

## EFFECTIVE: MAY 2002

## **CURRICULUM GUIDELINES**

А.	Division:	Instruction	Eff	fective Date:		08 August 2002	
B.	Department / Program Area:	Faculty of Child, Family and Community Studies/ Classroom and Community Support		vision	X	New Course	
C:	CCSD 240	D: Practicum 1	Re Da Da	Revision, Section(s) vised: te of Previous Revision te of Current Revision		C,H,J,L,M,N,O,P,Q 20 December 1993 08 August 2002 E: 4.5	
	Subject & Cour	1				nester Credits	
F:	Calendar Description: This course provides opportunities for students to practice skills in selected sites under supervision. Students will integrate and reflect upon their educational, personal, and professional experiences in practicum and seminar.						
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or		H:	Course Prerequisites: CCSD or CFCS 140 CSWK 150 and CF and CFCS 130	and C		
		Learning Settings: Seminar/Practicum		Course Corequisites: None	None		
	Seminar/Practic			J: Course for which this Course is a Prerequisite CCSD 340			
	Number of Contact Hours: (per week / semester for each descriptor)		K:	Maximum Class Size	:		
	10/160						
	Number of Weeks per Semester:						
-	Flexible delivery ranging over 5 to 15 weeks				• •		
L:	PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University Non-Credit						
	College Credit Non-Transfer       X       College Credit Transfer:						
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)						

	1	successful completion of this course, the student will be able to:
	Stude	
		nts are expected meet the following program learning outcomes at "participation" level, i.e.:
		• Engages
		• Explores, assists, understands, describes, categorizes, classifies, prioritizes
		Identifies patterns and themes
		• Takes initiative in some areas
		Compares and contrasts alternatives
		Practices with moderate supervision
		Practices with clustered guidance
	1.	Personal Accountability
		Practice ethically and accurately assesses the quality of own performance.
		Accurately evaluates own practice
		Pursues a professional development plan     Applies personal and professional values to athical practice
	2	Applies personal and professional values to ethical practice
	2.	Interpersonal Effectiveness and Leadership Communicate in a caring, respectful and clear manner.
		<ul> <li>Effectively communicates for various purposes and audiences</li> </ul>
		<ul> <li>Facilitates caring and respectful interpersonal relationships</li> <li>Demonstrates individual leadership as a team member</li> </ul>
	3.	• Demonstrates individual leadership as a team member Theoretical Reasoning
	5.	Think critically to construct plausible explanations for individual, family and community experiences
		<ul> <li>Applies elements of critical thinking when problem solving</li> </ul>
		<ul> <li>Uses theory to explain behaviour and guide actions</li> </ul>
		<ul> <li>Thinks creatively in response to individual needs</li> </ul>
	4.	Technical Competence
		Use a variety of strategies to contribute to self-reliance, interdependence and quality of life.
		<ul> <li>Promotes wellness of self, others and community</li> </ul>
		<ul> <li>Builds community presence, participation and contribution</li> </ul>
		<ul> <li>Strategically facilitates learning</li> </ul>
		<ul> <li>Advocates for individual rights and self determination</li> </ul>
		Promotes safety of self and others
N:	Course	e Content: The following global ideas guide the design and delivery of this course:
	The fo	lowing global ideas guide the design and delivery of the course.
	1.	Learning from experience is a characteristic of exemplary practitioners. Practicum settings create
		opportunities for students to refine their skills of reflection and adaptation in response to their practic
		experience.
	2.	Learning in a practicum setting provides opportunities to examine assumptions and to explore creativ
		modes of inquiry that are not available in classroom settings.
	3.	Field settings provide opportunities to synthesize personal and classroom experiences and create
		openings for new learning. Learners gain both insight and practice knowledge from field experiences
	4.	Observing, participating with, and receiving guidance from experienced practitioners is crucial for
		effective practice.
	5.	Practitioners who regularly and accurately assess their performance and who set goals for their
		ongoing professional development are effective in their work.
	6.	A well developed personal philosophy of practice is a cornerstone of competent human service
	_	practice. A personal philosophy needs to be informed by and respond to practice experiences.
	7.	Experience in the field settings allows learners to demonstrate and enhance their abilities to
	0	problem solve, be flexible, think creatively and take responsibility for their action
	8.	Reflecting on and evaluating practicum experiences with peers and mentors maximizes field based
	17.1	learning experiences.
0:		ds of Instruction
		n-Site Practice and Guidance
<u> </u>		eminar
P:		poks and Materials to be Purchased by Students
	None	

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Q:	evaluations.						
	<ul> <li>Demonstration</li> <li>Self Assessment</li> </ul>						
	<ul> <li>Sen Assessment</li> <li>Oral and Written Presentations</li> </ul>						
	<ul> <li>Mid-point and Final Interviews</li> </ul>						
R:	Prior Learning Assessment and Recognition: This course is available for PLAR						
Course Designer(s): Lori Woods			Education Council / Curriculum Committee Representative				
Dean: Jan Lindsay			Registrar				

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