



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

CFCS 140

Introduction to Community Resources and Supports

Fall 2017

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

Class: Fridays 9:30am – 12:20pm

Room: WT 102

Office Location: WT 111A

Office Hours: Tuesdays 12:30 – 1:30 or Fridays 3:30 – 4:30 or by appt.

Phone: 250-370-3245 (email is best)

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.

Course Content and Schedule

Date	Topic	Assignments
Week 1 Sept 8	CFCS Year 1 Orientation Part 2 Year 1 & 2 peer groups meet Guest Speakers – Orientation to campus Access resources (DRC) Introduction to CFCS 140 – assignments What is community? Introduction to community resources	
Week 2 Sept 15	Organizational structures (non-profit, mission, vision, etc.) Agency structure review, research community resources, agency brainstorm Guest Speakers: Campus Counselling & Campus Safety	
Week 3 Sept 22	Assignment 1 - Conversation café Social Safety Net Assignment #2 prep Agency Brainstorm Groups assigned, planning for success, teamwork	Bring Assignment 1 draft notes/report to class.:
Week 4 Sept 29	Interview & Presentation strategies & tips Group Work	Community Assessment Part 1 Due Sept. 28th
Week 5 Oct 6	Group Agency Visit #1 (Assignment 2)	NO CLASS
Week 6 Oct 13	Organizational Structures Revisited – Guest Speaker Planning for final interview & in-class group work time Year 1 & 2 peer groups meet	
Week 7 Oct 20	Assignment #2 Group Presentation (half of the groups)	Assign. 2 Group Report Due by midnight the day prior to presentation. Personal Reflection Paper Due: Oct. 26
Week 8 Oct 27	Assignment #2 Group Presentation (half of the groups) Agencies will be assigned for Assignment #3	Assign. 2 Group Report Due by midnight the day prior to presentation. Personal Reflection Paper Due: Nov. 2nd
Week 9 Nov. 3	Group Agency Visit #2 (Assignment 3)	NO CLASS

Week 10 Nov 10	Group Work	NO CLASS
Week 11 Nov 17	Assignment #3 Group Presentation (half of the groups)	Assign. 3 Group Report Due by midnight the day prior to presentation. Personal Reflection Paper Due: Nov. 23rd
Week 12 Nov 24	Assignment #3 Group Presentation (half of the groups)	Assign. 3 Group Report Due by midnight the day prior to presentation. Personal Reflection Paper Due: Nov. 30th
Week 13 Dec 1	Guest speaker(s) TBA Political Systems <i>Year 1 & 2 peer groups meet</i>	Assignment #1 – Part 2 Due Dec. 7th
Week 14 Dec 8	Final Class and Wrap up	Participation Reflective Summary (to be completed in class);

LATE POLICY

All assignments are to be submitted electronically 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.

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.

CLASS ATTENDANCE AND PARTICIPATION IS REQUIRED AND INCLUDES:

- Adequate preparation for classes (completing assigned readings & assignments)
- Arriving to class on time, and regular attendance
- Respectful behaviour toward classmates and instructor (including having mobile phones muted during classes)
- Awareness of own behaviour and its effect on others
- Contributions to small group and large group discussions and presentations.
- Respectful behaviour toward classmates and instructor.
- Active and respectful listening, including putting away electronic devices (unless they are needed for learning)
- Effective and professional interpersonal communication skills.

Makeup assignments: for any missed classes are due by midnight the day before the following class after the absence; please submit electronically. You can choose to do a makeup assignment if you want

to avoid missing marks for in-class activities. 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. Ensure you identify which students **you have spoken to by using their name** in your write up. 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.

Expectations: 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 expected to contact the instructor if they are unable to attend classes.

Successful Completion of the Course

Students must complete and submit all assignments and learning activities to be eligible to pass the course.

***C is the minimum grade for successful completion of this course, with a GPA of C+ for completion of the CFCS diploma.**

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. 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.

ASSIGNMENTS

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

Assignment Summary	Due Date
1. Community Assessment (30%) Part1	Sept. 28th
Part 2	Dec. 7th
2. First Group Agency Visit, Group Report, Presentation & Reflective Paper (30%)	see above
3. 2nd Group Agency Visit, Group Report, Presentation & Reflective Paper (25%)	see above
4. Participation/Engagement Reflective Summary (15%)	Dec. 8 th in class

Assignment 1: Community Assessment Summary Report - What Supports are Available for People in the Community? (value: 30%)

Note: You will be researching and giving your perception of the overall services, needs and strengths within a particular segment of the population.

Note: **You will be asked to share your observations in a class discussion that you lead with a small group of classmates in class the week before this assignment is due.** You must be in attendance.

Part 1 (20%):

Choose a **specific group of people (or a specific community need)** and research what social services are available for this group/need, within the southern Vancouver Island area, using the links provided on D2L, as a starting point (under Content) but feel free to expand your search as needed. Some broad examples:

- services for: persons with diverse abilities, or seniors, or children and their families, or people living in poverty, or people experiencing homelessness, or newcomers to Canada, or people experiencing mental health challenges, or youth, or Indigenous people, or individuals with addictions, or any other specialty. **Make sure to narrow your specialized area further than these broad examples.**
 - You may want to choose an area that matches your own interests for future employment.
- ◆ **Submit a 750- 1000 word report**, APA formatted, submitted on D2L by due date. Your report should *answer all of the following questions*:
- Articulate why you chose this group or this need specifically.
 - Identify and describe agencies and organizations that serve this population within the local area. What do they offer? What do you see as strengths, in what they offer, or how they offer it?
 - Do the agencies' services seem accessible (ie. financially, physically, culturally, language barriers, etc.)?

Citing: if you quote a website, you will need to cite it and reference it.

Part 2 (10%): (To be completed after the class presentations)

Now that you have been to some agencies and heard from your colleagues about their experiences, **Submit a 500 - 750 word report**, APA formatted, submitted on D2L Your report should *answer all of the following questions*:

- Do you think there are gaps in the services within the local area? Are there gaps in the services offered within the agencies themselves? If yes, explain what might be needed.
- Are there gaps in the community (unmet needs)? Do you think the services available to this population (or need) 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 2: First Group Agency Visit & Presentation (value: 30%)

1. **Agency Visit:** With your group members, you will visit a social service agency (assigned in class). You will answer many of your questions by:

- o RESEARCHING: Agency Website, etc. (online)
- o OBSERVING - 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.
- o READING signs, brochures, etc.
- o MEETING: Your site visit will include an interview with a **frontline staff member or a volunteer**.

As a group, using all of the above sources, you will need to collect information 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 list of values that guide practice?
- What services are offered by the agency?
- How does the agency use volunteers?
- What challenges does the organization face? (from their/your interviewee's perspective)
- What are its greatest strengths and assets? (from their/your interviewee's perspective)
- What is *your* assessment of agency's strengths and challenges (using professional respectful language).

Also, during your visit, pay attention to the following and include in your class presentation (but not the report):

- * Your overall impression of this agency (e.g. What messages does the physical setting of the agency give? What is the atmosphere and tone of the interactions between individuals and service providers?)
- * What do you think the experience is like for individuals accessing this service?
- * What might be some of the issues/barriers/challenges for individuals wanting to access this service?

Note: BEFORE contacting the agency, your group will need to: do your research online, then 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 a **shorter list** of questions that were **not** answered through your research.

Remember to: Send your interviewee a reminder of your scheduled visit time, and to Think of an appropriate way to acknowledge the time and effort of your interviewee!

2. **Group Presentation (value: 10%):** 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. The presentation should include a **1 page summary** of who is in your group, the name of the agency you visited and what part each person contributed to the presentation (for the instructor).

This presentation should last **15- 20 minutes**, including a little time for questions. Choose a presentation format that suits your audience and information. It could take many forms (e.g. power point, posters, skit, game, etc). ***NOTE:** Please keep in mind that Apple computers and PC computers have different software and different cables and are not always compatible. Please test your presentation on a PC (the college's system). If needed, export to power point or a pdf and put on a memory stick.

3. Group Report (value: 5%): 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 8 main questions (above - in Part 1) as headings** 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.*** Only 1 person in each group will submit the group report assignment but all group members' names will be included on the title page.

4. Individual Report & Personal Reflection (value: 15%):

. Each person will write and submit their own **500 – 750 word** report/reflection (APA formatted) on their experiences. An introductory paragraph and conclusion/summary is necessary in all papers. A reflective paper is written without any research but it not like a diary or a blog. It is a well thought out and purposeful collection of ideas and perspectives with some evidence given to back up the ideas. Submit your paper on D2L Include the following:

- 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).
- Describe how you felt and what you personally experienced (emotions, impressions, judgments, thoughts).
- Critical Thinking: What do you think are the reasons this service exists? How do you see this service as helping to address issues of social justice?
- Evidence: Include any evidence that you have to back-up your ideas. (observations, etc.)
- Group Work Contribution Reflection: Do you feel that you contributed well? Fairly? 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?

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

1. Group Visit: With your group members, visit a different social service agency than you went to in the first agency visit - to be assigned in class. You will begin to focus on how issues of social justice impact your chosen agency. You will collect information by researching print and electronic documents/sites and doing a site visit and short interview.

Your site visit will consist of an interview with a **manager/director**. You will *need to* collect information on the following questions:

- What are the mission, goals, and objectives of this agency and their goals for social change?
- What type of agency is this? (i.e.: private for profit or non-profit, etc.)
- 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 do you see as the agency's 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: do your online research and then compose a **telephone script for the initial contact** with the agency and rehearse it; draw up a shorter list of **interview questions** with your group members focusing on a shorter list of questions that were **not** answered through your research.

Remember to: Send your interviewee a reminder of your scheduled visit time, and to Think of an appropriate way to acknowledge the time and effort of your interviewee!

2. Group Presentation (value: 10%): With your small group, analyze all of the information you collected to find common themes and differences. Together, create an oral/visual presentation to share with the class. The presentation should include a **1 page summary** of who is in your group, the name of the agency you visited and what part each person contributed to the presentation (for the instructor).

This presentation should last **15- 20 minutes**, including a little time for questions. Choose a presentation format that suits your audience and information. It could take many forms (e.g. power point, posters, skit, game, etc). ***NOTE:** Please keep in mind that Apple computers and PC computers have different software and different cables and are not always compatible. Please test your presentation on a PC (the college's system). If needed, export to power point or a pdf and put on a memory stick.

3. Group Report (value: 5%): due the night prior to your presentation. With your group members, write a **750 – 1000** word APA formatted report that describes your findings. You must: **Use the questions above (in part 1) as headings** 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.** Only 1 person in each group will submit the group report assignment but all group members' names will be included on the title page.

4. Personal Reflection (value: 10%): Compose your own **500 – 750 word** reflection (APA formatted) on your experience. Use these guiding questions: Reflect on what you contributed to this assignment. Do you feel that you contributed well? Fairly? 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? Also, what was your experience like visiting this agency? What are your reflections on what they offer?

Assignment 4: Participation/Engagement 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!", cell phone use, etc.)
- 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

Questions to ask yourself: How have you contributed to the class learning? How might you have impacted others' learning?

Grading System

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

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>