



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

CFCS 214  
Professional Practice 2  
Fall 2016

**COURSE OUTLINE**

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**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.*

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**1. Instructor Information**

**Instructor:** Martha McAlister  
**Office Location:** WT 111A  
**Office Hours:** as posted  
**Phone:** 250-370-3245  
**Email:** mcalisterm@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**

1. Neck, C.P., & Manz, C.C. (2013). *Mastering self-leadership: Empowering yourself for personal excellence* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
2. Additional readings will be available online or provided in class.

#### 4. Course Content and 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 9	Peer mentoring groups Course Introduction <b>Year 1 &amp; 2 peer groups meet</b>	
Week 2 Sept 16	Portfolio Introduction Leadership	Reading 1, 2, 3, & 4
Week 3 Sept 23	Self-leadership	Reading 5
Week 4 Sept 30	Introduction to Legislation; Organizational Structures	Reading 6 & 7
Week 5 Oct 7	Legislation Sharing <b>Year 1 &amp; 2 peer groups meet</b>	Reading 8 <b>Assignment #1 due (Oct 6)</b>
Week 6 Oct 14	Legislation Continued	Reading 9, 10, & 11 <b>Assignment #2 due (Oct 13)</b>
Week 7 Oct 21	Leadership Continued	Reading 12
Week 8 Oct 28	Interdisciplinary Teams <b>Year 1 &amp; 2 peer groups meet</b>	Reading 13
Week 9 * Nov 3	Inter-professional Practice <b>Case Study with Dental Hygiene Students</b> <b>* NOTE DATE CHANGE</b>	<b>Assignment #3 due</b>
Week 10 Nov 11	<b>STATUTORY HOLIDAY – NO CLASS</b>	Reading 14 <b>Assignment #4 due</b>
Week 11 Nov 18	Interdisciplinary Teams Continued	Reading 15
Week 12 Nov 25	Collaboration and Community Work <b>Year 1 &amp; 2 peer groups meet</b>	Reading 16 <b>Assignment #7 due</b>
Week 13 Dec 2	Applying for Jobs	Reading 17
Week 14 Dec 9	Portfolio Presentations	<b>Assignment #8 &amp; # 9 due</b>
Dec 12		<b>Assignment #10 due</b>

## 5. Basis of Student Assessment (Weighting)

1. Legislation Research Paper	10%
2. Additional 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. Cover Letter, Resume, Philosophy Statement	15%
8. Career Portfolio	5%
9. Career Portfolio Presentation	5%
10. Career Portfolio Reflection Paper	5%
11. Participation	15%

- **ALL** assignments must be submitted in order to pass this course.
- This is an interactive course that uses a variety of teaching/learning strategies, 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.

### LATE POLICY

All assignments are to be submitted electronically to D2L by midnight on designated due dates. 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)

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

### Assignment #1: Legislation research paper

Value: 10%

Length: 500 – 1000 words, APA formatted;

Due: Oct 6; shared in class Oct 7

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. Submit your paper in the appropriate D2L drop box. You will also need to be prepared to share your findings in class, required for assignment #2.

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

### Assignment #2: Additional legislation Impacts paper

Value: 5%

Length: 500 – 1000 words (APA formatted)

Due: In-class activity Oct 7, paper due Oct 13

The purpose of this is to familiarize yourself with some additional legislation and understand how it might apply to a person you may be working with.

1. In-class activity October 7: In groups with others that studied the same legislation, share highlights of your findings. Then, dividing into mixed groups:
2. Share information about your piece of legislation, using the questions assigned to guide you.
3. Following the presentation of each piece of legislation, have a conversation to explore how this legislation could make a positive difference in someone's life and also how this legislation might create some challenges in someone's life.

4. For each of the other four pieces of legislation presented to you, record your thoughts on the handout (format below)
5. Use your in-class notes about these four pieces of legislation to write a brief paper for submission on D2L. (About one paragraph for each piece of legislation, other than the one you researched).
6. Ensure your paper is APA formatted, complete with an introduction and conclusion paragraph. You will not be required to include any reference other than in-text citations for the information you received from your classmates. (e.g.: J. Smith, personal communication, October 7, 2016)
7. Each paragraph can follow this basic format: "The \_\_\_ Act (name of Act) could make a positive difference in someone's life in the following ways \_\_\_ because \_\_\_. However, it also might create some challenges for someone in the following ways \_\_\_ because \_\_\_."

Name of Act	Benefits (what and how?)	Challenges (what and how?)
1.		
2.		
3.		
4.		

**Assignment #3: Interdisciplinary Team Case Study Plan**

**Due date:** November 3  
**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 one hard copy of your assessment and plan at the end of our joint class.

**Assignment #4: Interdisciplinary Team Case Study Paper**

**Due date:** November 11<sup>th</sup>  
**Value:** 15%  
**Length:** 800 -1000 words

Examine interdisciplinary practice using your in-class experience and explicitly referencing course readings (specifically Shifting Sites of Practice article, APA formatted). 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?

**Assignment #5: Peer Leadership Facilitator Report**

**Due date:** 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 did you do to prepare for your role as facilitator?
- What worked well?
- 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?

#### **Assignment #6: Peer Leadership Observer Report**

**Due date:** 8 days following your group observation 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 did you do to prepare for your role as observer?
- What worked well for you observing and giving feedback?
- What would you do differently?
- What were some challenges?
- What did you learn about yourself from taking on this role?
- How do you see your skills in this kind of role having changed over time?

#### **Assignment #7: cover letter, resume, and philosophy statement**

**Due date:** November 25

**Value:** 15%

Develop a current resume that focuses on human services. Write a cover letter aiming at a specific job posting within human services. Create a philosophy statement (no more than one page) that highlights your values and strengths related to human services. Use information from class and readings to help make these documents professional in quality. Submit all three to D2L.

### **Assignment #8: Career Portfolio**

**Due date:** December 9 (in class)

**Value:** 5%

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 a hard copy of your philosophy statement, cover letter, resume. In addition, ensure that you have a framework developed for adding more content as you go.

### **Assignment #9: Career Portfolio Presentation**

**Due date:** December 9 (in class)

**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 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?

### **Assignment #10: Career Portfolio 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. 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?

### **#11: Participation**

Participation grade is based primarily on attendance in class, which includes:

- Adequate preparation for classes (completing assigned readings & assignments)
- Arriving at class on time
- Active and respectful participation in class and on-line discussions and activities
- Active and respectful listening
- Respectful behavior toward classmates and instructor (including having mobile phones muted during 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](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>*