



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

CFCS 214
Professional Practice 2
Fall 2014

COURSE OUTLINE

Description:

This course builds on the knowledge and skills introduced in CFCS 114, with an emphasis on professional standards, relevant legislation, and leadership models. Students will further develop skills and strategies necessary for interdisciplinary team work. Lifelong learning and its relationship to personal and professional development is explored.

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.

1. Instructor Information

Instructor: Martha McAlister
Office Location: WT 111A
Office Hours: as posted
Phone: 250-370-3245
Email: mcalisterm@camosun.ca

2. Intended Learning Outcomes

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

1. Work effectively within, and contribute to, the interdisciplinary team
2. Develop strategies to enhance personal and professional development
3. Demonstrate knowledge of strategies that contribute to effective leadership in human services settings
4. Demonstrate knowledge of relevant provincial and municipal legislation and related policies, procedures and regulations that impact practice.

3. Required Materials

1. CFCS 214 Course Readings (available electronically on D2L site)
2. Neck, C.P., & Manz, C.C. (2013). *Mastering self-leadership: Empowering yourself for personal excellence* (6th Ed). Upper Saddle River, NJ: Pearson.

4. Course Content and Schedule

SCHEDULE OF TOPICS and CLASS PREPARATION

*This schedule is subject to change depending upon availability of resources and class needs.

WEEK	TOPIC	PREPARATION (readings, assignments, discussions)
1. Sep 5	Course introduction, mindfulness, Portfolios (outcome 2)	
2. Sep 12	Leadership (outcome 3) <i>On-line discussion, no F2F class</i>	Required: Five Practices of Exemplary Leadership (D2L) Resources: portfolio links, facilitation links (D2L)
3. Sep 19	Self-leadership (outcome 3)	Required: MSL chapter 1 and 2
4. Sep 26	Introduction to legislation; organizational structures (outcome 4)	Required: MSL chapter 3 Required: Child Abuse handbook (D2L)
5. Oct 3	Legislation sharing (outcome 4)	Required: MSL chapter 4 Assignment one part one due Oct 2
6. Oct 10	Legislation continued (outcome 4) <i>On-Line discussion, no F2F class</i>	Required: domestic violence, suicide, duty to report (D2L)
7. Oct 17	Leadership continued; (outcome 3)	Required: MSL chapter 5 and 6 Assignment one part two due Oct 16
8. Oct 24	Introduction to interdisciplinary teams (outcome 1)	Required: MSL chapter 7 and 8
9. Oct 31	Interdisciplinary teams continued (outcome 1) <i>On-line discussion, no F2F class</i>	Required: Shifting Sites of Practice, chpt. 13 (D2L)
10. Nov 3 NOTE change	Interprofessional practice (outcome 1) Case Study with Dental Hygiene Students 12:30 – 3; <u>Monday instead of Friday class</u>	Attendance mandatory
11. Nov 14	Collaboration and Community Work (outcome 1)	Assignment two due Required: MSL chapter 9 and 10 Required: Synergy: Integrated Approach (D2L)
12. Nov 21	Myers-Briggs workshop (outcome 2)	MBTI
13. Nov 28	Applying for jobs (outcome 2)	Required: MSL chapter 11 and 12
14. Dec 5	Portfolio presentations (outcome 2)	Assignment four due Attendance mandatory

5. Basis of Student Assessment (Weighting)

GENERAL CONSIDERATIONS

1. Please arrive on time. The instructor will begin on time.
2. Come to class prepared to participate in discussions and activities.
3. All assignments must be typed and double spaced, with a cover page that includes the course name, assignment title, your name and the date. **Most assignments are to be handed in via D2L.**

LATE POLICY

All assignments are to be submitted by midnight on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **Marks will be deducted for late assignments if prior arrangements have not been made with the instructor.**

MANDATORY ASSIGNMENTS

ALL assignments must be submitted in order to complete this course.

ATTENDANCE

Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes.

PARTICIPATION (15% of final grade)

Evaluation of participation includes:

- Pre-class preparation, including reading assignment materials
- Arriving at class on time, and consistent attendance
- Constructive and appropriate comments both in class and on-line
- Participation in class assignments and exercises
- Active and appropriate participation in class discussions and group work
- Active and respectful listening
- Respectful and considerate behaviour toward others
- **Required participation in on-line discussions**
- Each student will be required to facilitate and observe a discussion at some point during the term based on the readings. Contributing to these discussions to **support your classmates** is considered part of part of the participation grade.

ASSIGNMENTS	VALUE	DUE
1. Legislation research	15%	Oct 2 & 16 (Week 5 & 7)
2. Interdisciplinary team	20%	Nov 14 (Week 11)
3. Peer Leadership	20%	Week after your scheduled facilitation
4. Career Portfolio	30%	Dec 5 (Week 14)
5. Participation	15%	

Marking Criteria For All Assignments:

Consideration will be given to:

- Technical skills (grammar, punctuation, APA)
- Effective communication (flow of ideas, language use, understandability)
- Thorough and accurate coverage of topic (assignment completeness, presentation of material, connection to course)
- Insight (analysis, reflection, depth of understanding)

NOTE: ALL assignments must be submitted using proper APA formatting.

Makeup Assignment for any missed class (optional):

Due: Six days after missed class.

You can **choose** to do this assignment in order to avoid missing any class participation marks. You need to have a conversation with at least two classmates to learn their perspective of the important aspects of the session missed. Ensure you identify which students you have spoken to by using their name in your write up. Complete and submit a 500 word write up talking about the key elements that were missed in the class, along with your own reflections on the subject.

ASSIGNMENT DETAILS

Assignment #1: Legislation research

Assessing learning outcome #4: Demonstrate knowledge of relevant provincial and municipal legislation and related policies, procedures and regulations that impact practice.

Part one: Legislation Info Sheet value: 10%; length: 1-2 pages APA formatted; Due: Oct 2

In this assignment you are asked to research and share a piece of legislation related to Human Services. You will choose a particular piece of legislation from options presented in class, then research the legislation, using the questions below as a guideline. **Post your paper in two places:** the appropriate **D2L discussion group** for classmates to read and the appropriate **D2L drop box** to be marked.

1. Which authority is responsible for this legislation (which governing body/minister)?
2. Why do you think it was developed? In response to what need?
3. How does it promote social justice?
4. Look for revisions, changes, information about its history, or newsworthy court cases (When was it last revised? What do you think instigated a revision?)
5. What do you think are its strengths and weaknesses?
6. Find one additional related support/resource for people affected by this legislation
7. What do you think is the most important aspect of the legislation to share with your classmates?

Part two: Legislation: Impacts value: 5%; length: 1-2 pages; Due: Oct 16

Review the submissions for four other pieces of legislation. Create a very brief scenario about someone affected by this legislation, and what it means for them (about one paragraph for each piece of legislation, other than the one you researched). The purpose of this is to familiarize yourself with the other legislation and understand how it might apply to a person you may be working with. **Submit this paper to the D2L drop box.**

Suggested format for each of the four paragraphs: "I am ___ (brief description of person). The ___ Act (name of Act) makes a positive difference in my life because ___. However it also is challenging for me because ___.

Assignment #2: Interdisciplinary team case study

Assessing learning outcome #1: Work effectively within, and contribute to, the interdisciplinary team

Value: 20%
Length: 800 -1000 words
Due: Nov 14 (Week 10)

You will be required to collaborate with at least one other discipline from the School of Health and Human Services to work as part of an interdisciplinary team. You will be provided with a case study. As a group, you will need to assess and then plan an intervention.

You will be required to submit the following:

1. 5%: A copy of the assessment and plan that your group has generated (***hard copy in class***).
2. 15%: A short write up about your group process, answering the following questions (***to D2L drop box***):
 - a. How did you contribute to the team? (reflecting on your disciplinary contribution as well as your personal contribution)
 - b. What was the same and/or different about the various disciplinary contributions?
 - c. How did your group make decisions and resolve any conflict?
 - d. Were there any surprises or unanticipated outcomes?
 - e. What would you say was your greatest learning from this experience?
 - f. Based on this experience, what do you see as the benefits and challenges of interdisciplinary teamwork? (***NOTE: Must make reference to the readings*** on this topic, APA formatted)

Assignment #3: Peer leadership: Group Roles (in two parts)

Part One: Facilitator:

Value: 10%

Due: You will sign up for a date to be a group facilitator. A Reflective Report of 500 words using APA formatting is due one week following your facilitator role.

Directions for part one:

Every student must sign up to take a turn facilitating a group discussion. You need to submit a 500 word write up, due the week after your facilitation and include your reflections on your experience in this role.

Reports: 500 words reflecting on ***your experience*** in this role. What worked well? What would you do differently? What were some challenges? What did you learn about yourself? How do you see your skills in this kind of role having changed over time? ***When you are the facilitator***, it is your responsibility to come prepared with some questions based on the reading for the week to provoke thought and discussion in the group. It is also your role to make sure that everyone has a chance to participate in the conversation. It is your choice how to structure this group time, and it is your opportunity to put into practice many of the skills you have learned about effective communication and group process. Make sure you pay attention to the time allotted for this activity.

Part Two: Observer/feedback:

Value: 10%

Due: You will sign up for a date to be a group observer. A Reflective Report of 500 words using APA formatting is due one week following your observer role.

Directions for part two:

Every student must sign up to take a turn in the role of observer. You need to submit a 500 word write up, due the week after your observation and include your reflections on your experience in this role. **Reports:** 500 words reflecting on ***your experience*** in this role. What worked well for you observing and giving

feedback? What would you do differently? What were some challenges? What did you learn about yourself? How do you see your skills in this kind of role having changed over time?

When you are the observer, it is your responsibility to remain out of the conversation, take notes and observe the **group process**. At the end of the discussion you are then responsible to give **feedback** on your observations following the format of:

1. Asking the facilitator what they think went well or could have been done differently.
2. Offering objective, specific feedback to the whole group regarding what you saw and heard, providing interpretation of your observation that is constructive, focusing on strengths, and then areas for improvement and then ending with an overall strength.

Sign up Sheet for Group Discussion Roles (to do in class)

Date	Facilitator	Observer/Feedback
Sep 19	1. 2. 3. 4.	1. 2. 3. 4.
Sep 26	1. 2. 3. 4.	1. 2. 3. 4.
Oct 3	1. 2. 3. 4.	1. 2. 3. 4.
Oct 17	1. 2. 3. 4.	1. 2. 3. 4.
Oct 24	1. 2. 3. 4.	1. 2. 3. 4.
Nov 14	1. 2. 3. 4.	1. 2. 3. 4.
Nov 28	1. 2. 3. 4.	1. 2. 3. 4.

Assignment #4: Career Portfolio

Assessing learning outcome #2: Develop strategies to enhance personal and professional development

Value: 30% (20% portfolio; 10% paper and presentation)

Due: Week 14

Based on readings and class discussion, create a personal career portfolio illustrating the skills and knowledge necessary for your future career path. This will form the basis of a portfolio which you can continue to work on as you carry on with your education and career. **NOTE:** At a *minimum*, please include philosophy statement, cover letter, resume and have a framework developed for adding more content as you go.

Portfolio: 20%

1. Marks will be allocated for overall appearance and thoroughness (organization, clarity, creativity, and accuracy) as well as for thoughtful selection of portfolio evidence.

Presentation & paper: 10%

1. Provide a 3 - 5 minute overview of your portfolio which includes a description of your process and personal learning in putting the portfolio together. You can use these guiding questions: What was your process in selecting material to include in your portfolio? How has the process of putting this portfolio together been useful/informative for you? What have you learned about yourself from this process?
2. Submit a brief (500 words) write up of these reflections. Marks will be given for *meaningful reflection* on the portfolio evidence, as well as reflection on your *process and learning*.

Marking Rubric for Career Portfolio

Exceeds expectations 20/20 Well presented; technical proficiency, professional appearance, thorough, creative, organized, current, relevant; includes updated cover letter, resume, philosophy statement, other relevant sections; thoughtful selection of material	Fully meets expectations 16/20	Minimally meets expectations 14/20	Not yet within expectations 10/20 Poorly presented, few details, key sections missing, little evidence of thoughtful selection of material; numerous technical errors

Marking Rubric for Career Portfolio – Oral Presentation and Write up

Exceeds expectations 10/10 Shows meaningful reflection on both content and process; Clear, fluent, coherent; maturity of ideas, strong analysis, critical reflection	Fully meets expectations 8/10	Minimally meets expectations 6/10	Not yet within expectations 5/10 Poorly presented, few details, lack of analysis, limited understanding of content or process

NOTE: C is the minimum grade for successful completion of CFCS 214, with an overall GPA of C+ required for completion of the CFCS diploma.

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.

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.

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>