



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

CFCS 240
Practicum 1
Fall 2017

COURSE OUTLINE

Description:

This course provides students with opportunities for practice in a variety of community settings. Students will begin to integrate core concepts into their practice as CFCS professionals. Students will use a social justice perspective to demonstrate their developing knowledge, skills, values and beliefs as CFCS professionals.

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

Instructors: Artemis Fire/Mary Harber
Class: WT 103 & WT 202
Office Location: WT 111A / WT 223
Office Hours: TBA
Phone: 250-370-3145 / 250-370-3223 /
Email: / firea@camosun.ca / harberm@camosun.ca |

2. Intended Learning Outcomes

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

1. Use principles of social justice as a foundation for practice.
2. Work effectively and proactively within groups, systems and organizations.
3. Begin to 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. Begin to 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. Required Materials

[Have available textbooks and notes from previous CFCS courses.]

4. Course Content and Schedule

*This schedule is subject to change depending upon class needs.

Date	Seminar	
Week 1 Sept 8	Introduction, Course Overview	
Week 2 Sept 15	ORAPIE in Practice Goals, Journals	
Week 3 Sept 22	Practice issues from the field	Journal 1 Due
Week 4 Sept 29	Practice issues from the field Orange Shirt Day event/ceremony will be a part of class	Get to know your agency assignment due
Week 5 Oct 6	Practice issues from the field	Journal 2 Due
Week 6 Oct 13	Practice issues from the field	Journal 3 Due
Week 7 Oct 20	Prepare for mid-term	APIE assignment due
Week 8 Oct 27	Practice issues from the field	Journal 4 Due
Week 9 Nov 3	Practice issues from the field	Journal 5 Due
Week 10 Nov 10	Practice issues from the field	Journal 6 Due
Week 11 Nov 17	Practice issues from the field	Journal 7 Due
Week 12 Nov 24	Practice issues from the field	Journal 8 Due
Week 13 Dec 1	Prepare for final evaluations	Journal 9 Due
Week 14 Dec 8	Consolidation of learning	Assignment 5 – in class

5. Student Assessment (Weighting)

To achieve a COMPLETE for CFCS 240, students must:

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

Class participation includes:

- Pre-class preparation (readings etc)
- Arriving at class on time, and consistent attendance
- Constructive and appropriate comments in class
- Participation in in-class assignments and exercises
- Active and appropriate participation in class discussions and group work
- Active and respectful listening
- Respectful and considerate behavior toward others (including having mobile phones turned off during all classes.

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 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 three seminar classes will put you at risk of failing the course.**

ASSIGNMENT SUBMISSIONS

- All assignments are to be submitted via D2L 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.

Assignment Summary:

Assignments for CFCS 240 include:

- Assignment 1: Get to Know Your Agency
 - Assignment 2: 9 Learning Journals
 - Assignment 3: APIE
 - Assignment 4: Midterm Reflection & Meeting
 - Assignment 5: Final Reflection & Meeting
- Examples of how you demonstrate the Learning Outcome Examples (in practicum workbook for students) to be prepared for midpoint and final evaluation meetings
- Missed Class Assignment (if necessary)

Assignment 1: - Get to Know Your Agency (800-1000 words)

Due: September 29, 2017

Spend some time familiarizing yourself with your practicum placement. By doing some research online, reviewing policy and orientation manuals, observing interactions, reading any other material provided, and asking questions, answer the following questions.

- What are the number, qualifications, and structure of staff?
- How do they receive their funding?
- Describe their mission/philosophy/history.
- Describe the relationships you see between staff members, and between individuals accessing services and staff (with examples to back up your observations).

Assignment 2 - Learning Journals #1 - 5: (approximately 600-800 words each)

- **Due:** Each Saturday, by midnight beginning after practicum placement starts, unless otherwise negotiated with your instructor

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, (I experienced...)* and focus in on a particular event and aspect of your learning since the last journal.

Levels of Reflection for Journals:

Level One: Descriptive Thought

- Provides a basic description of a situation and a reaction to it
- Tells what I saw/heard/did/felt
- No attempt to provide reasons

Level Two: Analytical Reflection

- Provides explanations related to the specific situation or a personal reaction to a situation
- Provides reasons for events, often based on awareness/assessment – personal and professional
- Provides information about how others felt and how you know that
- Asks: Why? How?

Level Three: Critical Reflection

- Questions root causes, uncovers assumptions about culture, human nature, systems, etc.
- Assumptions are the taken-for-granted beliefs we have about reality
- Takes into account the socio-political context in which events take place and decisions are made; including issues of power and privilege.
- Asks: How did it come to pass? What if...? What is my part? What do I need to be aware of?
- Critical reflection can focus on the content (thinking about *what* we perceive) or process (thinking about *how* we perceive/think/know)
- Asks: How does this experience relate to CFCS 240 Learning Outcomes and/or CFCS Program content? How will this experience and reflection impact my future practice?

To further help guide your writing, below are some topic areas you may consider using over the course of the semester:

- Contrasting your experience with your expectations
- Teamwork and collaboration
- Learning about the people receiving service
- Learning about yourself and your role in community social services
- CFCS 240 Learning Outcomes: Choose one and discuss application in your practice

Learning Journals #6 - 9 (approximately 600-800 words each)

- **Due:** Each Saturday, by midnight beginning after practicum placement starts, unless otherwise negotiated with your instructor
- These are done the same as journals 1 to 5 but with an additional step: You must include an APA citation demonstrating your ability to link theory with practice. Using your course materials, from any course you have taken, or academic research, include a relevant citation that links your practice (reflection) to theory.

Assignment 3:

Assessment, Planning, Implementation, Evaluation (APIE) (800-1000 words)

Due: October 21, 2017

Observe and record how the agency engages 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. **Note:** These activities can also be used as examples of meeting some of the learning outcomes in your mid-term and final evaluations.

- **Assessment:** Using information gathered from various sources, including objective observations, discussions, files etc., develop a full understanding of **how the agency engages in Assessment** of various kinds. This can include assessment of individuals, or assessment of program needs on a broader scale. Use some specific examples to clarify your points. What tools do they use to gather information? What lenses are used? What are some of the strengths of their assessment methods, and what else could be asked? *If one exists and is a part of their process, include an assessment form from the organization* in your submission (either scanned and submitted via D2L or brought to the course seminar).
- **Planning** Using information gathered from various sources, including objective observations, discussions, files etc., develop a full understanding of **how the agency engages in Planning** of various kinds. This can include planning for individual receiving services or planning on a broader scale. Use some specific examples to clarify your points. Who is involved with planning? Who is not involved? What steps are involved? How is the individual receiving service involved in the process? What are some of the strengths of their planning process, and what else could be asked?
- **Implementation and Evaluation:** How does your **setting engage in evaluation activities?** Give specific examples. This can include formal and informal, individual and program wide evaluations. Who is involved? What is the process? What happens with the information? What are some of the strengths of their evaluation methods, and what else could be asked? How is the information from these evaluations used to strengthen the agency and the services provided?

NOTE: You may choose to create and include a diagram of the agency's APIE process.

Assignment 4:

Mid-semester Reflection (500-700 words)

Due: The Thursday following your midpoint meeting with your instructor and site mentor.

Based on the evaluation process, please identify three specific goals that you will work on for the remainder of this placement. Include a description of your plan to achieve them, what support/resources you will need to achieve these goals, and how you will get support/resources to ensure your success.

Assignment 5:

Final Reflection

This assignment can be done either Orally in class, or in writing (200-400 words)

Due: In writing: the Thursday following your final evaluation meeting with your instructor and site mentor. Orally in class: TBA

Intro- briefly describe where you have been placed and your role in supporting people.

Based on the evaluation process, please identify three specific goals (these must be prepared as S.M.A.R.T. goals) that you plan to carry forward into your future work/ studies in community social services. Describe why you chose these goals and how achieving them will improve your practice.

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

You need to have a minimum ten 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 600 - 800 word paper which describes the key elements of the class, along with your own reflections on the subject. Please submit this paper to your instructor before next class.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

1. 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>