

M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <p>Students are expected meet the following program learning outcomes at “participation” level, i.e.:</p> <ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> 1. Personal Accountability Practice ethically and accurately assesses the quality of own performance. <ul style="list-style-type: none"> • Accurately evaluates own practice • Pursues a professional development plan • Applies personal and professional values to ethical practice 2. Interpersonal Effectiveness and Leadership Communicate in a caring, respectful and clear manner. <ul style="list-style-type: none"> • Effectively communicates for various purposes and audiences • Facilitates caring and respectful interpersonal relationships • Demonstrates individual leadership as a team member 3. Theoretical Reasoning Think critically to construct plausible explanations for individual, family and community experiences. <ul style="list-style-type: none"> • Applies elements of critical thinking when problem solving • Uses theory to explain behaviour and guide actions • Thinks creatively in response to individual needs 4. Technical Competence Use a variety of strategies to contribute to self-reliance, interdependence and quality of life. <ul style="list-style-type: none"> • Promotes wellness of self, others and community • Builds community presence, participation and contribution • Strategically facilitates learning • Advocates for individual rights and self determination • Promotes safety of self and others
N:	<p>Course Content: The following global ideas guide the design and delivery of this course: The following global ideas guide the design and delivery of the course.</p> <ol style="list-style-type: none"> 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 practice experience. 2. Learning in a practicum setting provides opportunities to examine assumptions and to explore creative 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 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 learning experiences.
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> ▪ On-Site Practice and Guidance ▪ Seminar
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>None</p>

Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.	
	<ul style="list-style-type: none"> ▪ Demonstration ▪ Self Assessment ▪ Oral and Written Presentations ▪ Mid-point and Final Interviews 	
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