



EFFECTIVE: JANUARY 2007 CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **January 2007**

B. Department / Program Area: **Faculty of Child, Family and Community Studies
Classroom and Community Support** Revision New Course

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: **BHIN 1240** D: **Behaviour Intervention Practicum** E: **4.5**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description: This applied course provides opportunities for students to practice behaviour intervention skills in selected sites under supervision. Students will integrate and reflect upon their educational, personal, and professional experiences in practicum and seminar.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings: Seminar/Practicum</p> <p>Number of Contact Hours: (per week / semester for each descriptor) Seminar: 10 hrs Practicum: 150 hrs</p> <p>Number of Weeks per Semester: Flexible delivery ranging over 5 to 15 weeks</p>	<p>H: Course Prerequisites: CCSD 1140 and CCSD 1150 and CCSD 2334 and BHIN 1230 and BHIN 1256</p>							
	<p>I: Course Corequisites: None</p>							
	<p>J: Course for which this Course is a Prerequisite None</p>							
	<p>K: Maximum Class Size: 30</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 5%;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
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<p>M: Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Personal Accountability <ul style="list-style-type: none"> • Practice ethically, and accurately assesses the quality of own performance. • Pursue a professional development plan • Apply personal and professional values to ethical practice 2. Interpersonal Effectiveness and Leadership <ul style="list-style-type: none"> • Communicate in a caring, respectful and clear manner • Effectively communicate for various purposes and audiences • Facilitate caring and respectful interpersonal relationships • Demonstrate individual leadership as a team member 3. Theoretical Reasoning <ul style="list-style-type: none"> • Think critically to construct plausible explanations for individual and family • Apply elements of critical thinking when problem solving • Use theory to explain behaviour and guide actions • Think creatively in response to individual needs 4. Technical Competence <ul style="list-style-type: none"> • Use a variety of strategies to contribute to self-reliance, interdependence and quality of life • Promote the wellness of self and others • Strategically facilitates learning • Advocate for individual rights and self determination • Promote the safety of self and others.
<p>N: Course Content:</p> <p>The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> • 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 experiences. • Learning in a practicum setting provides opportunities to examine assumptions and to explore creative modes of inquiry that are not available in classroom settings. • 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. • Observing, participating with, and receiving guidance from experienced practitioners is crucial for effective practice. • Practitioners who regularly and accurately assess their performance and who set goals for their ongoing professional development are effective in their work. • 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. Learning from previous practica and class work are reflected in current philosophy and practices. • Experience in the field setting allows learners to demonstrate and enhance their abilities to problem solve, be flexible, think creatively and take responsibility for their actions. Advanced practica provide the learner opportunities to demonstrate increased skills initiative. • Reflecting on and evaluating practicum with peers and mentors maximizes field based learning experiences.
<p>O: Methods of Instruction</p> <ul style="list-style-type: none"> • On-Site practice and guidance • Seminar
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
<p>Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> • Self-Assessment • Mid-Point and Final Evaluations • Demonstration of Field Readiness <p>This is a mastery course.</p>

R: Prior Learning Assessment and Recognition:
This course is not available for PLAR.

This course is the only practicum within the Behaviour Intervention Citation and it is essential that we can observe and assess applied skills.

Course Designer(s): Lori Woods

Education Council / Curriculum Committee Representative

Dean: Jan Carrie

Registrar