



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

**CFCS 114**  
**Professional Practice 1**  
**Winter 2018**

**COURSE OUTLINE**

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**Course Description**

This course introduces students to the basic skills, knowledge, attitudes and values necessary for professional practice in community, family and child services. Students will develop a personal philosophy for practice, and will begin to examine the responsibilities and obligations of the CFCS professional.

*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: Anne Hodge**  
**Office Location: F 314F**  
**Office Hours:**  
**Phone:** 250-370-  
**Email:** @online.camosun.ca

**2. Intended Learning Outcomes**

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

1. Apply professional standards and accountabilities to practice
2. Articulate a personal philosophy for practice as a CFCS professional
3. Make responsible and ethical decisions using critical thinking and effective problem solving skills
4. Describe and define the components, roles and responsibilities found in effective team work

**3. Required Materials**

- Valentino, L. (2013, 5<sup>th</sup> ed.). *Handle With Care*. Ontario: Nelson/Thomson Canada Ltd.
- O'Hara, A., Weber, Z., Levine, K. (2010/16). *Skills for Human Service Practice: Working with Individuals, Groups, and Communities*. Don Mills, ON: Oxford University Press.
- CFCS 114 additional required readings (available on D2L)

#### 4. Course Content and Schedule

A detailed topic, assignment due date, and reading schedule will be provided.

It is expected that students arrive to class prepared to contribute their knowledge and insights, having completed pre-class expectations to create a positive learning environment. Because the CFCS Program prepares graduates for professional roles in the community, students are expected to demonstrate positive interpersonal behavior in the classroom and online, including listening and acknowledging others, emotional maturity, respect, and effective teamwork.

##### Participation

Classes are planned as a continuum for building the skill and knowledge required to meet the learning outcomes of this course. Repeated absence from class will be discussed with the student and may jeopardize course completion if outcomes are not met. Students will be expected to complete learning activities to demonstrate outcomes for missed class content.

Participation includes:

- Pre-class preparation, including reading assignment materials before class
- Arriving to class on time and consistent attendance
- Constructive and appropriate comments in class and online
- Active participation in group work, online submissions, and classroom activities
- Active and respectful listening and online dialogue
- Considerate behavior towards others in the classroom and online, respecting differences of opinion
- Ongoing communication with the instructor, as needed.

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

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|--|-----|
| 1. Philosophy & Values Paper - hardcopy  | 15% |
| 2. Teamwork Paper - hardcopy   | 20% |
| 3. Professional Writing – Dropbox night before & hardcopy in class             | 25% |
| 4. Ethical Dilemma Paper – hardcopy  | 30% |
| 5. Pre- & in-class activities (includes readings & reflections prior to class) | 10% |

Details of assignments will be provided in class and/or online.

Students are responsible for maintaining a hard or electronic copy of all submitted work.

**All** assignments must be submitted and achieve a grade of **“C” or higher** for successful completion of the course. This includes attendance at in-class sharing and participation as outlined. Submission of missed content activities are considered an aspect of the course to demonstrate learning outcomes so must be submitted before the final grade is entered in Camlink.

##### Late Policy

In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **before** the due date. A professional’s note or verifying documentation may be required. Students who have a *Letter of Accommodation* from the Centre for Accessible Learning (CAL) may have previously identified arrangements regarding assignment submissions as negotiated with the instructor as least 48 hours before due date.

Assignments submitted in hardcopy must be in by the start of class on the due date. In fairness to all students, late assignments will be deducted 3% per day after the first five minutes of class. **If** you anticipate a late arrival to class, ensure you have emailed the assignment to the instructor to meet the deadline and avoid a deduction for lateness (submit the hardcopy at the break).

## 6. Grading System

### 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	For successful completion of the course	2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

## 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>*