



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

**CFCS 110 Foundations for Practice**  
**Fall 2019**

**COURSE OUTLINE**

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**The course description is available on the web:**  
<http://camosun.ca/learn/calendar/current/web/cfcs.html#cfcs110>

*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) **Instructor** Artemis Fire  
(b) **Office hours** TBA  
(c) **Location** CHW 340  
(d) **Phone** Please use e-mail **Alternative:** n/a  
(e) **E-mail** [firea@camosun.bc.ca](mailto:firea@camosun.bc.ca)  
(f) **Website** n/a

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

This course assists students in developing a framework for practice in CFCS. Principles and concepts of social justice, human rights, diversity, and inclusion are introduced. Students will explore the ways in which these principles are applied to practice with individuals, families, and in multi-cultural and aboriginal communities, and organizations.

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

- a) demonstrate an understanding of values and attitudes that affect the full and equal citizenship of individuals and groups in our society.
- b) use knowledge of human rights, social justice, and inclusion to identify practices that promote full and equal citizenship.
- c) apply knowledge of individual, family, social and cultural diversity to practice with individuals, families, and groups.

**3. Required Materials**

Remple, S. (2017). *Advocacy in Practice: Creating a Culture of Social Change in the Human Services*. Oxford: University Press.

Additional readings and other learning materials will be made available online in D2L or provided in class.

#### 4. Course Content and Schedule

### Course Content and Schedule

Written assignments must be submitted via D2L by midnight of the due date listed.

DATE	TOPIC	CLASS PREPARATION
<b>Week 1</b> Sept 4	Program orientation	<b>*Read to prepare for each class as listed:</b>
<b>Week 2</b> Sept 11	Introduction to CFCS 110 key concepts and themes	Readings: Social Justice videos & Art Projects
<b>Week 3</b> Sept 18	Defining social justice The power of language Oppression & Marginalization	Readings: Remple; Wharf
<b>Week 4</b> Sept 25	Historical, social and cultural attitudes and influences on supports/services	Readings: Carniol <b>Optional ASSIGNMENT Due: Sept. 30 Learning Summary Draft</b>
<b>Week 5</b> Oct 2	Differences and honoring diversity Promoting full and equal citizenship in the community	Readings: Snow; Baskin
<b>Week 6</b> Oct 9	Effective advocacy in the human services Introduction to understanding Privilege	Readings: Kirst-Ashman; Blumenfeld & Raymond
<b>Week 7</b> Oct 16	Indigenous history, colonization, and residential schools Guest Speaker: TBA	Readings: Gray; 8 <sup>th</sup> Fire video <b>ASSIGNMENT Due: Oct 21 Learning Summaries 2-6</b>
<b>Week 8</b> Oct 23	Human Rights Guest Speaker: TBA	Readings: Various legislation <b>ASSIGNMENT Due: Oct 28 – Social Justice in the Media</b>
<b>Week 9</b> Oct 30	Differences and honoring diversity	Readings: 2 from UNICEF
<b>Week 10</b> Nov 6	Privilege and power Understanding and responding to prejudice and discrimination	Readings: Hinsburger; OHRC
<b>Week 11</b> Nov 13	Difference and Inclusivity Being an Ally	Readings: Charles & Gabor; Mullaly; Gehl; SPLC – see instructions for SPLC. <b>ASSIGNMENT Due: Nov 19 - Presentation Handouts</b>
<b>Week 12</b> Nov 20	<b>Student presentations</b>	
<b>Week 13</b> Nov 27	<b>Student presentations</b>	
<b>Week 14</b> Dec 4	Integration of Learning <b>Mandatory In-Class Expression of Learning Assessment</b>	<b>ASSIGNMENT Due: Dec 7 Learning Summaries 7-11</b>

## 5. Basis of Student Assessment (Weighting)

### 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.** (NOTE: For passing quality work, marks will not be brought down below a 60% grade as a result of late marks, if it is handed in before the last class)

### 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
- Active and respectful participation in class discussions and activities
- Active and respectful listening
- Respectful behavior toward classmates and instructor (including having mobile phones muted during classes)
- Awareness of own behavior and its effect on others

**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 350 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 required to contact the instructor in advance if they are unable to attend classes.

### Course Completion

***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 by midnight of the due date listed.** 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

**Written assignments must be submitted via D2L by midnight of the due date listed unless otherwise instructed.** A more detailed explanation of assignments will be discussed in class.

## Assignment Summary

## Due Date

1. Learning Summaries – 2 submissions	(30%)	see below
2. Social Justice Issues in the Media	(20%)	Oct 28
3. Social Justice Organizations Presentation & Handout	(20%)	see below
4. In-Class Assessment	(20%)	Dec 4
5. Participation & Engagement	(10%)	ongoing

### 1. Learning Summaries

**Due dates:** Learning Summary Draft (optional submission for non-graded feedback): **Sept. 30**  
Learning Summaries Weeks **2-6** Submitted: **Oct 21**  
Learning Summaries Weeks **7-11** Submitted: **Dec 7**

**Value: 30%**

**You will choose 4 of the classes to focus on for each assignment (for example: Weeks 2 – 6, you might choose weeks 2, 4, 5 & 6; Weeks 7 – 11, you might choose Weeks 8, 9, 10, 11)**

The purpose of the Learning Summaries Assignment is for you to reflect on your learning throughout this course, to express your thoughts, views, and questions about the topics and issues raised in class and in course materials. You will do this by summarizing your learning in the classes and reflecting on that learning. These **reflections must be supported by research** using any academic source, or your assigned readings (from any week/any current course text).

**HINTS:** Make notes following each class. The notes should focus on your learning and your thoughts about the topics, issues, materials, readings and class discussions. Noting your thoughts and ideas after each class as well as taking notes during class will help you to submit comprehensive summaries that reflect your learning in this course.

Each week a Learning Summary should be completed individually. A set of summaries will be handed in twice in the semester. **Each** weekly Learning Summary **must have** at least one academic source referenced.

Summaries are not descriptions what activities occurred in the class – they are your personal response to new information and ideas. You are encouraged to express your own views, and as such, the opinions expressed in your summaries are not judged or marked as "right" or "wrong". However, **you must cite course material or other sources to support your opinions** using **APA referencing**.

**Submit 5-7 pages (double spaced on each due date)** electronically via **D2L** as a Word or Open Office document, or typed hard copy, by **midnight of the due date**.

#### **Some questions to guide you in writing and thinking:**

- What have you learned about social justice concepts and themes from the classes, readings, and guest speakers? Be specific about the course content to demonstrate your understanding of course concepts.
- Does this information fit, challenge, or conflict with your views related to social justice concepts?
- What have you learned about your own and others' values and beliefs related to social justice, diversity, power, oppression, and inclusion?
- In what ways will your learning and experiences in this course influence your practice as a CFCS professional?

**Grading:** (15 marks possible for each submission – 15 marks x 2 submissions = 30%)

Consideration will be given to:

- Demonstrated understanding of course concepts
- Connections/links made between course concepts and reflections
- Opinions supported by evidence/research/readings (cited and referenced – at least 1 per week)
- Evidence of thought and effort...
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing)
- Appropriate use of APA referencing
- Effective writing style, reflective of writing expectations for first year college courses

## **2. Social Justice Issues in the Media**

**Due date: October 28**

**Value: 20%**

In this assignment, students are asked to examine the way in which books, film and the media portray and shape our perceptions about issues of social justice (inclusion, diversity, discrimination, equality, equity, etc.) as they relate to equity-seeking individuals or groups who experience being "marginalized" by the larger society. Students will do this by examining a "white savior" narrative.

**Students will select a book or film from the list below (or negotiate with the instructor for a suitable alternative):**

Avatar (film); The Blind Side (film or book); Freedom Writers (film\* or book); The Help (film or book); The Soloist (film)

**\*Option 1: Submit a 5 – 6 page typed and double-spaced paper, provide the information requested below. (D2L or typed hard-copy)**

**\*OR Option 2: you may choose to provide the information requested below in an artistic or creative way.**

**Either way you present, include the following information:**

- Briefly **describe** the book or film (set the stage, introduce the topic)
- **Identify the social justice issues** that are raised in the work you have chosen, and discuss why a particular individual or group is perceived as marginalized.
- **Critical Thinking:** How is the marginalized individual or group portrayed in the story? Is the portrayal positive or negative? Describe the role of the 'white savior' narrative in the story and its impact on the portrayal of the marginalized group. Provide examples or descriptions from the article/story that support your viewpoint including words, language and images that contribute to the portrayal. How are these words or images valuing or devaluing? How do they contribute to positive or negative views and beliefs? (Critical Thinking)
- **Research:** How does this portrayal compare to other portrayals of the same group? What have scholars/ social activists/ critics said about the portrayal? (**Cite** your research)
- **Reflect:** How did you respond or react to the story? **Give examples** of how the language, words or images used to tell the story influenced your response?

**Grading:** Consideration will be given to:

- Demonstrated understanding of course concepts

- Connections/links made between course concepts and reflections
- Evidence of thought and effort
- The effective communication of your thoughts and ideas (any reader would understand ideas you are expressing)
- Inclusion of research (as described above)
- Appropriate use of APA referencing
- Effective writing style, reflective of writing expectations for first year college courses
- Opinions supported by evidence/research
- Evidence of critical thinking

### **3. Social Justice Organizations and Movements**

**Due dates:** Handout – **November 19**

Presentation – **November 20 or 27** (as assigned by instructor).

**Value:** Handout 10%  
Presentation 10%

**The instructor will assign you into groups of 2 or 3 for this assignment. In this assignment, students are asked to identify and research organizations or movements that exist to promote some form of social/environmental justice, locally, nationally or globally.**

The purpose of this assignment is for students to become familiar with the array of organizations and movements that promote social/environmental justice and to work collaboratively in pairs/small groups to prepare and present information about the topic to the class.

**Students will be provided with a list of organizations, and have the option to select another organization of interest. Check with the instructor before you begin your research to ensure the suitability of your choice and to avoid duplication.**

- A. Prepare and submit a 2-page, double-sided **handout** on 1 piece of paper (Submit an electronic copy via D2L on the due date and bring 20 copies to class for your classmates to share on the day of your presentation). Describe the organization or movement chosen for this project, and present an overview of the organization to the class (in your own words) including:
- The mission statement, vision, or mandate of the organization, its goals.
  - A description of the aspect of social justice that this organization or movement is seeking to promote.
  - A description of the ways in which the principles of social justice are promoted by this organization.

\*NOTE: Proper APA referencing of direct & indirect quotes and materials from websites is required. Do **not** use 'brochure' formatting. Point form **is acceptable**.

**Grading for the Handout (10%)** Consideration will be given to:

- The clarity, flow and organization of thoughts and ideas
  - Evidence of thought and effort
  - Overall presentation of the material (grammar, spelling, etc.)
  - Evidence of integration of course materials and discussions
  - Materials submitted in the handout must be properly referenced, and in the students' own words as much as possible.
- B. Prepare a **10-minute presentation** that informs the class about the mission, goals and purpose of the organization. You may express this information through role-plays, dramatizations, or other creative means. \* Do not use videos longer than one minute (prepared by the organization or by others).

**Grading for the Presentation (10%)** Consideration will be given to:

- Group preparation and organization
- Organization and flow of information was effective and clear
- Creativity- Effective use of visual aids, role-plays, etc.
- All group members contributed to the presentation...
- Presentation was within time limits
- Appropriate use of humour
- Group successfully achieved the goals of the assignment
- Effectively communicated purpose of organization/movement

#### **4. In Class Expression of Learning Assessment**

Students will be given an opportunity to integrate their learning in a short in-class assessment.

#### **5. Participation & Engagement**

The instructor will be giving a participation grade to each student. This grade can significantly impact the final mark. Criteria for assessment will include:

- 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, professional and inclusive behavior toward classmates and instructor
- Awareness of your own behavior and its effect on others

## 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://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> 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.