

EFFECTIVE: JANUARY 2005 CURRICULUM GUIDELINES

А.	Division:	Instruction	Effective Date: January 2005	
В.	Department / Program Area:	Faculty of Child, Family and Community Studies/ Classroom and Community Support	Revision X New Course	
		Support	If Revision, Section(s) J	
			Revised:	•
			Date of Previous Revision:08 August 2002Date of Current Revision:21 July 2004	2
C:	CCSD 1140	D: Introduction	on to Practice E: 3	
	Subject and Cou	-	ptive Title Semester Credits	
F:			explores the components of exemplary practice and	
		v through cooperative small group speakers, workshops and observa	p problem-based learning using developmental stor ations in the field	У
	chapters, guest	speakers, workshops and observa		
G:		ontact Hours to Type of Instruction		
	/ Learning Settir	ngs	None	
	Primary Method	ls of Instructional Delivery and/or	I: Course Corequisites: None	
	Learning Setting	gs:	None	
	Lecture/Practic	Ce Contraction of the Contractio		
			J: Course for which this Course is a Prerequisit CCSD 1240	e
		tact Hours: (per week / semester	K: Maximum Class Size:	
	for each descript	tor)	K: Maximum Class Size:	
	60 hours		30	
	Number of Wee	ks per Semester:		
	Flexible deliver	y ranging over 2 to 15 weeks		
L:		CATE: Part of Block Transfer to Unabasca University	UVIC, UCFV, Malaspina University College, University	ersity
	Non-Credi	it		
		redit Non-Transfer		
		redit Transfer:		
	SEE BC TRAN	SFER GUIDE FOR TRANSFER DI	DETAILS (<u>www.bccat.bc.ca</u>)	

M:	Course Objectives / Learning Outcomes			
IVI:	Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to:			
	1. Practice self-assessment of CCS knowledge, attitudes, values and skills.			
	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.			
	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.			
	 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 			
	 Explore practitioner roles, responsibilities and identify criteria of exemplary practice. 			
	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.			
	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:	Course Content: The following global ideas guide the design and delivery of this course:			
	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.			
	1			
	observed becomes substance for discussion and reflection.			
	4. Study and observation of skilled practitioners provide insight into roles, responsibilities and contex of practice.			
	or practice.			
	Methods of Instruction			
	 Problem Based Learning 			
	 Lecture 			
	 Field Observations 			
	 Workshops 			
P:	Textbooks and Materials to be Purchased by Students			
••	T.B.A.			
<u>0.</u>	Maans of Assessment: This source will conform to Dougles College relieverserding the number of the interview			
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting			
	of evaluations.			
	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:

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