



## CAMOSUN COLLEGE

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

### CFCS 114 Professional Practice 1 Winter 2020

## COURSE OUTLINE

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The course description is available on the web:  
<http://camosun.ca/learn/calendar/current/web/cfcs.html#cfcs114>

*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** Leann Finlay
- (b) **Office hours** TBD – email is best
- (c) **Location** CHW 339
- (d) **Phone** 250-370-3161 (main office)      **Alternative:** n/a
- (e) **E-mail** Finlayl@camosun.bc.ca
- (f) **Website** n/a

### 2. Course Description & Intended Learning Outcomes

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.

Upon completion of the course students will be able to:

- a) apply professional standards and accountabilities to practice.
- b) articulate a personal philosophy for practice as a CFCS professional.
- c) make responsible and ethical decisions using critical thinking and effective problem solving skills.
- d) describe and define the components, roles and responsibilities found in effective team work.

### 3. Required Materials

- a) Valentino, Lucy. (2013) *Handle with care: Communicating in the human services field in Canada*, 5<sup>th</sup> ed. Nelson Education Ltd., Toronto, On.
- b) O'Hara, A., Weber, Z., Levine, K. (2016). *Skills for human service practice: Working with individuals, groups, and communities*, 2<sup>nd</sup> ed. Oxford University Press, Don Mills, On.
- c) Additional Readings as Assigned

#### 4. Course Content and Schedule

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 skills 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 class

Course Schedule:

This schedule is subject to change depending upon availability of resources and class needs.

#### Class Schedule CFCS 114 – Winter 2020

DATE:	TOPIC:	PREPARATION:
Week 1 Jan 6	Introduction CFCS 114 Key Concepts and Theme	
Week 2 Jan 13	Beliefs, Values, & Philosophy	<b>D2L:</b> Ch1 - Human Services: That Must Be So Rewarding
Week 3 Jan 20	Human Service Work	<b>D2L:</b> Ch1 - The Generalist Model of Human Service Practice
Week 4 Jan 27	Working Relationships, Group Dynamics, & Teams	Txt: Ch13 - Skills for Human Service Practice <b>Philosophy Paper due: Feb 2nd</b>
Week 5 Feb 3	Conflict Resolution	Txt: Ch15 – Skills for Human Service Practice
Week 6 Feb 10	Professional Communication	Txt: Ch5 – Skills for Human Service Practice <b>Team Work Paper due – Feb 16th</b>
Week 7 Feb 17	Reading Week (No Class)	
Week 8 Feb 24	Professional Writing	Txt: Ch1 & 3 - Handle with Care
Week 9 Mar 2	Freedom of Information & Protection of Privacy	Txt: Ch2 & 4 – Handle with Care <b>Prof Writing Assign 1 – Due Mar 8<sup>th</sup></b>
Week 10 Mar 9	Ethics and Ethical Issues	Txt: Ch1 & 2 – Skills for Human Service Practice
Week 11 Mar 16	Ethical Dilemmas & Decision Making (Leann Away – Instructor TBD)	<b>Prof Writing Assign 2 – Due Mar 22nd</b>
Week 12 Mar 23	Self in Ethical Practice (Leann Away – Instructor TBD)	Txt: Ch3 – Skills for Human Service Practice
Week 13 Mar 30	Human Service Values in Practice	
Week 14 Apr 6	Integration of Learning	<b>Final paper or Group Presentations due</b>

## 5. Basis of Student Assessment (Weighting)

### CFCS 114 Professional Practice 1 Winter 2020

**Assignments - All Assignments to be submitted through D2L as **Word Documents** by 11:59 pm on the date due.**

#### **Assignment 1**

Philosophy and Values Paper

Due Date: February 2, 2020 – 11:59pm

Value: 20%

In this paper (750 - 1000 words), you are asked to examine your values and beliefs about working in community social services, and to describe how your philosophy will impact your work. Use the questions below to guide your discussion.

1. Identify your motives for choosing a career in the community social services.
2. Describe the attitudes and beliefs you have about working in the community social services profession.
3. Where and how did you develop these attitudes and beliefs? Have they changed over time? What events or situations have had an impact on your attitudes and beliefs?
4. Describe your emerging philosophy for working in the community social services field.

Grading:

Consideration will be given to:

- Demonstrated understanding of course concepts
- Connections/links made between course concepts and reflections
- Evidence of thought and effort
- Completion of the assignment requirements as outlined
- Effective communication of your thoughts and ideas
- Effective writing style, reflective of writing expectations for first year college courses
- Opinions and arguments **supported by properly cited evidence**
- Appropriate use of APA formatting and referencing (Use the APA Manual or Owl Purdue as a reference if you are unsure of how to cite or reference your sources [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) ), or if you do not know how to lay out an APA paper. Attention should be given to title page, page numbering, font and font size, spacing, citation (this is different than reference page), and headings.

## **Assignment 2.**

Teamwork Paper

Due Date: February 16, 2020 – 11:59pm.

Value: 20%

In this paper (750 - 1000 words), reflect on a group experience you have had, either in this program or in a volunteer or work environment.

1. Describe how your group worked together.
2. How were decisions made in your group?
3. If there was some conflict, how did the group handle it? If not handled, why not?
4. What other challenges or rewards did your group face?
5. Reflecting on the group experience you are using as an example and on other group experiences you have had, in this program or elsewhere, what have you learned about yourself when it comes to working in teams? Where do you see your potential for more growth?

Grading:

Consideration will be given to:

- Demonstrated understanding of course concepts
- Connections/links made between course concepts and reflections
- Evidence of thought and effort
- Completion of the assignment requirements as outlined
- Effective communication of your thoughts and ideas
- Effective writing style, reflective of writing expectations for first year college courses
- Opinions and arguments supported by properly cited evidence
- Appropriate use of APA formatting and referencing. (Use the APA Manual or Owl Purdue as a reference if you are unsure of how to cite or reference your sources [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) ), or if you do not know how to lay out an APA paper. Attention should be given to title page, page numbering, font and font size, spacing, citation (this is different than reference page), and headings.

## **Assignment 3**

Professional Writing: Assignment 1

Due Date: March 8, 2020 – 11:59pm

Value: 15%

In this assignment you are asked to demonstrate an ability to professionally and objectively describe and record behaviour and events. You are asked to conduct two separate observations over the next few weeks. Select an environment where you will be able to discretely observe people and their behaviour. Each observation period should last approximately five minutes.

1. Observe and take careful notes during the period of observation.
2. Describe the environment, people and interactions. Your observations should

- answer the questions: who, what, where and when?
3. Record your observations on the running record form given out in class.
  4. Submit your two observations.

Grading:

Consideration will be given to:

- Technical skills (grammar, punctuation)
- Application of principles of professional documentation skills
- Organization and clarity of information

#### **Assignment 4.**

Professional Writing Assignment 2

Due Date: March 22, 2020 – 11:59pm

Value: 15%

In this assignment, review scenario 1.1 and scenario 1.6 in Handle with care, page 11 and 12.

Write one page of “case notes” using the anecdotal format discussed in class. For each scenario, answer part ‘A,’ by completing an incident report as described.

Grading:

Consideration will be given to:

- Technical skills (grammar, punctuation)
- Application of principles of professional documentation skills
- Organization and clarity of information

#### **Assignment 5.**

Ethical Decision Making Paper **or** Group Presentation

Due Date: April 6, 2020 – 11:59 pm **or** in class presentation

Value: 20%

Write a paper (1000 - 1200 words) that uses Reamer’s framework for ethical decision making as well as other course material to demonstrate your ethical decision process for one of the six ethical dilemmas.

**Or....**

Work together in a group (maximum of 5 people), to walk us through Reamer’s framework for ethical decision making, explaining the chosen scenario below and how you worked through this ethical dilemma. Use a visual aid, provide references, and presentation should be 10-15 min in length. Inform the Instructor by March 30<sup>th</sup> if you are completing a group project and send presentation link by April 6<sup>th</sup>. Ensure you leave time for questions.

Scenarios provided below:

Grading:

Consideration will be given to:

- Demonstrated understanding of course concepts
- Connections/links made between course concepts and reflections
- Evidence of thought and effort
- Completion of the assignment requirements as outlined
- Effective communication of your thoughts and ideas
- Effective writing style, reflective of writing expectations for first year college courses
- Opinions and arguments supported by properly cited evidence
- Appropriate use of APA formatting and referencing. (Use the APA Manual or Owl Purdue as a reference if you are unsure of how to cite or reference your sources [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) ), or if you do not know how to lay out an APA paper. Attention should be given to title page, page numbering, font and font size, spacing, citation (this is different than reference page), and headings.

### **Ethical Framework Scenarios**

- A. You are with a group of clients who are playing badminton at a local community centre. You are sitting near the door of the gym and a member of the public walks up and watches for a while. He is holding a badminton racquet. After a few minutes, he asks who the group is and if he can join. What do you say and do?
- B. You are assisting a client who is interested in applying for a volunteer job at a local agency. He is anxious about phoning them and asks you to phone and get the information for him. You agree. When you call, the agency thinks you are the volunteer applicant. In an attempt to clarify, you then say you are phoning from work on someone else's behalf. They ask why he did not call himself. They also ask who you work for. What do you say?
- C. Your sister is a single mom with two preschool daughters. She rents out the basement suite in her home. One day as you arrive to visit her you see a client of the team leaving the house. This client has been convicted twice for violence against women. You ask your sister who he was and what he was doing there. She tells you he will be her new tenant and she has already accepted his damage deposit. What do you say and do?
- D. A client at your team has considerable disposable income but has poor judgment. He arrives at the office at Christmas time with a fist full of "scratch and win" tickets and gives one to each staff. All the staff accepts these tickets, including you. You return to your desk and scratch the ticket. It wins \$25,000. What do you say and do?

- E. A client that you have been working with very closely gives you a gift for your birthday. It is a very nice handmade pottery mug. Your agency has a very strict policy of not accepting gifts from the clients. You are aware that in this person's cultural tradition it is an insult to refuse a gift. What do you say and do? Does it matter if the gift is received in a private situation or in front of other staff?
- F. Your outreach team receives a referral for a new client. He is just being released from prison after serving a sentence for child abuse. The prison kept him for his entire sentence (no early release) because they were convinced he would re-offend. He will be living in a group home that has supervision in theory but is actually poorly run. This home is within a couple of doors of several people you know have small children and is within four blocks of three elementary schools. For complicated reasons the team does not accept the referral but he will be in the home. You are concerned for the safety of the children in the neighborhood. What do you say and do?

### **Assignment 6.**

#### Participation

Due Date: Participation assessment will be done throughout the course, with written reflections at midpoint and at the end of the course.

Value: 10%

Evaluation of participation includes:

- Active and respectful participation in classes
- Regular attendance
- Adequate preparation for classes
- Contributions to small group and large group discussions
- Respectful behaviour towards classmates and instructor (Including having mobile phones muted during classes)
- Awareness of own behaviour and its effect on others

**Remember – this is a course on Professional Practice**

**Assignment Submission:** Written assignments must be submitted via D2L as a **WORD DOC** file. File names should include your name for easy reference. Written assignments must be typed and double spaced and follow APA writing guidelines. Pay particular attention to page numbering and headers, line spacing, font and font size, **the citation of source material, referencing**, and cover-page format. Spelling, grammar, and presentation of the material will be taken into consideration when assignments are graded. All assignments are to be submitted on designated due dates. In some circumstances, students may arrange with the instructor for an extension of an assignment (**at least 48 hours in advance**) before the due date. Marks will be deducted (5% per day) of assignments if prior arrangements have not been made with the instructor.

## 6. Grading System

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

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

APA Manual

Owl Purdue Website:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## 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.