



**CAMOSUN COLLEGE**  
**School of Health and Human Services (HHS)**  
**Department: Community, Family & Child Studies**

**CFCS 240 Practicum 1**  
**Winter 2019**

**COURSE OUTLINE**

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The course description is available on the web:  
<http://camosun.ca/learn/calendar/current/web/cfcs.html#cfcs240>

*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**

- (a) **Instructors** Robin Fast (WT 111B), Artemis Fire (WT111A) & Shemine Gulamhusein (F314F)
- (b) **Office hours** After class or by Appointment
- (c) **Location** Class: Fridays 8:30 – 10:20 in F212 (extra rooms: F306 & Y303C)
- (d) **Phone** Please use email. **Alternative:** n/a
- (e) **E-mail** [Fast@camosun.bc.ca](mailto:Fast@camosun.bc.ca); [Firea@camosun.bc.ca](mailto:Firea@camosun.bc.ca); [GulamhuseinS@camosun.bc.ca](mailto:GulamhuseinS@camosun.bc.ca)
- (f) **Website** n/a

**2. Course Description & Intended Learning Outcomes**

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.

Upon successful completion of this course students will be able to:

- a) use principles of social justice as a foundation for practice.
- b) work effectively and proactively within groups, systems and organizations.
- c) begin to contribute to the development, implementation and evaluation of integrated support plans for children, youth and adults.
- d) demonstrate interpersonal competencies and establish and maintain positive working relationships with and between individual, families, community partners and the systems that support them.
- e) begin to use knowledge of human and social development across the lifespan to effectively support children, youth, adults and families.
- f) collaborate with others to support children, youth and adults with diverse and changing emotional, physical and health care needs.
- g) practice ethically and responsibly and demonstrate a commitment to personal and professional accountability.

### 3. Required Materials

Have textbooks and notes from previous CFCS courses available.

### 4. Course Content and Schedule

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

Date	Seminar	All assignments due: Saturday @ midnight unless otherwise indicated/negotiated.
Jan 11	Introduction, Course Overview, Assignment Review	
Jan 18	Assignment Review cont'd, Circle of Courage	
Jan 25	Assignment Review cont'd Wellness	Journal 1 Due (Jan. 26th) @midnight
Feb 1	Practice issues from the field	Assignment 2: Get to know your agency assignment due
Feb 8	Practice issues from the field	Journal 2 Due
Feb 15	<b>Reading Week – No Class</b>	Journal 3 Due
Feb 22	Practice issues from the field	Journal 4 Due
Mar 1	Practice issues from the field <b>Prepare for mid-semester meetings</b>	APIE assignment due
Mar 8	Practice issues from the field	<b>Journal 5 Due (approx.)</b>
Mar 15	Practice issues from the field	Journal 6 Due
Mar 22	<b>Prepare for final evaluations</b> Practice issues from the field	Journal 7 Due
Mar 29	Practice issues from the field	Journal 8 Due
Apr 5	Practice issues from the field	Assignment 4 – oral sharing in class
Apr 12	Consolidation of learning	Assignment 4 – oral sharing in class

## 5. Basis of 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).
- Ongoing communication with the instructor, as needed.

### **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 required and the content is **Mandatory**. Therefore, students are required to contact the instructor in advance if they are unable to attend classes and **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.**

### **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 300 - 500 word** paper which describes the key elements of the class, along with your own reflections on the subject. Please submit this paper on D2L **before the next class**.

**\*Note:** It is the student’s responsibility to track the dates missed and to follow up with colleagues about content missed, while they still remember.

### **ASSIGNMENT SUBMISSIONS**

- All assignments are to be submitted via D2L or in hard copy to the instructor, or as indicated.
- ALL Written assignments must follow APA guidelines, unless indicated otherwise.
- *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:

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- Assignment 1: 8 Learning Journals
- Assignment 2: Getting to Know Your Agency
- Assignment 3: APIE
- Assignment 4: Final Reflection & Meeting  
Provide examples of how you demonstrate the Learning Outcomes (in practicum workbook for students) to be prepared for midpoint and final evaluation meetings
- Missed Class Assignment (if necessary)

### Assignment 1 - Learning Journals: (approximately 600-800 words each unless otherwise indicated)

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

All journals: These journals are an opportunity to apply the Circle of Courage to your learning in a reflective way (Brokenleg, Brendtro, VanBockern, 1992). Document your learning from your practicum experiences and from seminar discussions. Use the feedback you receive from your instructor to strengthen 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 while they are still fresh. *Write in first person, (I experienced...).*

**Journal 1:** Beginnings and Belonging. Reflect on your orientation, your experiences so far at the agency/program. How did you feel initially at the new setting? How are you feeling there now? How have they reached out to you to begin to help you gain a sense of belonging? How have you reached out to them to build on that sense of belonging. Be specific in your examples. How did what they did, or did not do, impact you? What else could they do for new staff? What else could you do as a new team member? How does the agency/program create a sense of belonging for the people they are supporting? What do you feel is the impact on the people? How do you know? What have you witnessed, read or heard? Why is belonging important and how can you use this learning moving forward?

**Journal 2:** Independence/Responsibility & Professionalism. Explore the ethical standards, code of conduct and employee policies that guide your work at the agency, if you haven't done so already. Remember what you have learned about working in ethical ways in CFCS 114. Also explore the legislation that governs the work that is done at the agency. What stands out for you from all of that exploration? What have your experiences been so far with professional boundary setting? Have you observed this or experienced it yourself? What happened? What did you learn from that experience? What other ways are you exploring your professional identity and way of being? Why does independence/responsibility & professionalism matter and how will you carry this learning forward? Is there anything that you need to explore further on this topic?

**Journal 3:** Mastery, Self-Awareness & Critical Analysis Reflection: Think about a particular event or incident or experience that you have had in practicum. Use the guide below to explore it from Level 1 to Level 3.

### **Levels of Reflection for Journal 3:**

#### **Level One: Descriptive Thought - Observation**

- 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 - Mastery & Self-awareness**

- Provides explanations related to the specific situation or a personal reaction to a situation
- Provides reasons for events, often based on personal judgements
- Asks: What? Why? How?
- Asks: How did it come to pass? What if...? What is my part?
- Has some oppression/false belief been internalized?
- Do I have some personal triggers or past experiences impacting my perception? What might they be?

#### **Level Three: Critical Reflection & the Macro Level**

- Step back from this situation and look at the bigger picture. What is the context of this situation in the larger society?
- Question root causes, uncover assumptions about culture, human nature, systems, as well as societal beliefs about human nature or why this is happening.
- Assumptions are the taken-for-granted beliefs our society has about reality - what are they in this situation?
- Take into account the socio-political context in which events take place and decisions are made; the legal/policy context, the history or current experiences of oppression of various kinds.
- Think about people in general in these kinds of experiences: do they tend to have access to dignity, the resources they need, a sense of empowerment?
- Is there a group of people experiencing marginalization that informs this situation?
- Use Critical thinking to focus on the content (thinking about *what* we perceive) or process (thinking about *how* we perceive/think and why)
- 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?

**Note:** If you need additional ideas for topics, you may optionally explore 1 or more of the following:

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

**Journal 4:** Generosity. Reflecting on your experiences so far, think about the following questions: How are you giving at your placement? Are you being generous in your giving? To your team? To the people you support? To yourself? How? Are you acknowledging others for their generosity? Are you acknowledging yourself for your generosity? What gifts would you like to share at your placement; with the team and/or those you are supporting? Are you able to be compassionate with others? (without judgement – do you imagine walking in their shoes?) Are you able to be compassionate with yourself? Are you allowed to be imperfectly perfect? Without judgement? Do you

have a wellness plan? Share your plan and challenge yourself to deepen your focus. Think about your wellness in terms of sustainability, physical, emotional, mental and spiritual. Think about what you need from others for wellness. Are you able to ask for what you need as an act of generosity to yourself? Why is generosity to self and others important and how will you carry this concept forward? Is there anything that you need to explore further on this topic?

**Journal 5:** After the Mid-semester Meeting with your instructor, complete a Reflection & Goal-setting Assignment (500-700 words – double-spaced – APA not required) **Due:** 1 week after the meeting with your instructor and site mentor.

Based on the evaluation process, please identify three specific, SMART goals that you will work on for the remainder of this placement. You may want to reflect on your Circle of Courage assessment to guide your goal formation (that is optional). 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.

**Journal 6 & 7:** Critical Analysis/Reflection: Think about a particular event or incident or experience that you have had in practicum. Use the guide below to explore it from Level 1 to Level 3.

#### **Levels of Reflection for Journals 6 - 8:**

##### **Level One: Descriptive Thought - Observation**

- 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 - Mastery & Self-awareness**

- Provides explanations related to the specific situation or a personal reaction to a situation
- Provides reasons for events, often based on personal judgements
- Asks: What? Why? How?
- Asks: How did it come to pass? What if...? What is my part?
- Has some oppression/false belief been internalized?
- Do I have some personal triggers or past experiences impacting me?

##### **Level Three: Critical Reflection & the Macro Level**

- Step back from this situation and look at the bigger picture. What is the context of this situation in the larger society?
- Question root causes, uncover assumptions about culture, human nature, systems, as well as societal beliefs about human nature or why this is happening.
- Assumptions are the taken-for-granted beliefs our society has about reality - what are they in this situation?
- Take into account the socio-political context in which events take place and decisions are made; the legal/policy context, the history or current experiences of oppression of various kinds.
- Think about people in general in these kinds of experiences: do they tend to have access to dignity, the resources they need, a sense of empowerment?
- Is there a group of people experiencing marginalization that informs this situation?
- Use Critical thinking to focus on the content (thinking about *what* we perceive) or process (thinking about

how we perceive/think and why)

- 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?

**Note:** If you need additional ideas for topics, you may optionally explore 1 or more of the following:

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

**Additional Option:** You may choose to orally present the information for journal 6 and/or 7 to the instructor, 10 minutes, by appointment. To be completed within 2 days of the due date. You must notify the instructor of your intent to do so at least 1 week ahead of the due date.

**Journal 8:** to be done the same as journals 6 & 7 but with an additional step: You must include one 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. In other words, what have you learned in the CFCS program that relates to, or informs, the work you are doing in practicum? Link it to your journal ideas/sharing.

### **Assignment 2: - Getting to Know Your Agency**

Due: Feb. 2, 2019

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. If citing only 1 agency, you can simply include the information in the introduction and then on the reference page.

- 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).

**Option 1:** Submit a written assignment (800-1000 words) including the above information

**OR Option 2:** Present the above information in an artistic or creative way, by the due date

### **Assignment 3:**

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

APA not required) Due: Mar. 2, 2019

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? Is it a strengths-based assessment process? What are some of the strengths of their assessment methods, and what else could be asked? Do they use a social justice lens? A lifespan development lens? *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? Is it collaborative? Is self-determination a part of the process? 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 is possible?
- **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?

#### **Assignment 4:**

##### **Final Meeting & Reflection & Goal-setting Assignment**

Present your reflections orally in class

**Due:** Be prepared for Apr. 5th

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

What are 3 highlights of things you learned in this placement?

What contributed to your learning?

What was a challenge you faced and how did you overcome it?

What worked well in your wellness plan?

Create 3 new, specific goals for your next placement by completing this

statement: In my next practicum I want to experience...(3 goals).

Optional: Bring 2 or 3 pictures of your practicum experience to share with the group (hard copy).



## 6. Grading System

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

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

[Click or tap here to enter text.](#)

## 8. College Supports, Services and Policies

### Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or  
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

### College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

### 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 website.

## A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

The following two grading systems are used at Camosun College:

### 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

## 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.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.