

EFFECTIVE: MAY 2002

CURRICULUM GUIDELINES

A.	Division:	Instruction	Ef	fective Date:		08 August 2002			
В.	Department / Program Area:	Faculty of Child, Family and Community Studies/ Classroom and Community Support	Re	vision	X	New Course			
		~ upp		Revision, Section(s)		C,H,J,L,M,N,O,l	P,Q		
				vised: te of Previous Revisio	n·	20 December 199)3		
			Da	te of Current Revision		08 August 2002	,,		
C:	CCSD 240	D: Practicum 1				E: 4.5			
	Subject & Cour	rse No. Descrip	tive Ti	tle	Sen	nester Credits			
F:	Calendar Description: This course provides opportunities for students to practice skills in selected site								
	under supervision. Students will integrate and reflect upon their educational, personal, and professional experiences in practicum and seminar.								
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings		H:	1					
			CCSD or CFCS 140 and CCSD or						
	Primary Methods of Instructional Delivery and/or Learning Settings: Seminar/Practicum		CSWK 150 and CFCS 110 and CFCS 120 and CFCS 130						
			I: Course Corequisites: None						
				None					
	Semmar/11acu	Number of Contact Hours: (per week / semester		J: Course for which this Course is a Prerequisite CCSD 340					
	Number of Cont			Maximum Class Size	e:				
	for each descriptor)			10					
	10/160	10/160							
	Number of Weeks per Semester:								
		-							
_	Flexible delivery ranging over 5 to 15 weeks			LICENT M.L	· · · · · · · · · · · · · · · · · · ·	- C.II II.	•4		
L:	PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University								
		Non-Credit							
	College Cr	redit Non-Transfer							
	X College Cr	redit Transfer:							
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)								
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M: Course Objectives / Learning Outcomes

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

Students are expected meet the following program learning outcomes at "participation" level, i.e.:

- **Engages**
- Explores, assists, understands, describes, categorizes, classifies, prioritizes
- Identifies patterns and themes
- Takes initiative in some areas
- Compares and contrasts alternatives
- Practices with moderate supervision
- Practices with clustered guidance
- 1. Personal Accountability

Practice ethically and accurately assesses the quality of own performance.

- Accurately evaluates own practice
- · Pursues a professional development plan
- Applies personal and professional values to ethical practice
- 2. Interpersonal Effectiveness and Leadership

Communicate in a caring, respectful and clear manner.

- Effectively communicates for various purposes and audiences
- Facilitates caring and respectful interpersonal relationships
- Demonstrates individual leadership as a team member
- 3. Theoretical Reasoning

Think critically to construct plausible explanations for individual, family and community experiences.

- · Applies elements of critical thinking when problem solving
- Uses theory to explain behaviour and guide actions
- · Thinks creatively in response to individual needs
- 4. Technical Competence

Use a variety of strategies to contribute to self-reliance, interdependence and quality of life.

- Promotes wellness of self, others and community
- Builds community presence, participation and contribution
- Strategically facilitates learning
- Advocates for individual rights and self determination
- Promotes safety of self and others
- N: Course Content: The following global ideas guide the design and delivery of this course:

The following global ideas guide the design and delivery of the course.

- 1. Learning from experience is a characteristic of exemplary practitioners. Practicum settings create opportunities for students to refine their skills of reflection and adaptation in response to their practice experience.
- 2. Learning in a practicum setting provides opportunities to examine assumptions and to explore creative modes of inquiry that are not available in classroom settings.
- 3. Field settings provide opportunities to synthesize personal and classroom experiences and create openings for new learning. Learners gain both insight and practice knowledge from field experiences.
- 4. Observing, participating with, and receiving guidance from experienced practitioners is crucial for effective practice.
- 5. Practitioners who regularly and accurately assess their performance and who set goals for their ongoing professional development are effective in their work.
- 6. A well developed personal philosophy of practice is a cornerstone of competent human service practice. A personal philosophy needs to be informed by and respond to practice experiences.
- 7. Experience in the field settings allows learners to demonstrate and enhance their abilities to problem solve, be flexible, think creatively and take responsibility for their action
- 8. Reflecting on and evaluating practicum experiences with peers and mentors maximizes field based learning experiences.
- **O:** Methods of Instruction
 - On-Site Practice and Guidance
 - Seminar
- **P:** Textbooks and Materials to be Purchased by Students

None

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Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.					
	Demonstration					
	Self Assessment					
	 Oral and Written Presentations 					
	Mid-point and Final Interviews					
R:	Prior Learning Assessment and Recognition:					
	This course is available for PLAR					
Course Designer(s): Lori Woods		Education Council / Curriculum Committee Representative				
Dean	: Jan Lindsay	Registrar				

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