



**CFCS 241 Practicum 2**  
**Winter 2021**

**COURSE OUTLINE**

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**The course description is available on the web:**  
**<http://camosun.ca/learn/calendar/current/web/cfcs.html#cfcs241>**

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafe BC and the B.C. Government to ensure the health and wellbeing of students and employees Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: <http://camosun.ca/covid19/faq/covid-faqs-students.html>  
However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

*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** Robin Fast & Artemis Fire  
Robin: Tuesday 1030-1130; Friday 1230-130
- (b) **Office hours** Artemis: will be available after class or by appointment
- (c) **Location** Online  
Artemis: Please use email.
- (d) **Phone** Robin: 250- 370 4658
- (e) **E-mail** Artemis: [Firea@Camosun.bc.ca](mailto:Firea@Camosun.bc.ca) Robin: [Fast@camosun.bc.ca](mailto:Fast@camosun.bc.ca)
- (f) **Website** <http://camosun.ca/learn/programs/community-family-child-studies/>

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

This practicum experience provides an opportunity for students to integrate and consolidate the knowledge, skills and values learned in the program.

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

- a) use principles of social justice as a foundation for practice and to enhance the quality of life of children, youth, adults and families.
- b) work effectively and proactively within groups, systems and organizations to enhance the quality of services and resources for children, youth and adults.
- c) 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) 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. Some are available on D2L.

### 4. Course Content and Schedule

This schedule is subject to change depending upon class needs.

Seminar Date	Seminar	Preparation & Assignments Due
Jan 15	Introduction, Course Overview Review of assignments	
Jan 22	Review of assignments Goal setting	<b>Journal 1 due Jan 23</b>
Jan 29	Self-care & Emotional literacy Issues from the field	<b>Journal 2 due Jan 30</b>
Feb 5	Trauma informed practice Issues from the field	<b>Journal 3 due Feb 6</b>
Feb 12	Select topic Issues from the field	<b>Journal 4 due Feb 13</b>
Feb 19	<b>Reading Week – No Class</b>	
Feb 26	Midterm Prep Issues from the field	<b>APIE assignment Part 1 due Feb 27</b>
Mar 5	Harm Reduction Issues from the field	<b>Journal 5 due 1 week after midterm meeting</b>
Mar 12	Crisis Support Strategies Issues from the field	<b>Journal 6 due Mar 13</b>
Mar 19	Crisis Support Strategies Issues from the Field	<b>APIE assignment Part 2 due Mar 20</b>
Mar 26	Select topic Issues from the field	<b>Journal 7 due Mar 27</b>
Apr 2	<b>Good Friday – No Class</b>	<b>Journal 8 due Apr 3</b>
Apr 9	In-class assignment – Journal 9	<b>Journal 9 in class (oral sharing) APIE assignment Part 3 due Apr 10</b>
Apr 16	In-class assignment – Journal 9 Consolidation of learning Closing	

#### 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 the 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 seminars will put you at risk of failing the course.**

## 5. Basis of Student Assessment (Weighting)

### Overview - Assignments for CFCS 241 include:

- o Assignment 1: 9 Learning Journals
- o Assignment 2: APIE (In 3 Parts)
- o Peer-Led Group Facilitation of Seminar Circles
- o Learning Outcome Examples (in practicum workbook for students) prepared for midterm and final meetings
- o Missed Class Assignment (if necessary)
- o Successful Completion of Practicum Placement

To achieve a “satisfactory” rating students must:

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

### ASSIGNMENT SUBMISSIONS

- o All assignments are to be submitted via D2L by midnight on designated due dates, following APA 7 guidelines, unless otherwise specified.
- o **Assignments that are more than 1 week late may result in the student being required to discontinue attending their practicum site until the assignment has been completed and submitted and then making up those hours later.**

\* Assessment of class participation includes:

- o Arriving at class on time, and consistent attendance
- o Active and respectful listening in class
- o Constructive, respectful and relevant sharing;
- o Active engagement in class activities
- o Respectful and considerate behavior toward others (including having mobile phones turned off during all classes).
- o Facilitation of one or more small group discussions, at some point during the term

### **Assignment 1: Learning Journals (X 9):** (approximately 500 - 750 words each)

Due: Saturdays, by midnight on the designated due date in D2L (except journal 9 which is done in class, orally)

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 and focus in on a particular aspect of your learning since the last journal.

See instructions below for each journal:

## Journal one

**Part one: Get to know your agency:** Reflect on your initial impressions of this practicum setting. Use the following suggested questions to help guide your responses:

- What have you observed about your practicum setting?
  - What is the history of this agency? What need caused it to come to exist?
  - What is the organizational structure of this agency? How are decisions made?
  - What is the physical set up like in terms of space for staff, persons being served, activities, etc.? Or, if you are working online, what has been set up to engage with persons being served?
  - What are the relationships like? How do staff engage with one another? How do staff engage with service recipients?
- What are your thoughts and feelings related to your first week in practicum and in response to your above observations?
  - Is the practicum setting different or similar to what you expected?
  - What unique learning opportunities do you foresee at this site?

**Part two: Setting goals:** In addition to the goals you have for meeting the learning outcomes for this course, consider what other personal/professional goals you have for yourself this term. Reflect on goals you had for yourself after completing your previous practicum.

Do these still apply or do they need to be refined now that you are in your new setting?

What knowledge, skills and values are necessary for you to be effective in this practicum setting specifically?

1. Develop *at least three specific goals* for your own personal development, being as precise as you can (E.g. S.M.A.R.T. goal writing)
2. Why are these goals appropriate for you at this time and in this setting?
3. What will you need in place to help you meet these goals?

**Journals two, three, four, six, seven, and eight** (Journals five & nine are different and described below)

Each learning journal (2, 3, 4, 6, 7, 8) needs to follow the format below and include an APA citation/reference, **linking theory** with practice. *Please also include any other **reflections** from the week that seem **relevant and significant** to you in addition to the focus topic.*

Follow the four steps of the Integration of Theory and Practice (ITP Loop) model below, using the suggested questions to help guide your responses and **choose & identify one of the learning outcomes** from the green workbook (that most applies to this situation) to use as a lens for deeper understanding:

1. **Retrieve:** Choose one event/incident/activity/interaction/learning opportunity from this week that stands out for you. Look at it through the lens of one of the learning outcomes and mention which one you are using. This step includes an objective gathering of facts and information from a specific experience.

\*Do not form opinions or draw conclusions at this point.

**What happened?** What did you see? What did you hear? What did you or other people do? What other relevant information is there that you can objectively make note of, such as from the internal context, the micro/meso context, the exo context, and/or the macro context?

2. **Reflect:** This step is an opportunity to develop greater self-awareness and includes a subjective response to the above situation. **How did you feel?** What thoughts caused you to feel that way? What are your personal assumptions and beliefs that came up or were triggered for you in this situation? How does this situation touch on your values and personal history or

similar experiences you have had? How did your worldview, value base and cultural context affect how you saw the situation? Has some oppression/false belief been internalized?

**How have your subjective feelings, thoughts, beliefs, worldview and values influenced your actions in this situation?**

**What action did you take (this can include critical reflection or something else)?** What might you do differently? What other choices did you have? How have you made sense of this experience in light of past experiences and future practice? What internal and external factors influenced your decisions? What were you trying to achieve? What are the consequences of your actions for yourself and others? How did others feel? How do you know how others felt?

**3. Relate/Research/Link:** This step is the conscious application of theory to practice. You need to explicitly link this situation with knowledge and theory gained from readings, coursework etc., or do some additional research to help shed light on this experience. In addition, consider the course learning outcome (s) this experience connects to.

**4. Respond:** This is an action step. Using the knowledge, ideas and insights uncovered above, **develop a specific plan** for how you will use this information in the future. Answer the questions: What are the major lessons that I can take from this experience? How might I use these lessons in the future when I encounter a similar situation? When you cover the learning outcome of professionalism, address self-care.

**\*Note: Please use the above Headings in your journals: Retrieve, Reflect, Relate and Respond**

### Journal five

*(Note: This one is due 1 week after your midterm meeting)*

**Review the goals** you set for yourself at the beginning of practicum.

- Have you accomplished these? What have you done to work towards these goals? What has stopped you?
- Based on the mid-term evaluation process (including input from both your instructor and supervisor), please identify three specific goals that you wish to work on for the remainder of this placement and how you plan to achieve them.
- What support do you need to achieve these goals? (NOTE: These may be new goals or they could be revisions of the goals you set at the beginning of practicum)
- Keep in mind these goals are shared in Journal 9, verbally, with the class.

### Journal nine

**This assignment will be an oral sharing in class (approx. 5 min. – please come prepared)**

**Summarize your learning:**

- Review the goals you set for yourself at midterm. Have you accomplished these? How? If not, what barriers got in your way? (note: if some of this is personal, you can share it directly with the instructor, rather than with the whole class).
- What are the top 2 things you learned during this practicum experience?
- What positive feedback did you get about your practice skills?
- Based on the final evaluation process (including input from both your instructor and supervisor), please identify three new goals that you plan to carry forward into your future work/studies in Human Services.

## **Assignment 2: Assessment, Planning, Implementation, Evaluation (APIE - 3 parts)**

You can choose to base this assignment on information gathered for one of the above learning outcome journals or a different situation. Conversely, you can use the information gathered from this assignment as the basis for one of your learning outcomes journals and/or learning outcome examples in workbook.

Students are to engage 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.

**Part 1: Assessment** (500-600 words): Choose an individual or group in your agency as a focus for this assignment. Write one paragraph to briefly describe the context of the situation. Using information gathered from various sources, including objective observations, discussions, files etc., do an *Assessment* of the situation. **You can use the chart on the following page as a template.** Your assessment should consider and include each of the following perspectives:

- **Internal context** - Developmental, biological, physical, emotional, mental, cultural, spiritual – *include both strengths and challenges.*
- **Interpersonal context** - Micro and meso system relationships - *include both strengths and challenges.*
- **Macro and exo-systems context** - This context is Not personal, it is the context that exists around the person. Include some of: community context, cultural context, policy/legislation, political systems, collective access to resources, social norms, societal limitations/discrimination, societal privileges, societal assumptions/ values of the situation or the person's characteristics, etc. - *include both strengths and challenges.*

<i>Multi-Lens Assessment</i>	<b>Issues/Challenges</b>	<b>Strengths/Resources</b>
Internal Context		
Interpersonal Context		
Macro/Exo Systems Context		

**Part 2: Planning:** Based on your assessment (in APIE pt. 1), plan an activity/intervention to address the situation. The plan needs to address at least one of the above, assessed contexts. Discuss this plan with your field supervisor. The 'activity' you plan can range from a minor intervention (i.e.: a plan for interacting with a particular individual/family) to a larger activity (i.e.: planning for a group/community event). Use the following format to help formulate a plan:

### **Process for the written assignment (APIE pt. 2: 500 – 600 words):**

**Step one:** Preparation: collaborate *with* the people involved as much as possible in planning

**Step two:** Prioritize the issues in the assessment & identify some solutions to target the main issue (i.e., brainstorm potential interventions considering strengths & challenges) and create a clear goal to address the issue

**Step three:** Choose a strategy (action must be realistically achievable)

**Step four:** Write the plan. Submit a paper that outlines 2 possible actions, your reasons for choosing one of them for action, and a brief description of what you plan to do.

**Part 3: Implementation and Evaluation** (400-550 words): Implement your planned activity/intervention (from APIE pt. 2). You may be assisting another staff person with this, or doing it yourself. Submit a brief evaluation of your activity to your instructor answering the following questions:

- Briefly describe the action you took.
- What worked well? (How do you know?)
- What didn't work well? (How do you know?)
- What would you/could you do differently next time?
- What might be a follow-up action you could take?

**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 450-500 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 next class**.

**Note:** It is the student's responsibility to track the dates missed and to follow up with colleagues about content missed.

**This course will be graded as Satisfactory or Unsatisfactory.**

**ACADEMIC INTEGRITY**

The School of HHS is committed to 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 these 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. \* Camosun College's

**Plagiarism: Definition and Consequences Policy** (E-2.5.1)

<http://camosun.ca/about/policies/educationacademic/e-2-student-services-and-support/e-2.5.pdf>

**Test and Examination Procedures**

There are policies regarding written test and examination procedures including late arrivals and missed tests. Please see the Health and Human Services Student Handbook item 5.4 for Test and Examination Procedures at <http://camosun.ca/learn/school/health-human-services/student-info/index.html>

## 6. Grading System

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

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

Review the School of Health and Human Services [Student Handbook](#) and the specific section for the CFCS program.

## 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		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.