



<b>M:</b>	<p><b>Course Objectives / Learning Outcomes</b>  Upon successful completion of this course, the student will be able to:</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>
<b>N:</b>	<p><b>Course Content:</b> 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 context 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>
<b>P:</b>	<p><b>Textbooks and Materials to be Purchased by Students</b>  <b>T.B.A.</b></p>
<b>Q:</b>	<p><b>Means of Assessment:</b> 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:** Prior Learning Assessment and Recognition:

**This course is available for PLAR**

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Course Designer(s): **Lori Woods, Rosemary Love**

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Education Council / Curriculum Committee Representative

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Dean: **Jan Lindsay**

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Registrar: