



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

**CSEA175**  
**Ethical/Professional Practice**  
**Winter 2018**  
**WT 102**  
**12:30pm-3:20pm**

## **COURSE OUTLINE**

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### **Course Description**

Students will develop a framework for ethical and professional practice in the Community Support and Education Assistant Program. Students will examine professional responsibility and accountability to oneself, the individual, the organization, and the profession. Organizational structures and systems are explored, and students develop foundational team work skills needed for effective and professional practice as a community support worker and/or an educational assistant

⌘ *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:** Paula Shaw  
**Office Hours:** please schedule as needed  
**Location:** Wilna Thomas 102  
**Phone:**  
**Email:** shawp@camosun.bc.ca

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

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

Upon successful completion of this course, you will be able to:

- a) demonstrate knowledge of the system and structure of local and provincial organizations and education systems for the purpose of system navigation, advocacy, and networking.
- b) apply professional standards and accountabilities to practice.
- c) develop and articulate a personal philosophy for practice as a Community Support and Education Assistant.
- d) work effectively within and contribute to the team and the organization.
- e) make responsible and ethical decisions using a social justice framework.

### **4. COURSE PRESENTATION:**

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

## ASSIGNMENTS AND EVALUATION OF LEARNING:

### 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. Interview in practicum sites: Supporting Effective Practice 15%

Due: **Feb 6 to D2L by 11:59pm**

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

Using these guiding questions when interviewing:

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

**\*\*\*Attach interview notes, and answer the following questions in your submission:**

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?

**Please include direct quotes from your interviewee in the answers to the above questions.**

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

### 2. **Conflict 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**

**3. Personal Wellness Plan 30%**

**4. Philosophy and Values 15%**

**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 3% of the total possible grade deducted per day from late assignments
3. All assignments are to be submitted as Word documents through D2L. Please ensure that you name is on all of your assignments.

**WEEKLY SCHEDULE - Winter 2018**

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

		Weekly Topic	Readings
<b>Week 1</b>	<b>Intro to Professional Practices</b>		
<b>Jan 9</b>	Working in Organizations 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> <li>• Factors Which Contribute to Team Effectiveness (D2L)</li> </ul>

<b>Week 2</b> <b>Jan 16</b>	Roles & Responsibilities as a team member in an organization	<ul style="list-style-type: none"> <li>• Search Union collective agreements</li> <li>• BCTF/CUPE Joint Working Paper: Roles &amp; Responsibilities of Teachers &amp; TAs/EAs (D2L)</li> <li>• Community Agency Policies and Procedures</li> <li>• CSW job descriptions posted on D2L</li> </ul>	
<b>Week 3</b> <b>Jan 23</b>	Key Government Ministries (MED, MCFD, CLBC) <ul style="list-style-type: none"> <li>• Organizational structures</li> <li>• Purposes</li> <li>• Vision and Values</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/special/">http://www.bced.gov.bc.ca/special/</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>	In class posters
<b>Week 4</b> <b>Jan 30</b>	Conflict Resolution Problem Solving Introduction of Case Studies, in-class work session	<ul style="list-style-type: none"> <li>• Assessing Team Performance (D2L) to be used for conflict reflection paper</li> </ul>	
<b>Week 5</b> <b>Feb 6</b>	<b>Conflict presentation in-class working session</b>		<b>Interview assignment due</b>
<b>Reading Break</b> <b>Feb 13</b>	<b>Reading Week – no classes</b>		
<b>Week 6</b> <b>Feb 20</b>	Conflict presentations		
<b>Week 7</b> <b>Feb 27</b>	Wellness in the Workplace (compassion fatigue) Strategies for personal wellness		<b>Conflict paper due</b>
<b>Week 8</b> <b>March 6</b>	Personal values and the human services CSEA Code of Ethics		
<b>Week 9</b> <b>March 13</b>	Professional communications - reporting and recording Legal and professional obligations Privacy, confidentiality and informed consent		
<b>Week 10</b> <b>Mar 20</b>	Legal and professional responsibilities - abuse and neglect		
<b>Week 11</b> <b>Mar 27</b>	Ethical choice making Ethics and practice	Ethical Decision Making model (D2L) In-class case studies	<b>Wellness Plan due</b>
<b>Week 12</b> <b>April 3</b>	Irene Wallace-Guest Speaker Guidance on Resume Writing	Book Irene Wallace through Camosun Careers (needs copies of CSEA job postings to tailor presentation to)	
<b>Week 13</b> <b>April 3</b>	Transitioning from Student to Employee Behavioural Interview Prep – Wrap up		Phil and Val assignment due April 10

## 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>*