



# CAMOSUN COLLEGE

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



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

## CFCS 214 Professional Practice 2 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#cfcs214>

*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                      **Alternative:**    n/a  
(e) **E-mail**            Finlayl@Camosun.bc.ca  
(f) **Website**         n/a

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

This course builds on the knowledge and skills introduced in CFCS 114 with an emphasis on professional standards, relevant legislation, and leadership models. Students will further develop skills and strategies necessary for interdisciplinary team work. Lifelong learning and its relationship to personal and professional development is explored.

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

- a) Work effectively within, and contribute to, the interdisciplinary team.
- b) Develop strategies to enhance personal and professional development.
- c) Demonstrate knowledge of strategies that contribute to effective leadership in human services settings.
- d) Demonstrate knowledge of relevant provincial and municipal legislation and related policies, procedures and regulations that impact practice.

#### 3. Required Materials

No Text Required  
Readings will be available online or provided in class.

## 4. Course Content and Schedule

*\*\*This schedule is subject to change depending on availability of resources. Additional readings may be assigned.*

Week:	Topic:	Preparation & Assignment Due Dates:
Week 1 Sept 2	Labour Day – No Class	☺
Week 2 Sept 9	Orientation – Course Introduction	☺ <b>Legislation Request and Agency Website – Due Sep 16</b>
Week 3 Sept 16	Presentation – Candace Stretch – Cridge Center for the Family, Peer Mentor Introductions (Y1 & Y2), Intro to Legislation	Readings 1, 2, 3, & 4 <b>Tell Leann Legislation of Choice (Assign 1) and Agency Website</b>
Week 4 Sept 23	Portfolio Introduction (Assign #'s 5 & 6), Presentation by Jacquie Burden – Career Services, Self Leadership, Organizational Structures, Legislation	Readings 5, 6, 7, 8,
Week 5 Sept 30	Presentation – Jody Hoffman - MCFD, Orange Shirt Day, Legislation Continued	Readings 9, 10, <b>Assignment 1 - Legislation Paper - Due Oct 7</b>
Week 6 Oct 7	Leadership, Interdisciplinary Teams	Readings 11, 12, <b>Assignment 1 - Legislation Paper - Due</b>
Week 7 Oct 14	Thanksgiving – No Class	<b>Assignment 2 – Legislation Presentations – Due Oct 21</b>
Week 8 Oct 21	Legislation Presentations (2 hrs)	Readings 13, 14, 15 <b>Assignment 2 – Legislation Presentations – Due</b>  <b>Online Questions for Inter-Prof Practice – Due Oct 28th</b>
<b>**Week 9 Oct 29</b>	Inter-professional Practice Case Study with Dental Hygiene Students	Reading 16 & Questions on D2L <b>Assignment 3 - Inter- Prof Practice In Class Assignment Due</b>
Week 10 Nov 4	Interdisciplinary Teams Continued	Reading 17 <b>Assignment 4 – Interdisciplinary Team Case Study Reflection Paper- Due Nov 11</b>
Week 11 Nov 11	Remembrance Day – No class	<b>Assignment 4 – Interdisciplinary Team Case Study Reflection paper DUE.</b>  <b>Assignment 5- Cover-letter, Resume, Philosophy Stmt - Due: Nov 18</b>
Week 12 Nov 18	Collaboration and Community Work, Guest Speaker – Jacquelin Green – Saanich Neighborhood Place/ Young Parent’s Support Network, Resume, Cover-letter, Philosophy work time	Readings 18, 19  <b>Assignment 5 - Cover-letter, Resume, Philosophy Stmt Due</b>
Week 13 Nov 25	Applying for Jobs Y 1& 2 Peer groups meet: Areas of Practice (TBC)	Reading 20 <b>Assignment 6 – Career Portfolio &amp; In Class Presentations – Due Dec 2nd</b>

Week 14 Dec 2	Portfolio Presentations	Assignment 6 – Career Portfolio & In Class Presentations – Due
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**\*\* Week 9 – Oct 29 @ Lansdowne Campus – DNT 015, 3-6pm NO CLASS ON OCT 28<sup>th</sup>.**

### **Guidelines to Late Submissions:**

All assignments are to be submitted electronically by midnight on the designated due date. Any requests for an extension must be negotiated with the instructor at least **24 hours BEFORE** the date due. **Marks will be deducted at 3% per day for late assignments if prior arrangements have not been made with the instructor.**

### **Instructor Response Time:**

Your Instructor will endeavor to respond to your emails or phone calls within 24 hrs; 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. The best way to reach your instructor is by email: [finlayl@Camosun.bc.ca](mailto:finlayl@Camosun.bc.ca)

### **Class Attendance and Participation is required and includes:**

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

**Make-up Assignments:** for any missed in-class assignments are due by midnight the day before the following class after the absence; please submit electronically. You are responsible for connecting with your peers to see what information or in-class assignments have been missed.

**Expectations:** This is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, co-operative learning, and guest speakers. Please arrive to 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 by midnight of the due date listed.** File names should include your name for easy reference. Written assignments must be typed and double spaced, following APA guidelines for writing. 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 materials 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.

## Assignment Details:

**Written assignments must be submitted via D2L by midnight of the due date listed unless otherwise instructed.**

For all assignments, consideration will be given to:

- Demonstrated understanding of course concepts
- Technical skills (grammar, punctuation, APA)
- Effective writing style (flow of ideas, language use, understandability)
- Thorough and accurate coverage of topic (assignment completeness, presentation of material, connection to the course, APA)
- Insight (analysis, reflection, depth of understanding displayed)
- Appropriate use of citation and referencing

### Assignment Summary: Basis of Student Assessment (Weighting)

#### Assignment #1:

#### Evaluation of a Community Social Services Agency and its Relevant Legislation

Choose the top 3 Acts that you are most interested in learning more about and submit your choices to the instructor. Only 3 people will be able to write about the same act. Your instructor will then give you a list of Community Social Service agencies which are mandated to some degree by the legislation you chose. You may use one of the ones recommended or come up with one of your own (please run the agency by your instructor prior to starting, if choosing your own).

**Using the website only** for that particular agency, evaluate what legislation impacts the agency and how it impacts the services they provide. Your paper should use APA writing guidelines (including 12 pt, Times New Roman font, an APA title page, introduction, conclusion, appropriate headings, citations, references, etc.) and be 2500 to 3000 words in length. It could include the following information but need not be limited to this information, nor does it need to appear in this order: An overall description of the agency (or government department), the main function of the agency, who it serves, where it receives its funding, the legislation that impacts this agencies role and the practices of the employees, how the legislation is connected to the service of the agency.

Your paper **could** answer some of the following questions:

Who benefits from this? Who is this harmful to? What about the legislation is most/least important? What information could be used to make a positive change? Where can we get more information? When are practices acceptable/unacceptable? Why is this relevant to me/others? How does having this information help my practice?

**Written Paper Due Date: 12 am, October 7<sup>th</sup>, 2019 - Submitted on D2L**

**Value: 15%**

**Length: 500-1000 Words, APA formatted**

#### Assignment #2: Legislation Presentation

Your instructor will provide you with the 2 other names of those who have chosen the same legislation. Together you will form a group and give a short presentation (10-15 minutes) on your chosen legislation, providing some examples of its impacts on agency professional practice (based on your own papers and the agency websites you have investigated). Create a brief handout sheet for the rest of your classmates. Presentation will be marked on creativity, level of engagement, use of appropriate displays (ie; ideas include: power point, flipchart, some sort of visual accompaniment, a hand out, etc.).

Presentations should include the following information:

1. Why do you think the legislation was developed? In response to what need?

2. How could the legislation make a positive difference in someone's life, how might it create challenges?
3. How does it promote social justice?
4. Strengths/weaknesses
5. Find one additional related support/resource for people affected by this legislation (where else might they turn for assistance?)
6. What do you think is the most important aspect of the legislation to share with your classmates?

**Presentations: October 21**

**Value: 10%**

**Length: 10-15 minute presentation**

**Assignment #3: Interdisciplinary Team Case Study Plan**

Working in collaboration with Dental Assistant students, you will be given a case in which you will develop an assessment, and a plan for interventions. The focus of this simulated experience is on communication and collaboration with another profession. The case study that you will be focusing on will present an opportunity for a more holistic assessment of the issues at play and a chance to generate/identify a greater range of possible intervention strategies.

**A. Pre-class activity: Due prior to class, Oct.29, 2019 – An online discussion prompted by the following questions:**

The focus of this simulated experience is on communication and collaboration with another profession. The case study that you will be focusing on will present an opportunity for a holistic assessment of presenting issues and a chance to generate a range of possible intervention strategies.

**Questions to consider for preparation:**

1. How do you view Inter-professional practice?
2. What do you see as its value?
3. How would you describe your profession to someone else who is not familiar with it? What do you think are the aspects of your profession that are distinct? What aspects do you think might be common to other disciplines in health and human services?

A drop-box has been created (IPE Pre-class Activity Question) to submit your work.

**B. Case work and Reflection with CFCS students: In-class assignment, October 29, 2019**  
**Reflection on your group process, answering the following questions**

- a. How did you contribute to the team? (reflect on your disciplinary contribution as well as your personal contribution)
- b. What was the same and/or different about the various disciplinary contributions?
- c. How did your group make decisions and resolve any conflict?
- d. Were there any surprises or unanticipated outcomes?
- e. How do you feel this activity will inform your ability to work on an interdisciplinary team?
- f. Do you have any feedback on this activity? What worked well? In what ways could this assignment be improved?

As a team, **submit** one hard copy of your assessment and plan at the end of our joint class.

**Due Date: October 29<sup>th</sup>**

**Value: 5%**

## **Assignment #4: Interdisciplinary Team Case Study Reflection Paper**

Examine interdisciplinary practice and leadership using your in-class experience and explicitly referencing course readings (i.e.: Shifting Sites of Practice article and other leadership readings). Submit a paper about your group process by including information on the following: (you are not limited by these questions, nor must they follow as they are written). Some of the areas that students will be expected to reflect on are the types of leadership styles that stood out, the ability (or lack there-of) to work together collaboratively, the different roles team members took, the ability to come to consensus, reflections on the assessment and intervention plan, how you might wish to do things differently (or not) in the future, etc.. The purpose is to use the case as a means to explore inter-professional practice and leadership.

- How did you contribute to the team? (Reflect on your disciplinary contribution as well as your personal contribution).
- What was the same and/or different about the various disciplinary contributions?
- What processes could you see within your group as you worked together?
- How did your group make decisions or resolve any conflict?
- Were there any surprises or unanticipated outcomes as a result of your interaction?
- What types of leadership strategies did you see implemented?
- What would you say was your greatest learning from this experience?
- How do you see your skills in the role that you took on in your Case Study having changed over time? Think back to one of the first groups you were in within this program.
- Based on this experience, what do you see as the benefits and challenges of interdisciplinary teamwork?

You are encouraged to write from the 1st person and tie in references to support your claims. Ensure you utilize APA writing as well as formatting including title page, an introduction highlighting the purpose of the reflection, a paper organized with appropriate headings, a conclusion, references, citations of any sources, etc.

**Due Date: November 11**

**Value: 25%**

**Length: 1000 – 1200 words, APA Formatted**

## **Assignment #5: Cover letter, Resume, & Philosophy Statement**

In-Class Assignments: During class time, you will receive time to work on each of these assignments. Develop a current resume that focuses on human services. Write a cover letter aiming at a specific job posting within human services. Create a philosophy statement (no more than 1 page) that highlights your values and strengths related to the human services field. Use information from class and readings to help make these documents professional in quality. Submit all 3 to D2L.

**Due Date: Nov 18<sup>th</sup> (You may submit these earlier if you wish!)**

**Value: 15%**

## **Assignment #6: Student Career Portfolio**

Each student will create their own portfolio showcasing what it is about them that makes them uniquely suited for working in the Human Services field, including skills, aptitudes, abilities, and soft skills, etc. This will form the basis of a portfolio which you can continue to work on as you carry on with your education and career. Ensure you have a framework developed for adding more content as you go.

Portfolios may be presented in hard-copy or online and must include at minimum: Personal resume, a cover letter for a job application, your personal philosophy into the human service field, examples of your work, a description of your growth in the field to date, a record of skills and achievements, identification of areas that require further study (i.e.: gaps in learning/training), your end goal, etc. Along with these

items, your portfolio should showcase some kind of visual stimulation using theme, color, photos, quotes, etc.

**This assignment should be an assignment that you work on throughout the term (Do NOT Leave until the last minute!).** We will cover many of these topics in class and you will have the opportunity to work on some of these mini assignments in class (making coming to class on a Monday morning all the more appealing!) 😊

The portfolio will then be presented in small groups (10 minutes each). The focus should be on your personal philosophy and end goal; identifying gaps and a plan of action to reach your goal. Speak briefly on your process of putting your portfolio together, selecting material and what you have learned about yourself.

**Due Date: Dec 2nd (in class)**

**Value: 15% (10% for Portfolio, 5% Presentation)**

## #7 – Participation:

Your participation grade is based primarily on attendance in class, which includes:

- Adequate preparation for classes (completing assigned readings and assignments)
- Arriving to class on time
- Active and respectful participation in class discussions and activities
- Respectful behavior toward classmates and instructor (including phones muted during classes)
- Awareness of own behavior and its effect on others

**Value 15%**

## 5. Basis of Student Assessment (Weighting)

Legislation Paper	15%
Legislation Presentation	10%
Interdisciplinary Team Case Study Plan	5%
Interdisciplinary Team Reflection Paper	25%
Cover Letter, Resume, Philosophy Statement	15%
Career Portfolio	10%
Career Portfolio Presentation	5%
Participation	15%

## 6. Recommended Materials 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 <http://camosun.ca/services/> (more info below) or on the College website at [www.camosun.ca](http://www.camosun.ca).

Please note important dates for withdrawing from courses without penalty (financial or otherwise). <http://camosun.ca/learn/fees/#deadlines>

## 7. 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.