



EFFECTIVE: SEPTEMBER 2008
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2008**

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, M, O, Q**

Date of Previous Revision: **June 2006**

Date of Current Revision: **April 2008**

C: CCSD 1140

D: Introduction to Practice

E: 3

Subject and Course No.	Descriptive Title	Semester Credits
F: Calendar Description:		
<p>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 CCS field practice, which include: behaviour intervention, classroom assistance, community support and supported employment.</p>		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites:	None
	I: Course Corequisites: None	None
	J: Course for which this Course is a Prerequisite	CCSD 1240 and CCSD 2370 and BHIN 1240
	K: Maximum Class Size:	30
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		
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.bctransferguide.ca)		

M: 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 and supports the cooperative learning of self and others.
 - Reflect on own knowledge, attitudes, values and skills and link personal learning evidence to program and course learning outcomes
2. 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 within the four main CCS areas of practice, i.e., early intervention, K-12 and post secondary education, community living and supported employment
 - 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
3. Examine the implications of relevant legislation regarding adults and children who have an intellectual disability
4. Explore practitioner roles, responsibilities and identify criteria of exemplary practice within the four main CCS areas of practice.
5. Promote the health and safety of self and others at practice sites.
 - Identify general health and safety awareness practices
 - Demonstrate basic principles of cleanliness and body mechanics
 - Identify proper use of non-motorized wheelchairs
 - Report significant health and safety observations
 - Investigate the prevention, indicators and reporting of abuse

N: Course Content: The following global ideas guide the design and delivery of this course:

- Observation of and reflection on the self-in-action are integral to on-going practitioner development.
- Competent practitioners consider different hypotheses when interpreting their observations. Their conclusions are tentative, open to reflection, review and revision.
- Field observations and recordings form critical links between course work and practice.
- What is observed becomes substance for discussion and reflection.
- Study and observation of skilled practitioners provide insight into roles, responsibilities and contexts of practice

O: Methods of Instruction

- Problem based learning
- Lecture
- Field observations
- Workshops

P: Textbooks and Materials to be Purchased by Students

T.B.A.

Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.

- 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: **Gary Tennant**

Registrar: