



**CAMOSUN COLLEGE**  
*School of Health & Human Services*  
*Department of Community, Family & Child Studies*

**CSEA 170**  
**Working in Organizations**  
**Winter 2014**

***COURSE OUTLINE***

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**Course Description**

Work as a CSEA requires effective teamwork in a variety of settings. This course introduces students to the structure, systems and culture of teams, schools, non-profit, private, government and community living organizations as they relate to the roles and responsibilities of the CSEA practitioner.

⌘ *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**

**Instructor:** Jen Neely  
**Office Hours:** as posted  
**Location:** WT 221  
**Phone:** 250-370-3314  
**Email:** [neelyj@camosun.bc.ca](mailto:neelyj@camosun.bc.ca) |

**2. *Intended Learning Outcomes***

*Upon completion of this course, the student will be able to:*

- 1) Work effectively within and contribute to the team and the organization.
  - a) Describe group/team relationships, forms, and functions.
  - b) Identify and describe the role and responsibility of the CSEA as a team member.
  - c) Use problem solving skills to enhance team effectiveness.
  - d) Assess own team work abilities and identify areas for growth.
  - e) Identify personal and external factors that contribute to work and job satisfaction in an organization.
  
- 2) Describe the system and structure of school environments.
  - a) Describe select areas of BC School Act, District and school policies relevant to the role and responsibilities of the CSEA.
  - b) Identify and describe the roles and responsibilities of the CSEA in relation to the teacher and other school and community professionals.
  - c) Describe the parameters of the role of the CSEA in relation to students, parents, teachers and administrators.
  - d) Describe the factors that contribute to and influence the culture and climate of school/classroom environments.

- 3) Describe the system and structure of key local and provincial organizations involved in the lives of children and adults with disabilities.
- Identify the role of key government agencies that support children and adults in the areas of housing, health, education and employment.
  - Describe models of support (residential and day) available to adults with disabilities.
  - Use organizational mandates, mission statements or philosophies to inform yourself of agency values and purposes.
  - Describe the factors that contribute to and influence the culture and climate of organizations.

### 3. Required Materials

On D2L

### 4. Course Content and Schedule

#### COURSE PRESENTATION:

This is an interactive course that uses a variety of teaching/learning strategies, discussions, cooperative learning, group work, videos and guest speakers.

#### WEEKLY SCHEDULE

\* Readings are to be completed **before** class indicated. **Additional readings** may be assigned in class or posted weekly on D2L. Please check D2L regularly.

DATE	TOPICS	READINGS	ASSIGN.
1. Jan. 7	Introduction to Course		
2. Jan. 14	Teamwork: Form & function <ul style="list-style-type: none"> <li>Stages of team development</li> <li>Task &amp; maintenance goals</li> </ul>	<ul style="list-style-type: none"> <li>Tuckman's Team Development Model &amp; Stages of Team Development (D2L)</li> </ul>	WEO 1
3. Jan. 21	Teamwork Skills <ul style="list-style-type: none"> <li>Interdisciplinary vs Transdisciplinary</li> <li>Team Building</li> </ul>	<ul style="list-style-type: none"> <li>Using Feedback Effectively (D2L)</li> <li>Characteristics of Effective Feedback (D2L)</li> <li>Cooperation, Coordination, Collaboration (D2L)</li> </ul>	WEO 2
4. Jan. 28	Teamwork Skills cont'd	Factors Which Contribute to Team Effectiveness (D2L)	WEO 3
5. Feb. 4	Key Government Ministries (MED, MCFD, CLBC) <ul style="list-style-type: none"> <li>Organizational structures</li> <li>Purposes</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.gov.bc.ca/bced/">http://www.gov.bc.ca/bced/</a></li> <li><a href="http://www.bced.gov.bc.ca/specialed/">http://www.bced.gov.bc.ca/specialed/</a></li> <li><a href="http://www.gov.bc.ca/mcf/">http://www.gov.bc.ca/mcf/</a></li> <li><a href="http://www.communitylivingbc.ca/">http://www.communitylivingbc.ca/</a> (all available through D2L)</li> </ul>	WEO 4
6. Feb. 11	Legislative frameworks guiding workplace organization <ul style="list-style-type: none"> <li>School Act</li> <li>Community Care and Assisted Living Act</li> <li>Licensing</li> </ul> <p>Why is this information relevant to the role of the employee?</p>	<ul style="list-style-type: none"> <li><a href="http://www.health.gov.bc.ca/ccf/legislation/ccala.html">http://www.health.gov.bc.ca/ccf/legislation/ccala.html</a></li> <li><a href="http://www.viha.ca/mho/licensing/">http://www.viha.ca/mho/licensing/</a></li> </ul>	WEO 5
7. Feb. 18	Variety of Governance Structures <ul style="list-style-type: none"> <li>Non-profit, for profit, private</li> <li>Union, non-union</li> </ul>	<ul style="list-style-type: none"> <li>Research these terms and come prepared to discuss</li> </ul>	WEO 6 (Assignment #3, Interview)

	<ul style="list-style-type: none"> <li>Self employed or individualized funding</li> </ul>	<ul style="list-style-type: none"> <li>Bring in the Mission Statement from your practicum placement</li> </ul>	<b>in practicum site, due)</b>
	Mandates & Mission Statements		
8. Feb. 25	Roles & Responsibilities as a team member in an organization	<ul style="list-style-type: none"> <li>Search school district collective agreements</li> <li>BCTF/CUPE Joint Working Paper: Roles &amp; Responsibilities of Teachers &amp; TAs/EAs (D2L)</li> <li>CSW job descriptions posted on D2L</li> </ul>	
9. Mar. 4	Roles & Responsibilities cont'd	<ul style="list-style-type: none"> <li>Same as previous week</li> </ul>	WEO 7
10. Mar. 11	Conflict Resolution	<ul style="list-style-type: none"> <li>To be posted on D2L</li> </ul>	WEO 8
11. Mar. 18	Problem Solving Introduction of Case Studies, in-class work session	<ul style="list-style-type: none"> <li>Assessing Team Performance (D2L)</li> </ul>	
12. Mar. 25	In-class time to work on Case Studies		
13. Apr. 1	Case Study Presentations		
14. Apr. 8	Group Presentations Wrap Up		

## 5. Basis of Student Assessment (Weighting)

### 1) Class Attendance and Participation 10%

Attendance will be taken at each class session and points given to those who attend. Supportive, respectful participation is an expectation. This might include coming to class prepared with all required readings completed, raising hands to ask questions, responding to questions, ensuring that comments are relevant to the topic being discussed, actively contributing to small and large group work and leaving cell phones turned off.

Students who are absent, more than 10 minutes late or who leave early without notifying the instructor in advance will not receive an attendance/participation point for that class.

### 2) Weekly Evaluation Opportunities (WEOs) 8 @ 5 marks 40%

Take home evaluation opportunities will be emailed out via D2L immediately following most classes. These will be short response assignments (minimum 1 page, maximum 2 pages). Each WEO will cover information presented in that day's class and the readings assigned for that material. WEOs are designed to assess the student's understanding of course content and are **due at the beginning of the next class**. WEOs are to be submitted through the appropriate D2L dropbox in a Word document format. Late WEOs will not be accepted unless prior arrangements have been made with the instructor; dropboxes will be closed at the start of each class so students will not be able to submit assignments after the due date and time. Please ensure that your WEO is clearly labeled with your name and the appropriate week.

Occasionally, WEOs will be completed in class. Students will not be informed ahead of time about when this will occur. Students who are absent on the day of an in-class WEO will not be given an alternate assignment and will forfeit the marks for that week's WEO.

3) Interview in practicum sites: Supporting Effective Practice

20%

Due: February 18<sup>th</sup>

Length: 3-4 pages (this does **not** include interview notes).

What policies or support systems in the agency/workplace contribute to being an effective practitioner?

During an interview with one employee in your practicum site ask questions to elicit information about:

- Length of employment with agency
- Number and type of positions held; responsibilities
- Opportunity and encouragement for professional development
- Formal policies supporting learning and growth
- Informal factors supporting learning and growth

**Attach interview notes**, and answer the following questions:

1. Are employees supported to be effective practitioners? How?
2. Would these policies or practices motivate you? Why or why not?
3. Would you change anything to improve employee performance?

For students who are part-time in the program, please speak with the instructor about alternatives to practicum sites.

### Marking Guide

Original interview notes **must** be included with this assignment. If they are short, you may choose to retype them and attach them to your assignment for submission into the dropbox. For lengthier notes, the hardcopies can be submitted directly to the instructor at the beginning of class on **February 18<sup>th</sup>, 2014**. *Failure to attach interview notes will result in a deduction of two (2) marks.*

**Format:** Paper has title page and is double-spaced; references (if used) are properly cited; spelling, punctuation and grammar is correct, writing style (sentence structure) is logical and allows for ease of reading. (5 marks)

**Content:** All three guiding questions have been responded to. Responses are descriptive; demonstrating insight and reflection and are realistic. Course content is referred to (if applicable). (15 marks)

4) Case Study: Group Presentation

30%

Group Work (group mark)

15%

Reflection on Group Process (individual mark)

15%

Examples of workplace disagreements/conflicts will be provided by your instructor.

**Group Work:** In groups, students will use the knowledge of effective team work, conflict resolution and the problem solving process to identify the issue or problem in the scenario and develop solutions.

Each group will make a short presentation of the scenario to the class; this presentation should also include class involvement. (15 marks)

**Individual reflection:** Each student will reflect on group process during the case study assignment in response to the checklist “Assessing Team Performance” (to be posted on D2L) and may refer to any other applicable class content. Each student will submit a written discussion about his or her contribution during group work and participation during presentations. **Note:** This is a self reflective piece about your **own** performance. You are not evaluating anyone else in your group. Your participation grade will NOT be affected by what you say in this paper, you are being evaluated on how you reflect upon your personal experience and performance. (15 marks)

**Due: one week after your group presentation.**

**Length:** 3-4 pages

All assignments must be completed to meet the requirements of this course. The Participation mark will only be counted if the total of all written assignments is 60% or greater.

### **GENERAL CONSIDERATIONS**

1. It is essential to arrive at class on time and prepared to participate in discussions and activities. Consistent attendance and participation are required.
2. Complete all assignments on time and submit on the designated due date. In exceptional circumstances, students may request an extension; however that extension must be arranged with the Instructor before the due date. Students who have not pre-arranged extensions will have 5% of the total possible grade deducted per day from late assignments (except for late WEOs which will not be accepted).
3. All assignments are to be submitted as Word documents through D2L. Please ensure that you name is on all of your assignments.

### **4. Grading System**

Standard Grading System (GPA)

Competency Based Grading System

### **GRADING SYSTEMS** <http://www.camosun.bc.ca/policies/policies.php>

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.

## 5. Recommended Materials or Services 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, Student Services or the College web site at <http://www.camosun.bc.ca>

### 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 web site in the Policy Section.  
<http://www.camosun.bc.ca/policies/policies.html>

*The Department of Community, Family & Child Studies is committed to promoting 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 Academic Honesty 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. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>*