



**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: **F, J, L, M, N, O, Q**  
Date of Previous Revision: **21 July 2004**  
Date of Current Revision: **June 16, 2006**  
E: **3**

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

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: <b>This introductory course explores the components of exemplary practice and service delivery through cooperative learning, lecture, guest speakers and observations in the field. Practitioner roles and responsibilities in a range of field, which include: behaviour intervention, classroom assistance, community support and job coaching.</b>	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: <b>None</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture/Practice</b>	I: Course Corequisites: <b>None</b>
	Number of Contact Hours: (per week / semester for each descriptor) <b>60 hours</b>	J: Course for which this Course is a Prerequisite <b>CCSD 1240 and BHIN 1240</b>
	Number of Weeks per Semester: <b>Flexible delivery ranging over 2 to 15 weeks</b>	K: Maximum Class Size: <b>30</b>
L:	PLEASE INDICATE: <b>Block Transfer</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 ( <a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a> )		

<p>M:</p>	<p>Course Objectives / Learning Outcomes</p> <p>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>• Reflect on own knowledge, attitudes, values and skills</li> <li>• Link personal learning evidence to program and course learning outcomes</li> <li>• Identify resources for feedback</li> <li>• Initiate learning objectives and plan to bridge gaps and improve abilities</li> <li>• Seek 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>• Incorporate elements of critical thinking into decision making and problem solving</li> <li>• Communicate in a respectful manner</li> <li>• Share group workload and encourages others as appropriate</li> <li>• Attempt 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>• Investigate the history of services for people who have a disability</li> <li>• Describe a variety of service delivery models</li> <li>• Examine the values associated with a variety of service delivery models</li> <li>• Consider 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>• Observe practitioners at work</li> <li>• Describe a selection of current practitioner roles and responsibilities</li> <li>• Investigate existing practice barriers and opportunities</li> <li>• Note language and labels used in practice settings</li> <li>• Identify the legal and ethical expectations of a CCS practitioner</li> <li>• Consider components of exemplary practice</li> <li>• Envision personal possibilities of exemplary practice</li> </ul> </li> <li>5. <b>Promote the health and safety of self and others at practice sites.</b> <ul style="list-style-type: none"> <li>• Identify general health and safety awareness practices</li> <li>• Demonstrate basic principles of cleanliness and body mechanics</li> <li>• Identify proper use of non-motorized wheelchairs</li> <li>• Report significant health and safety observations</li> <li>• Investigate the prevention, indicators and reporting of abuse</li> </ul> </li> </ol>
<p>N:</p>	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> <li>• <b>Observation of and reflection on the self-in-action are integral to ongoing practitioner development.</b></li> <li>• <b>Competent practitioners consider different hypotheses when interpreting their observations. Their conclusions are tentative, open to reflection, review and revision.</b></li> <li>• <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>• <b>Study and observation of skilled practitioners provide insight into roles, responsibilities and contexts of practice.</b></li> </ul>
<p>O:</p>	<p>Methods of Instruction</p> <ul style="list-style-type: none"> <li>• <b>Problem-based cooperative learning</b></li> <li>• <b>Lecture</b></li> <li>• <b>Field observations</b></li> </ul>
<p>P:</p>	<p>Textbooks and Materials to be Purchased by Students</p> <p><b>T.B.A.</b></p>
<p>Q:</p>	<p>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"> <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> <p><b>This is a Mastery course.</b></p>

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 Carrie

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Registrar