



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

**CSEA180**  
**Professional Practice**  
**Winter 2014**

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## **COURSE OUTLINE**

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### **Course Description**

This course provides students with an opportunity to develop a framework for ethical and professional practice as a CSEA. Professional responsibility and accountability to oneself, the individual, the organization and the profession are examined and students will begin to develop a philosophy for practice.

⌘ *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 scheduled  
**Location:** Wilna Thomas 221  
**Phone:** 250-370-3314  
**Email:** neelyj@camosun.bc.ca

### **2. Intended Learning Outcomes**

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

- 1) Apply professional standards and accountabilities to practice
  - a) Identify the professional and legal obligations and responsibilities that inform practice.
  - b) Demonstrate professional standards in written and expressive workplace communications.
  - c) Define and describe the role of the CSEA professional in protecting individual rights.
  - d) Recognize and respond appropriately to issues of abuse and neglect for children and adults with disabilities.
  
- 2) Develop personal management strategies to enhance personal and professional effectiveness
  - a) Assess own personal wellness, strengths, and limitations.
  - b) Demonstrate an understanding of the importance of personal wellness in professional effectiveness.
  - c) Identify and use resources to support own career goals and plans.
  - d) Assess own strengths and identify areas for continued development.
  
- 3) Make responsible and ethical decisions using effective problem solving skills.

- a) Identify ethical issues related to work as a CSEA practitioner.
  - b) Apply an effective problem solving process to ethical issues.
  - c) Assess the effectiveness of own ethical decision making process.
- 4) Articulate a personal philosophy for practice as a CSEA.
- a) Describe own beliefs and attitudes about practice as a CSEA.
  - b) Explain the evolution of own beliefs and attitudes.
  - c) Recognize the ways in which values, beliefs and attitudes affect our behavior and influence others attitudes toward people with disabilities

### 3. Required Materials

- a) CSEA Course pack

### 4. Course Content and Schedule

#### CSEA 180 - TOPIC OUTLINE

DATE	TOPIC	PREPARATON
Jan 8	Introduction to professional practice Personal values and the human services	
Jan15	Personal values and the human services	Reading #1 <u>What's a nice person like you doing in a job like this?</u> Reading #2 <u>It's how you look at your work</u> (refresher)
Jan22	Legal and professional obligations Privacy, confidentiality and informed consent	
Jan 29	Professional communications - reporting and recording	Reading # 3 <u>Ethical and legal issues facing helpers</u> pp. 257-268  <u>CSEA 160 Course pack</u> <u>Reading #3, pp. 58, 60, 61</u>
Feb5	Legal and professional responsibilities - abuse and neglect	Reading #6 <u>Protecting adults from abuse and neglect</u> Reading #7 <u>Handbook on sexual abuse</u> (pp1-9)
Feb12	Legal/professional responsibilities - abuse and neglect	
Feb19	Strategies for personal wellness	Reading #8 <u>Promoting healthy behavior change</u>
Feb 26	Wellness in the workplace	Reading #9 <u>Running on Empty</u>
Mar5	Professional standards/Codes of ethics	Reading #3 <u>Ethical and legal issues facing helpers</u> pp. 248-251
Mar12	Ethical choice making	Reading #3 <u>Ethical and legal issues facing helpers</u> pp. 245-255

		Reading #10 <u>Everyday ethics</u>
Mar19	Ethics and practice	
Mar 26	Integration of learning/course wrap up	
Apr 2		
Apr 9		

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

### 5. Basis of Student Assessment (Weighting)

- |                                |     |
|--------------------------------|-----|
| 1. Philosophy and values paper | 30% |
| 2. Ethics case study           | 30% |
| 3. Personal wellness strategy  | 30% |
| 4. Class participation         | 10% |

***All assignments must be completed to meet the requirements of this course. C is the minimum grade for successful completion of CSEA 180.***

Your participation is evaluated based upon your ability to demonstrate professional behavior in all class activities including:

- constructive and appropriate comments in class
- active and appropriate participation in class discussions and group work
- active and respectful listening and considerate behavior toward others
- use of effective conflict resolution skills
- evidence of awareness of own behavior/attitudes and the effect on others
- evidence of ability to provide effective feedback, and receive feedback
- pre class preparation, including reading assigned materials
- arriving at class on time, and consistent attendance
- responsibility and accountability to classmates, instructor.

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

### 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 marks/day deducted from late assignments.
3. All assignments must be typed and double spaced with a cover page that includes the Course Name, Students' Name, Assignment Title and Date.

## 6. 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.

## 7. 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>*