



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

*IFS 142*  
*Professional Practice*  
*Spring 2013*

## **COURSE OUTLINE**

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### **Description:**

This course provides students with opportunities for practice within a select community setting. Students will integrate and consolidate the knowledge, skills and values learned in the program into their beginning role as an Indigenous family support practitioner. Students will also attend weekly seminars at the College.

*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**

**Instructor:**  
**Office Location:**  
**Office Hours:**  
**Phone:**  
**Email:**

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

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

1. **Reflect an understanding** and awareness of the importance of walking in balance, both personally and professionally, in order to promote positive change for Indigenous individuals, families and communities.
2. **Utilize an understanding** of historical and cultural realities of Indigenous peoples to promote overall well-being and facilitate positive change for individuals, families and communities.
3. **Communicate effectively** in oral, written and non-verbal forms in ways that enhance the quality of intra-cultural and cross-cultural services.
4. **Apply knowledge** in a thoughtful way to develop effective approaches for supporting and guiding individuals, families and communities towards positive outcomes.
5. **Work effectively as part of a team** to identify, access and utilize appropriate resources to meet the needs of individuals, families and communities.
6. **Use positive, strengths-based supports** for assisting individuals within diverse learning environments.

### **3. Required Materials**

1. Covey S. R. The Seven Habits of Highly Effective Families. Garden Books, 1989.
2. Additional readings & materials will be distributed in class.

#### 4. Course Content and Schedule

WEEK	DATE	READINGS	TOPICS
1		Intro. Housekeeping How and why of assignments. Practicum rubric. Groups assigned.	
2		How to organize a Lesson, Working With Difficult People.(this will be an ongoing discussion) <b>Guest:</b>	
4		1 <sup>st</sup> group. Habit # 1 Proactive 2 <sup>nd</sup> . group. Habit #2 Begin With End In Mind	
5		3 <sup>rd</sup> group Habit #3 First Things First 4 <sup>th</sup> group Habit #4 Win-win	
6		5 <sup>th</sup> group Seek First to Understand...then to Be Understood Habit#5 Empathic Communications. 6 <sup>th</sup> group Habit #6 Synergize	
7		7 <sup>th</sup> group Habit #7 Sharpen the Saw Review and integration. Additional issues. Overflow. Project due.	

Note: Subject to change based on the availability of resources and changing needs of students.

#### INSTRUCTION METHODS:

Socratic questioning, case studies, small group work, audio-visual presentations, lecture, readings, guest presentations, and simulations.

#### GENERAL CONSIDERATIONS

- This course emphasizes experiential learning. Students are expected to attend all classes and to complete all required readings in preparation for the class.
- Participation is required and expected in all class discussions and activities. (e.g. Active listening, posing questions, supporting fellow students).
- Please respect others by listening and attending to fellow students, guests and the instructor.
- Students must arrange for an extension of an assignment BEFORE the due date, otherwise marks will be taken off.

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

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|--|-----|
| 1. Practicum placement – <b>Number of hours required – 120 for term</b>                  | 60% |
| 2. Small group presentation  | 30% |
| • As a small group you will teach the rest of the class one of the 7 habits.             |     |
| • Brief (4-6 page) write up of what you did and why. Approximately 30 minutes in length. |     |
| 3. Support of other students' presentations  | 10% |
| • Brief (1-2 page) write up of what you did and why.                                     |     |

Site supervisors and college instructors will share expectations and observations with students of their performance in the practicum setting.

All assignments must be completed and the evaluation book completed and returned to Camosun College before a grade will be assigned.

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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, through Student Services or on the College website at [www.camosun.ca](http://www.camosun.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, Enrolment Services, and on the College website at [www.camosun.ca/about/policies/policies.html](http://www.camosun.ca/about/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>*