uses a variety of teaching/learning strategies, community visits, lectures, discussion, and co-operative learning.
- 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.
- **NOTE: "C" is the minimum grade for successful completion of CFCS 140. Additionally, all assignments/presentations must be completed at a passing level (grade of C) in order for students to meet the course requirements.**
- If student receives a mark on an assignment lower than C (with the exception of late deductions) he/she may request/negotiate a re-write with the instructor within **one week** of receiving their mark. *Permission to re-write will be at the discretion of the instructor.*
- All assignments are expected to follow APA writing guidelines and formatting and to be submitted to D2L in Word. Students are responsible for keeping a copy of all assignments until a mark is received. Please use the Camosun Writing Centre and/or Camosun Library for resources in writing, formatting and referencing.

LATE POLICY

All assignments are to be submitted electronically by midnight on designated due dates (or at start of class in hard copy, as arranged with instructor). Any requests for an extension must be negotiated with the instructor **BEFORE** the due date. **Marks will be deducted (3% per day) for late assignments if prior arrangements have not been made with the instructor.** (NOTE: For passing quality work, marks will not be brought down below a 60% grade as a result of late marks)

INSTRUCTOR RESPONSE TIME

Your instructor will endeavour to respond to your emails or phone calls within 24 hours; however, you should **NOT** expect a response during weekends, evenings, or holidays. Therefore, you will need to plan accordingly if you need to communicate with your instructor.

Assignments Details

(A more detailed explanation of assignments will be discussed in class)

Assignment 1: Individual Agency Visit & Reflective Paper (value: 10%)

Elaboration:

1. **Individual Agency Visit:** Choose two social service agencies (one will only be a back up) that you are not yet familiar with and undertake an investigation. You will be focusing on the perspective of ***someone walking in off the street***.

To gather information you might:

- Observe the waiting room, the intake procedures, the frontline workers who deal with individuals, the mix of folks sitting in the waiting room or using the facilities, etc.
- You may want to have an informal chat with someone in the waiting room or outside the agency.

You need to collect information on the following questions:

- Who are the people served by the agency?
- What services are offered by the agency?
- What messages does the physical setting of the agency give?
- What is the atmosphere and tone of the interactions between individuals and service providers?

2. **Reflective Paper (value: 10%):** You will each compose a 700 - 800 word reflection (APA formatted) on your experience, divided into objective, subjective and critical reflections. An introductory paragraph and conclusion/summary is necessary in all papers. Submit your paper on D2L by due date.

- **Objective:** Describe objectively what you saw/heard during your visit to this agency, in a way that is the same as anyone else would see it (like a video camera recording).
- **Subjective:** Describe how you felt (bodily sensations, emotions, impressions, judgments, thoughts).
- **Critical:** Comment on what you think might be some of the issues/barriers/challenges for individuals wanting to access this service. What do you think the experience is like for individuals accessing this service? What do you think are the reasons this service exists? How do you see this service as helping to address issues of social justice? You will be asked to share, compare and contrast your observations in small groups with other classmates on the day of class prior to the Sunday night this assignment is due.

Assignment 2: First Group Agency Visit & Presentation (value: 20%)

Elaboration:

1. **Group Visit:** With your group members, you will undertake an investigation of a social service agency determined in class. You will collect data by researching print and electronic documentation and conducting a site visit and short interview. Your site visit will include an interview with a ***frontline staff member or a volunteer***. Use the documentation to expand and verify your site visit data. You will need to collect data on the following questions:

- Who are the people served by the agency?
- What are the mission, goals, and objectives of this agency?
- Is there a code of ethics to guide practice?
- What services are offered by the agency?
- How does the agency use volunteers?
- What challenges does the organization face? (from your interviewee's perspective)
- What are its greatest strengths and assets? (from your interviewee's perspective)
- As a group briefly describe your overall impression of this agency (e.g. atmosphere, your assessment of strengths and challenges) using professional respectful language.

Note: Prior to contacting the agency, your group will need to: compose a **telephone script for the initial contact** with the agency and rehearse it; and draw up **interview questions** with your group members focusing on questions that were not answered through your research.

Don't forget to think of an appropriate way to acknowledge the time and effort of your interviewee!

2. **Group Presentation (value: 5%):** With your small group, analyze all of your individual data to find common themes and differences. Together, create an oral/visual presentation to share with the class. This presentation should last no more than 20 minutes. Choose a presentation format that suits your audience and information. It could take many forms (e.g. power point, posters, oral presentations, etc).

3. ***Group Report (value: 5%):** **APA formatted, due on D2L the night prior to your presentation.* With your group members, write a 500 - 750 word APA formatted report that describes your findings. Use the headings from part one to organize your report and make sure to provide proper referencing for your information. ***In addition to your report, include a copy of the phone script and interview questions as an appendix.***

4. **Personal Reflection (value: 10%):** Compose your own 500 – 750 word reflection (APA formatted) on your experience. Use these guiding questions: What about your own involvement in this assignment are you proud of? Why? Was this assignment successful/not successful for you? Why? What would you like to have done differently? Why? How have you grown professionally through this assignment? ***(Submitted to D2L; see due dates on schedule)***

Assignment 3: Second Group Agency Visit & Presentation (value: 25%)

Elaboration:

1. **Group Visit:** With your group members, undertake an investigation of a different social service agency to be determined in class. You will begin to focus on how issues of social justice impact your chosen agency. You will collect data by researching print and electronic documentation and conducting a site visit and short interview. Your site visit will consist of an interview with a ***manager/director***. You will need to collect data on the following questions:

- What are the mission, goals, and objectives of this agency and their goals for social change?
- What is the type of agency is this? (i.e.: private for profit or non-profit)
- Who are the people served by the agency and what services are offered?
- What challenges does the organization face? (i.e.: economic/political/social issues?)
- Are there gaps in service? Do other agencies address these gaps?
- What are the agencies greatest strengths and assets?
- What are the employment and/or practicum prospects within this agency?

Note: Prior to contacting the agency, your group will need to: compose a **telephone script for the initial contact** with the agency and rehearse it; and draw up **interview questions** with your group members focusing on questions that were not answered through your research.

Don't forget to think of an appropriate way to acknowledge the time and effort of your interviewee!

2. **Group Presentation (value: 5%):** With your small group, analyze all of your individual data to find common themes and differences. Together, create an oral/visual presentation to share with the class. This presentation should last no more than 20 minutes. Choose a presentation format that suits your audience and information. It could take many forms (e.g. power point, posters, oral presentations, etc).
3. ***Group Report (value: 5%):** **APA formatted, due on D2L the night prior to your presentation.* With your group members, write a 750 – 1000 word APA formatted report that describes your findings. Use the headings from part one to organize your report and make sure to provide proper referencing for your information. As a group briefly describe your overall impression of this agency (e.g. atmosphere, your assessment of strengths and challenges) using professional respectful language. **In addition to your report, include a copy of the phone script and interview questions as an appendix.**
4. **Personal Reflection (value: 15%):** Compose your own 500 – 750 word reflection (APA formatted) on your experience. Use these guiding questions: What about your own involvement in this assignment are you proud of? Why? Was this assignment successful/not successful for you? Why? What would you like to have done differently? Why? How have you grown professionally through this assignment? **(Submitted to D2L; see due dates on schedule)**

Assignment 4: Community Assessment Summary Report (value: 30%)

Elaboration

Note: You should start thinking about this assignment from the **beginning of the term** as you collect information from your agency visits and the presentations of fellow students. You will be surveying and giving your perception of the overall services, needs and strengths within a particular segment of the population. Students should also be prepared to talk about your learning in small groups in the class.

1. Select **one specialized service area** within the range of social services offered in the southern Vancouver Island area which may include, but are not limited to:
 - services for persons with disabilities, services for seniors, services for children and their families, services for people living in poverty, services for newcomers to Canada, services for mental health, services for youth, services for Aboriginal people, services for individuals with addictions, or any other specialty.
 - You may want to choose an area that matches your own interests for future employment.
2. Submit a 1000 – 1200 word report, APA formatted, submitted on D2L by due date. Your report should thoroughly address and answer all of the following questions:
 - Identify and describe agencies and organizations serve this population within the local area?
 - Are the agencies/ services accessible?
 - Do you think there are gaps in the services within the local area? If yes, explain what services might be needed.

- Do you think the services available to this population are adequate? Explain the reasons for your answer with references to your own visits and observations, materials you have read, the reports of your classmates, or classroom discussions.
- Do you think you would like to work in this area? Why or why not?
- In what ways, if any, have your attitudes or perspectives on this segment of the social service delivery system changed since the beginning of the term?
- Describe what you have learned about access to services in terms of social justice. What is your assessment of the overall social safety net within the Victoria area, and for this population specifically?

Assignment 5: Participation; reflective summary (value: 15%)

During the final class, students will be given the opportunity to self-evaluate their participation in the term and submit to the instructor a suggested grade. The instructor will take into consideration the suggested grade; however, **the instructor will be responsible for the final grading of the participation mark.**

The questions will address the following:

- Active and respectful participation in classes (i.e.: "Disconnect to Connect!")
- Regular attendance including attending all other group and guest presentations
- Adequate preparation for classes
- Cooperation, support and professionalism in small and large group activities
- Respectful and inclusive behavior toward classmates and instructor
- 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)

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.

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>