



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

**CFCS 241**  
**Practicum 2**  
**Winter 2017**

## **COURSE OUTLINE**

---

### **Course Description**

This course provides an opportunity for students to integrate and consolidate the knowledge, skills and values learned in the program.

*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:** Artemis Fire & Jenny Holder  
**Office Location:** WT 111A  
**Office Hours:** Artemis: Thursdays 11:00 – 12:00 or 2:30 – 3:30 or by appointment  
Jenny: Thursdays 2:30 – 4:30; or by appointment  
**Class Location:** WT 203  
**Email:** [firea@camosun.ca](mailto:firea@camosun.ca) [holderj@camosun.ca](mailto:holderj@camosun.ca)  
**Office phone: (email contact is best)** Artemis: 250-370-3245 & Jenny: 250-370-3129

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

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

1. Use principles of social justice as a foundation for practice and to enhance the quality of life of children, youth, adults and families.
2. Work effectively and proactively within groups, systems and organizations to enhance the quality of services and resources for children, youth and adults.
3. Contribute to the development, implementation and evaluation of integrated support plans for children, youth and adults.
4. Demonstrate interpersonal competencies and establish and maintain positive working relationships with and between individual, families, community partners and the systems that support them.
5. Use knowledge of human and social development across the lifespan to effectively support children, youth, adults and families.
6. Collaborate with others to support children, youth and adults with diverse and changing emotional, physical and health care needs
7. Practice ethically and responsibly and demonstrate a commitment to personal and professional accountability.

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

#### EVALUATION OF LEARNING AND GRADING

This course will be graded as Satisfactory or Unsatisfactory.

To achieve a “satisfactory” rating students must:

- Receive ‘Satisfactory’ ratings in all practicum objectives and learning outcomes, as determined by your instructor
- Attend and participate in weekly seminars
- Complete ***all*** assignments with a “satisfactory” grade (Assignments will be sent back for revisions if they are below satisfactory.)

#### **Class participation**

- Pre-class preparation (readings etc)
- Arriving at class on time, and consistent attendance
- Constructive and appropriate comments; Active and respectful listening in class
- Active and appropriate participation in class activities
- Respectful and considerate behaviour toward others (including having mobile phones turned off during all classes).
- **Facilitation of a small group discussion** at some point during the term

#### ATTENDANCE

Please arrive at class on time and be prepared to participate in discussions and activities. Seminar is an integral part of the practicum course, assisting in the development of the skill and knowledge required to meet the competencies for the 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. **There will be a makeup assignment required for any missed seminars. Missing more than 3 seminar classes will put you at risk of failing the course.**

#### ASSIGNMENT SUBMISSIONS

- All assignments are to be submitted via D2L by midnight on designated due dates.
- Written assignments must follow APA guidelines.
- **Assignments that are more than 1 week late may result in the student being required to discontinue working at their practicum site until the assignment has been completed and submitted.**

#### 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)

## 4. Course Content and Schedule

### Schedule of Topics

Date	Seminar	Assignments Due
Jan 12	Introduction, Course Overview Review of assignments (APIE, ITP loop, goals, journals)	
Jan 19	Review of assignments (cont'd) (APIE, ITP loop, goals, journals) Select topics (see list below)	
Jan 26	Select topics (see list below) and issues from the field	Journal 1 due Jan 28
Feb 2	Select topics (see list below) and issues from the field	Journal 2 due Feb 4
Feb 9	Select topics (see list below) and issues from the field	Journal 3 due Feb 11
Feb 16	<b>Reading Week – No Class</b>	<b>APIE assignment part one due Feb 18</b>
Feb 23	Select topics (see potential list below) and issues from the field	Journal 4 due Feb 25
Mar 2	Select topics (see list below) and issues from the field <b>Prepare for mid-term</b>	Journal 5 due Mar 4 (or after midterm meeting) <b>APIE assignment part two due Mar 8</b>
Mar 9	Select topics (see list below) and issues from the field	Journal 6 due Mar 11
Mar 16	Select topics (see list below) and issues from the field	Journal 7 due Mar 18
Mar 23	Select topics (see list below) and issues from the field <b>Prepare for final evaluations</b>	Journal 8 due Mar 25
Mar 30	Select topics (see list below) and issues from the field	<b>APIE assignment part three due Apr 8</b>
Apr 6	Select topics (see list below) and issues from the field	
Apr 13	Consolidation of learning Closing	Journal 9 due Apr 12 (written) or Apr 13 (oral)

#### Topics for seminar classes may include:

- Trauma informed care and practice
- Intentionality, immediacy and emergence in practice
- Risk assessment in practice
- Crisis management in practice
- Harm reduction
- Working with Families

- Emotional Literacy
- Self-Care

**Assignments for CFCS 241 include:**

- Assignment 1: 9 Learning Journals
- Assignment 2: APIE (In 3 Parts)
- Learning Outcome Examples (in practicum workbook for students) prepared for midpoint and final evaluation meetings
- Missed Class Assignment (if necessary)

**Assignment 1: Learning Journals X 9: (approximately 600 - 750 words each)**

Due: **Saturdays**, by midnight

Document your learning from your practicum experiences and from seminar discussions. Use the feedback you receive from your instructor to help improve your practice, and to deepen your reflective process in your journals. It is recommended that students take a few minutes at the end of their practicum time to record their thoughts immediately, while they are still fresh. Write in first person, and focus in on a particular aspect of your learning since the last journal.

Each learning journal needs to follow the format below and include an APA reference, linking theory with practice. ***Please also include any other reflections from the week that seem relevant and significant to you in addition to the focus topic.***

**Journal one**

**Part one: Get to know your agency:** Reflect on your initial impressions of this practicum setting, looking at your own internal context, the interpersonal (micro/meso) context, the structural (exo)context, the macro context and the chrono context. Use the following suggested questions to help guide your responses:

1. Chrono: What is the history of this agency? Why did it come into existence? Describe any defining or impactful events that have helped to shape who they are and what they do.
2. Macro: What are the beliefs and values of this agency? What assumptions do they make about people and society? How does this impact the way they deliver service?
3. Exo: What is the organizational structure of this agency? How is it funded? What legislation and policies help to guide their work? How are decisions made? What is the physical set up like in terms of space for staff, persons being served, activities, etc.?
4. Micro/meso: What are the relationships like? Among the staff? Between staff and service recipients?
5. Internal context: What are your thoughts and feelings related to your first week in practicum and in response to your above observations?

**Part two: Setting goals:** In addition to the goals you have of meeting the learning outcomes for this course, consider what other personal goals you have for yourself this term. Reflect on goals you had for yourself after completing your previous practicum. Do these still apply or do they need to be refined now that you are in your new setting? What knowledge, skills and values are necessary for you to be effective in this practicum setting specifically?

1. Develop *at least three specific goals* for your own personal development, being as precise as you can (use S.M.A.R.T. goal writing)
2. Why are these goals appropriate for you at this time and in this setting?

3. What will you need in order to help you meet these goals?

### Journal two

For each journal, choose **one of the learning outcomes as a focus** for this journal. By the end of the term you need to focus one journal on **each of the outcomes**.

Follow the four steps of the Integration of Theory and Practice (ITP Loop) model below, using the suggested questions to help guide your responses and **choose one of the learning outcomes** (that most applies to this situation) to use as a lens for deeper understanding:

- 1. Retrieve:** Choose one event/incident/activity/interaction/learning opportunity from this week that stands out for you. Be prepared to look at it through the lens of one of the learning outcomes. This step includes an objective gathering of facts and information from a specific experience. Do not form opinions or draw conclusions at this point.  
**What happened?** What did you see? What did you hear? What did you or other people do? What other relevant information is there that you can objectively make note of, such as from the internal context, the micro/meso context, the exo context, and/or the macro context?
- 2. Reflect:** This step is an opportunity to develop greater self-awareness and includes a subjective response to the above situation. **How did you feel?** What thoughts caused you to feel that way? What are your personal assumptions and beliefs that came up or were triggered for you in this situation? How does this situation touch on your values and personal history or similar experiences you have had? How did your worldview, value base and cultural context affect how you saw the situation?  
**How have your subjective feelings, thoughts, beliefs, worldview and values influenced your actions in this situation?**  
**What action did you take (this can include critical reflection or something else)?** What might you do differently? What other choices did you have? How have you made sense of this experience in light of past experiences and future practice? What internal and external factors influenced your decisions? What were you trying to achieve? What are the consequences of your actions for yourself and others? How did others feel? How do you know how others felt?
- 3. Relate/Research/Link:** This step is the conscious application of theory to practice. You need to explicitly link this situation with knowledge and theory gained from readings, coursework etc., or do some additional research to help shed light on this experience. This linkage must be cited and referenced in APA.
- 4. Respond:** This is an action step. Using the knowledge, ideas and insights uncovered above, **develop a specific plan** for how you will use this information in the future. Answer the questions: What are the major lessons that I can take from this experience? How might I use these lessons in the future when I encounter a similar situation? When you cover the learning outcome of professionalism, address self-care.

### Journal three

Repeat instructions given in journal two using **a different learning outcome**.

### Journal four

Repeat instructions given in journal two using **a different learning outcome**.

### Journal five

*(Note: Switch this content with another week if you have not had your mid-term meeting yet)*

**Review the goals** you set for yourself at the beginning of practicum.

- Have you accomplished these? What have you done to work towards these goals? What has

stopped you?

- Based on the mid-term evaluation process (including input from both your instructor and supervisor), please identify three specific (S.M.A.R.T.) goals that you wish to work on for the remainder of this placement and how you plan to achieve them.
- What support do you need to achieve these goals? (NOTE: These may be new goals or they could be revisions of the goals you set at the beginning of practicum)

### Journals six to eight

Repeat instructions given in journal two using a **different learning outcome**.

### Journal nine

**You can *choose* to do this assignment orally in class or in writing. If you choose to present orally, please let the instructor know 1 week ahead.**

**Summarizing learning:** Review the goals you set for yourself at mid-term. Have you accomplished these? What have you done to work towards these goals? What has stopped you?

- What are the top 5 things you learned during this practicum experience?
- What practice skills are you best at?
- Based on the final evaluation process (including input from both your instructor and supervisor), please identify three specific (S.M.A.R.T.) goals that you plan to carry forward into your future work/studies in Human Services.

### **Assignment 2: Assessment, Planning, Implementation, Evaluation (APIE)** (three part assignment)

You can choose to base this assignment on information gathered for one of the above learning outcome journals or a different situation. Conversely, you can use the information gathered from this assignment as the basis for one of your learning outcomes journals and/or learning outcome examples in workbook.

Students are to engage in assessing, planning, implementing and evaluating activities during their practicum (A.P.I.E.). Professional, objective observational and recording skills are expected throughout this assignment.

- **Part one: Assessment** (500-600 words): Choose an individual or situation in your agency as a focus for this assignment. Write one paragraph to briefly describe the context of the situation. Using information gathered from various sources, including objective observations, discussions, files etc., do an *Assessment* of the situation. You can use the chart below as a template. Your assessment should consider each of the following perspectives:
  - **Internal context** (Developmental, biological, physical, emotional, cognitive – *include both challenges and strengths*)
  - **Interpersonal context** (Micro and meso system relationships - *include both challenges and strengths*)
  - **Macro and exo-systems context** (i.e. community, employment, access to resources, cultural assumptions and values - *include both challenges and strengths*)

<i>Multi-lens Assessment</i>	<b>Issues/Challenges</b>	<b>Strengths/Assets</b>
Internal context		

Interpersonal context		
Macro/exo systems context		

- **Part two: Planning** (500-600 words): Based on your assessment, plan (or assist with) an activity/interaction/intervention to address your situation. The plan needs to demonstrate a foundation in at least one of the above perspectives. Discuss this plan with your field supervisor. The ‘activity’ you plan can range from a minor intervention (i.e.: a plan for interacting with a particular individual/family) to a larger activity (i.e.: planning for a group/community event). Use the following format to help formulate a plan:

1. **Step one:** work *with* the people involved as much as possible
2. **Step two:** prioritize issues then choose a focus for planning
3. **Step three:** identify alternative solutions for target issue (ie: brainstorm potential interventions considering strengths and challenges)
4. **Step four:** choose a strategy (action must be realistically achievable)

Submit a paper that outlines your list of possible actions, your reasons for choosing a particular action, and a brief description of what you plan to do.

- **Part three: Implementation and Evaluation:** (400-550 words) Implement your planned activity/interaction/intervention. You may be assisting another staff person with this, or doing it yourself. Submit a brief evaluation of your activity to your instructor answering the following questions:

- Briefly describe your action taken.
- What worked well? (How do you know?)
- What didn’t work well? (How do you know?)
- What would you do differently next time?
- What might be a follow-up action you could take?

**Missed Class Makeup Assignment (mandatory for any missed seminar):**

You need to have a minimum five minute discussion (in person or on the phone) with at least two students in your class to learn their perspective of the important aspects of the session missed (both large group and small group). This will also give you the opportunity to offer supportive feedback to them as well (peer support is one intended outcome of seminar small group). Ensure you identify which students you have spoken to. Complete and submit a 250-500 word write up which talks about the key elements that were missed in the class, along with your own reflections on the subject. Please submit this write up to your instructor **before the next class**. No cover page needed. Submit by D2L or by email to your instructor.

**Note:** It is the student’s responsibility to track the dates missed and to follow up with colleagues about content missed.

|

## 5. Grading System

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

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

#### **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.

## 6. 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>

*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>*