



**CURRICULUM GUIDELINES**

**A. Division:** **Instruction** **Effective Date:** **08 August 8 2002**

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

**If Revision, Section(s) Revised:** **C,F,J,L,M,O,Q**

**Date of Previous Revision:** **03 November 2000**

**Date of Current Revision:** **08 August 2002**

**C: CCSD 140** **D: Introduction to Practice** **E: 3**

Subject and Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description: This introductory course explores the components of exemplary practice and service delivery through cooperative small group problem-based learning using developmental story chapters, guest speakers, workshops and observations in the field.</b>	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H: Course Prerequisites:</b> <b>None</b>
	Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture/Practice</b>	<b>I: Course Corequisites: None</b> <b>None</b>
	Number of Contact Hours: (per week / semester for each descriptor)  <b>60 hours</b>	<b>J: Course for which this Course is a Prerequisite</b> <b>CCSD 240 and CCSD 370</b>
	Number of Weeks per Semester:  <b>Flexible delivery ranging over 2 to 15 weeks</b>	<b>K: Maximum Class Size:</b>  <b>30</b>
<b>L:</b>	<b>PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University</b>	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M:	<p><b>Course Objectives / Learning Outcomes</b>  <b>Upon successful completion of this course, the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. <b>Practice self-assessment of CCS knowledge, attitudes, values and skills.</b> <ul style="list-style-type: none"> <li>• Reflects on own knowledge, attitudes, values and skills</li> <li>• Links personal learning evidence to program and course learning outcomes</li> <li>• Identifies resources for feedback</li> <li>• Initiates learning objectives and plan to bridge gaps and improve abilities</li> <li>• Seeks out new learning resources and opportunities</li> </ul> </li> <li>2. <b>Support the cooperative learning of self and others.</b> <ul style="list-style-type: none"> <li>• Incorporates elements of critical thinking into decision making and problem solving</li> <li>• Communicates in a respectful manner</li> <li>• Shares group workload and encourages others as appropriate</li> <li>• Attempts to work through group issues, seeking appropriate assistance when indicated</li> </ul> </li> <li>3. <b>Describe the impact of the history of service delivery and the societal attitudes on the past, present and future of people living with a disability.</b> <ul style="list-style-type: none"> <li>• Investigates the history of services for people who have a disability</li> <li>• Describes a variety of service delivery models</li> <li>• Examines the values associated with a variety of service delivery models</li> <li>• Considers the possible intended and unintended outcomes of a variety of service delivery models</li> </ul> </li> <li>4. <b>Explore practitioner roles, responsibilities and identify criteria of exemplary practice.</b> <ul style="list-style-type: none"> <li>• Observes practitioners at work</li> <li>• Describes a selection of current practitioner roles and responsibilities</li> <li>• Explains the occupational competencies for community living</li> <li>• Investigates existing practice barriers and opportunities</li> <li>• Notes language and labels used in practice settings</li> <li>• Identifies the legal and ethical expectations of a CCS practitioner</li> <li>• Considers components of exemplary practice</li> <li>• Envisions personal possibilities of exemplary practice</li> </ul> </li> <li>5. <b>Promote the health and safety of self and others at CCS practice sites.</b> <ul style="list-style-type: none"> <li>• Identifies general health and safety awareness practices</li> <li>• Demonstrates basic principles of cleanliness and body mechanics</li> <li>• Identifies proper use of non-motorized wheelchairs</li> <li>• Reports significant health and safety observations</li> <li>• Investigates the prevention, indicators and reporting of abuse</li> </ul> </li> </ol>
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li>1. <b>Observation of and reflection on the self-in-action are integral to on-going practitioner development.</b></li> <li>2. <b>Competent practitioners consider different hypotheses when interpreting their observations. Their conclusions are tentative, open to reflection, review and revision.</b></li> <li>3. <b>Field observations and recordings form critical links between course work and practice. What is observed becomes substance for discussion and reflection.</b></li> <li>4. <b>Study and observation of skilled practitioners provide insight into roles, responsibilities and contexts of practice.</b></li> </ol>
	<p><b>Methods of Instruction</b></p> <ul style="list-style-type: none"> <li>▪ <b>Problem Based Learning</b></li> <li>▪ <b>Lecture</b></li> <li>▪ <b>Field Observations</b></li> <li>▪ <b>Workshops</b></li> </ul>
P:	<p>Textbooks and Materials to be Purchased by Students  <b>T.B.A.</b></p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ul style="list-style-type: none"> <li>▪ <b>This is a Mastery Course</b></li> <li>▪ <b>Mid-Point and Final Portfolio</b></li> <li>▪ <b>Self and Peer Assessments</b></li> <li>▪ <b>Site Visit Analysis</b></li> </ul>
R:	<p>Prior Learning Assessment and Recognition:  <b>This course is available for PLAR</b></p>
Course Designer(s): <b>Lori Woods, Rosemary Love</b>	Education Council / Curriculum Committee Representative
Dean: <b>Jan Lindsay</b>	Registrar: