

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A.	Division:	Instruction	Effective Date:	September 2004	
В.	Department / Program Area:	Faculty of Child, Family and Community Studies/ Classroom and Community Support	Revision	X New Course	
		S. FFO.	If Revision, Section(s) Revised:	C, H, J	
			Date of Previous Revision	8	
G			Date of Current Revision:	L	
C:	CCSD 2340	D: Practicum I	1	E: 4.5	
	Subject & Cour	rse No. Descrip	tive Title	Semester Credits	
F:	Calendar Description: This course provides opportunities for students to practice skills in selected site				
	Students will in practicum and s	ntegrate and reflect upon their	educational, personal and	professional experiences in	
G:		ontact Hours to Type of Instruction	H: Course Prerequisites:		
	/ Learning Settin		CCSD 1240		
			CFCS 2330		
	Primary Methods of Instructional Delivery and/or		CCSD 2334		
	Learning Setting	58:	CCSD 2350		
			CCSD 2370		
	Seminar/Praction	cum	CCSD 2380		
			I: Course Corequisites: None		
	Number of Cont	act Hours: (per week / semester	none		
	Number of Contact Hours: (per week / semester for each descriptor)				
	for each descript		J: Course for which this	Course is a Prerequisite	
	10 hours 160 hours		CCSD 2440	eouise is a rerequisite	
			K: Maximum Class Size		
			K. Waximum Class 5120	·-	
	Number of Weel		12		
		y ranging over 5 to 15 weeks			
L: PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina Uni of Calgary, Athabasca University				iversity College, University	
	Non-Credit				
	Non-Credit	L			
	College Cr	edit Non-Transfer			
	X College Cr	edit Transfer:			
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)				
L					

M:		Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to		
	Practice at Application level 3, i.e.,			
		Conceptualises		
		 Explains, interprets, infers, reasons 		
		 Interprets patterns & themes within contexts 		
		 Takes initiative in many areas 		
		 Demonstrates creatively 		
		 Practices with minimal supervision 		
		 Practices with occasional prompting 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 ethical practice 		
	2.	Interpersonal Effectiveness & Leadership		
	4.	 Communicate in a caring, respectful and clear manner 		
		 Effectively communicates for various purposes and audiences 		
		 Facilitates caring respectful interpersonal relationships 		
	2	 Demonstrates individual leadership as a team member 		
	3.	Theoretical Reasoning		
		• Think critically to construct plausible explanations for individual, family and		
		community experiences		
		 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		
		 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-:		e Content: The following global ideas guide the design and delivery of this 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 practice experiences.		their practice experiences.		
	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 knowle			
		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.		
Learning fro		Learning from previous practicums and class work are reflected in current philosophy and		
		practices.		
	7.	Experience in the field setting allows learners to demonstrate and enhance their abilities to		
		problem solve, be flexible, think creatively and take responsibility for their actions. Advanced		
	 8. Reflecting on and evaluating practicum experiences with peers and mentors maximizes 			
	0.	based learning experiences.		
0.	Matha	ds of Instruction:		
0:		n-Site Practice and Guidance		
		n-Site Practice and Guidance		
р.				
P:	rextbo	poks and Materials to be Purchased by Students		

T.B.A.

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Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and				
	weighting of evaluations.				
	 Self-Assessment 				
	 Mid-Point and Final Interviews 				
	 Demonstration 				
	 Oral and written presentations 				
	 This is a mastery course 				
R:	Prior Learning Assessment and Recognition:				
	This course is open for PLAR				
Cours	se Designer(s): Lori Woods	Education Council / Curriculum Committee Representative			
Course Designer(s). Lorr woods		Education Council / Curriculum Committee Representative			
Dean	: Jan Lindsay	Registrar:			
2 out					

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