



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2004**

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

If Revision, Section(s) Revised: **C,J**

Date of Previous Revision: **08 August 2002**
Date of Current Revision: **September 2004**

C: **CCSD 1140** D: **Introduction to Practice** E: **3**

Subject and Course No.	Descriptive Title	Semester Credits
F:	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.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice Number of Contact Hours: (per week / semester for each descriptor) 60 hours Number of Weeks per Semester: Flexible delivery ranging over 2 to 15 weeks	H: Course Prerequisites: None I: Course Corequisites: None J: Course for which this Course is a Prerequisite CCSD 1240 and CCSD 2370 K: Maximum Class Size: 30
L:	PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University <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>Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Practice self-assessment of CCS knowledge, attitudes, values and skills. <ul style="list-style-type: none"> • Reflects on own knowledge, attitudes, values and skills • Links personal learning evidence to program and course learning outcomes • Identifies resources for feedback • Initiates learning objectives and plan to bridge gaps and improve abilities • Seeks out new learning resources and opportunities 2. Support the cooperative learning of self and others. <ul style="list-style-type: none"> • Incorporates elements of critical thinking into decision making and problem solving • Communicates in a respectful manner • Shares group workload and encourages others as appropriate • Attempts to work through group issues, seeking appropriate assistance when indicated 3. 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. <ul style="list-style-type: none"> • Investigates the history of services for people who have a disability • Describes a variety of service delivery models • Examines the values associated with a variety of service delivery models • Considers the possible intended and unintended outcomes of a variety of service delivery models 4. Explore practitioner roles, responsibilities and identify criteria of exemplary practice. <ul style="list-style-type: none"> • Observes practitioners at work • Describes a selection of current practitioner roles and responsibilities • Explains the occupational competencies for community living • Investigates existing practice barriers and opportunities • Notes language and labels used in practice settings • Identifies the legal and ethical expectations of a CCS practitioner • Considers components of exemplary practice • Envisions personal possibilities of exemplary practice 5. Promote the health and safety of self and others at CCS practice sites. <ul style="list-style-type: none"> • Identifies general health and safety awareness practices • Demonstrates basic principles of cleanliness and body mechanics • Identifies proper use of non-motorized wheelchairs • Reports significant health and safety observations • Investigates the prevention, indicators and reporting of abuse
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. Observation of and reflection on the self-in-action are integral to on-going practitioner development. 2. Competent practitioners consider different hypotheses when interpreting their observations. Their conclusions are tentative, open to reflection, review and revision. 3. Field observations and recordings form critical links between course work and practice. What is observed becomes substance for discussion and reflection. 4. Study and observation of skilled practitioners provide insight into roles, responsibilities and contexts of practice.
	<p>Methods of Instruction</p> <ul style="list-style-type: none"> ▪ Problem Based Learning ▪ Lecture ▪ Field Observations ▪ Workshops
P:	<p>Textbooks and Materials to be Purchased by Students T.B.A.</p>

Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. <ul style="list-style-type: none"> ▪ This is a Mastery Course ▪ Mid-Point and Final Portfolio ▪ Self and Peer Assessments ▪ Site Visit Analysis 	
R:	Prior Learning Assessment and Recognition: This course is available for PLAR	
Course Designer(s): Lori Woods, Rosemary Love		Education Council / Curriculum Committee Representative
Dean: Jan Lindsay		Registrar: