CPSC 233: Introduction to Computer Science for Computer Science Majors II

Project – Demo 3 Guidelines

Weight: 10%

Demo grading points

- Add GUI to previous project. Program is now JavaFX event-driven object-oriented GUI (25)
    - Program is launched from main() but main() mostly just launches GUI Scene
    - Have a sketch of planned GUI (this doesn't have to be your final result but what you started to try and make) (5)
    - Has well developed .fxml created in SceneBuilder (5)
    - Has JavaFX Controller event-driven design pattern (5)
    - Has working options to trigger add data menu commands (5)
    - Can view all data (1)
    - Can view 4 special options (4)
- Text menu options all exists although are now in GUI and program data is OO (10)
    - Has at least same complexity
    - Can still view all the stored data as well as the other 4 features
- Save/load data to file still exists (but save/load triggered as GUI menu options) (5)
    - Program should have GUI menu option which will save data to a (comma separate value) .csv file
    - Program should have GUI menu option which will load data from a (comma separate value) .csv file
    - Program should be able to be run with command line argument that will start program using previous data saved to a (comma separate value) .csv file
- Gitlab Usage (out of 5)
    - Gitlab account exists, private project exists, at least 1 commit, small commits, regular commits
- Style/Commenting (out of 5)
    - Name/Date/Tutorial, Functions commented, Javadoc, Inline commenting, doesn't use inline conditionals, limited magic numbers, don't change function names, don't change filenames, etc.
- Partnership penalties
    - During the demo the TA will at times ask different members of your group (partnership) to describe how something works. Each partner should expect to have contributed to unit testing, git commits, commenting, and program functionality. In general, the penalties will be
        - -5 Partner is judged to have not contributed in one area (ex. javafx, git, commenting, code)
        - -10 Partner didn't contribute in two areas

        - -15 partner didn't contribute in three areas
        - -20 partner didn't contribute in all four areas
    - Contribution penalties are recorded separately for each student. Judgement is made by TA on basis of students being able to explain something about part of code that is being viewed in more detail than just re-iterating the readable syntax.

Example program. I decide to make a CWHL (ice hockey) statistics tracking program.

Previous menu options listed (These will now be integrated into a GUI window instead of a text menu interface)

Track basic data

1. add a Team (could either design this as a set of textfields and a button in main window, or as a popup window for data entry)
2. add a player to a team with a name, birthdate, position, and jersey number (could either design this as a set of textfields and a button in main window, or as a popup window for data entry)

Add additional data

3. add a goal to a player (take in team/player text and use button to add goal)
4. add an assist to a player (take in team/player text and use button to add assist)
5. add a save to a goalie (take in team/player text and use button to add save)
6. add a shot on goal to a goalie (take in team/player text and use button to add shot)

Output General

7. ask for all players to be printed (click button and show in center window, this will be default view and updated after each player is added)

Output Special

8. ask for the top 5 goal scorers (click button and show in center window or popup window)
9. ask for the top goalie in save percentage (click button and show in center window or popup window)
10. recommend line up of 2 defenceman, 1 goalie, and 3 forwards based on being top players (click button and show in center window or popup window)
11. list of players over a certain age (click button and show in center window or popup window)

File I/O (top bar menu options)

12. About
13. Save data
14. Load data
15. Quit

DISCIPLINARY SILOS IN SEXUAL VIOLENCE WORK

WHAT ARE SILOS?

Silos occur when people working on the same issue work in **isolation**, **detached** from and **uninformed** by one another, **unaware of the roles and responsibilities of others** working on the same or similar cases (Kelty et al., 2013; Mason et al., 2017).

The large system of sexual violence work (here, comprised of professionals working in some capacity with survivors of sexual violence) is **challenged by silos between subsystems** – between the mental health, healthcare and legal systems – where fault lines between disciplinary systems weaken the broader one.

HUMAN SERVICES

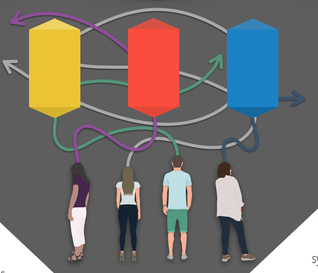
social workers and psychologists working in sexual assault centres

HEALTH CARE

nurses and doctors doing sexual violence-specific work

CRIMINAL JUSTICE

sex crimes detectives and various prosecutors



Most people who are sexually assaulted by other people do not seek help from the legal, medical, and mental health systems (Campbell, 2008).

For those who do attempt to seek help, which systems are accessed, when, in what order, and for what reasons will differ as much as each person who seeks help.

When systems are siloed, people must identify and seek out resources multiple times from each individual system.

If those who work within the system are unclear about the work done and how it is all connected, how are survivors expected to navigate it?

Struggling to make sense of the system can lead to fatigue and to giving up on the system completely (Greeson & Campbell, 2012).

As a result, significant opportunities to improve people's psychological, physiological, and legal outcomes, and to meet their courageous help-seeking experiences with support, are missed.

SUBOPTIMAL CARE for SURVIVORS

OTHER CONSEQUENCES OF SILOED WORK INCLUDE INSUFFICIENT COMMUNICATION | WORK DUPLICATION | BLINDSPOTS | MISGUIDED WORK | BURNOUT

[Please see our bibliography for all works cited , referenced, and generated for the purposes of this system mapping.]

WHY DO SILOS PERSIST?

MOST ROLES ARE BRIEF and/or NON-SPECIALIST

- sexual violence work represents a temporary or small area of career focus with little additional sexual violence focused training for those in healthcare and criminal justice
- human services workers' training is immersive and ongoing, but many transition out for better pay

DISCIPLINARY HIERARCHY SUBORDINATES SPECIALISTS

- human service workers have the most specialized training, spend the most time, and work closest with survivors, and this work is often intangible (e.g., unlike work such as evidence collection)
- human service workers are thus often devalued, and sometimes even excluded from multidisciplinary work

PEOPLE, NOT ROLES, DEFINE RELATIONSHIPS

- bridges between disciplines are produced by the *people* who occupy leadership roles, not by expectations in leadership itself
- leadership changes can therefore require redesigning or rebuilding bridges entirely

RESOURCES PROMOTE COMPETITION

- funding opportunities often require the positioning of sexual violence as a single-issue problem, treatable within the context of a single discipline
- seeking funding therefore often promotes cross-disciplinary competition, not collaboration

SOLUTIONS LANDSCAPE

cooperation

SUPPORT and SYSTEM NAVIGATION

Human services help survivors navigate healthcare and legal systems, serving as a thread connecting disciplines together.

- survivors receive support through medical and legal processes
- healthcare and legal systems need not create cross-disciplinary bridges

partnerships

COLLABORATION between PROFESSIONALS and ACADEMICS

- fruitful feedback cycle where research informs practice, practice informs research
- mutually beneficial roles fostered between professionals and researcher

coordination

MULTIDISCIPLINARY RESPONSE TEAMS

Professionals from all systems collectively respond to a person who has been sexually assaulted by someone.

- survivors need not seek out systems
- professionals are equal team members
- multidisciplinary engagement is brief and people are not constant
- turf wars can emerge

training

EVIDENCE-BASED, CROSS-SECTORAL TRAINING

- multidisciplinary training with multidisciplinary professionals enriches perspectives
- fosters appreciation of cross-disciplinary expertise and the benefits of multiple vantage points

co-location

MULTIDISCIPLINARY CENTRES

Representatives from various disciplines are physically located together at one site to work on sexual violence cases.

- offers a one stop shop for survivors
- proximal work promotes relationship building
- ongoing facilitation is necessary to sustain meaningful collaboration

community

"COMMUNITY in CONVERSATION"

- informal lunches to facilitate cross-disciplinary conversation, community-building, and collaboration
- individual and group analyses of cross-disciplinary commonalities and differences

Existing solution efforts should not be abandoned, as there are noted benefits to providing survivors with diverse offerings (Robinson & Hudson, 2011). Current services could be enriched by incorporating the observations noted below.

WHAT GAPS WERE DISCOVERED?

GAPS

RELATIONSHIPS

collaborative relationships require cultivation and nurturing

Actively and intentionally facilitate formal and informal cross-disciplinary **sharing** and **learning** opportunities.

ROLES

disciplinary leadership requires collaborative capacity and intent

Mandate that leadership roles **model**, **encourage**, and continually **facilitate** multidisciplinary collaborative engagement.

RULES

human service workers are an undervalued wealth of knowledge

Invite and **incorporate** human service workers' **knowledge** and **insights** into practices about **interacting with survivors**.

RESOURCES

resources are needed to facilitate meaningful collaboration

Seek out or promote the creation of **resources that privilege collective work and multidisciplinary activities**.

These initiatives can be linked up, undertaken within the same multidisciplinary sites, and could be studied in collaboration with researchers.

LEVERS of CHANGE

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