



**Douglas  
College**

**EFFECTIVE: SEPTEMBER 2005  
CURRICULUM GUIDELINES**

A. Division: **Instruction** Effective Date: **January 2005**

B. Department / Program Area: **Faculty of Child, Family and Community Studies/  
Classroom and Community Support** Revision  New Course

If Revision, Section(s) Revised: **F,H,J,K**  
Date of Previous Revision: **08 August 2002**  
Date of Current Revision: **21 July 2004**

C: **CCSD 2340** D: **Practicum II** E: **4.5**

| Subject & Course No.  | Descriptive Title  | Semester Credits  |
|---|--|---|
| <b>F:</b>   | <b>Calendar Description: This applied course builds on second and third semester courses and provides opportunities for students to practice skills in selected sites. Students will integrate and reflect upon their educational, personal and professional experiences in practicum and seminar.</b> |   |
| <b>G:</b>   | Allocation of Contact Hours to Type of Instruction / Learning Settings   | <b>H:</b> Course Prerequisites:<br><b>CCSD 1240 and CFCS 1220 and CFCS 1120 or 1221 and CCSD 1250 and CCSD 1270<br/>CFCS 2330 and<br/>CCSD 2334 and<br/>CCSD 2350 and<br/>CCSD 2370 and<br/>CCSD 2380</b> |
|   | Primary Methods of Instructional Delivery and/or Learning Settings:<br><br><b>Seminar/Practicum</b>  | <b>I:</b> Course Corequisites:<br><b>None</b>   |
|   | Number of Contact Hours: (per week / semester for each descriptor)<br><br><b>10 hours<br/>160 hours</b>  | <b>J:</b> Course for which this Course is a Prerequisite<br><b>CCSD 2440</b>  |
|   | Number of Weeks per Semester:<br><b>Flexible delivery ranging over 5 to 15 weeks</b>   | <b>K:</b> Maximum Class Size:<br><b>30</b>  |
| <b>L:</b>   | <b>PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University</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.bccat.bc.ca">www.bccat.bc.ca</a> ) |  |   |

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| <b>M:</b>  | <p>Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to:</p> <p><b>Practice at Application level 3, i.e.,</b></p> <ul style="list-style-type: none"> <li>▪ <b>Conceptualises</b></li> <li>▪ <b>Explains, interprets, infers, reasons</b></li> <li>▪ <b>Interprets patterns &amp; themes within contexts</b></li> <li>▪ <b>Takes initiative in many areas</b></li> <li>▪ <b>Demonstrates creatively</b></li> <li>▪ <b>Practices with minimal supervision</b></li> <li>▪ <b>Practices with occasional prompting guidance</b></li> </ul> <ol style="list-style-type: none"> <li>1. <b>Personal Accountability</b> <ul style="list-style-type: none"> <li>▪ <b>Practice ethically and accurately assesses the quality of own performance</b></li> <li>▪ <b>Accurately evaluates own practice</b></li> <li>▪ <b>Pursues a professional development plan</b></li> <li>▪ <b>Applies personal and professional values to ethical practice</b></li> </ul> </li> <li>2. <b>Interpersonal Effectiveness &amp; Leadership</b> <ul style="list-style-type: none"> <li>▪ <b>Communicate in a caring, respectful and clear manner</b></li> <li>▪ <b>Effectively communicates for various purposes and audiences</b></li> <li>▪ <b>Facilitates caring respectful interpersonal relationships</b></li> <li>▪ <b>Demonstrates individual leadership as a team member</b></li> </ul> </li> <li>3. <b>Theoretical Reasoning</b> <ul style="list-style-type: none"> <li>▪ <b>Think critically to construct plausible explanations for individual, family and community experiences</b></li> <li>▪ <b>Applies elements of critical thinking when problem solving</b></li> <li>▪ <b>Uses theory to explain behaviour and guide actions</b></li> <li>▪ <b>Thinks creatively in response to individual needs</b></li> </ul> </li> <li>4. <b>Technical Competence</b> <ul style="list-style-type: none"> <li>▪ <b>Use a variety of strategies to contribute to self-reliance, interdependence and quality of life</b></li> <li>▪ <b>Promotes wellness of self, others and community</b></li> <li>▪ <b>Builds community presence, participation and contribution</b></li> <li>▪ <b>Strategically facilitates learning</b></li> <li>▪ <b>Advocates for individual rights and self determination</b></li> <li>▪ <b>Promotes safety of self and others</b></li> </ul> </li> </ol> |
| <b>N-:</b> | <p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li>1. <b>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.</b></li> <li>2. <b>Learning in a practicum setting provides opportunities to examine assumptions and to explore creative modes of inquiry that are not available in classroom settings.</b></li> <li>3. <b>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.</b></li> <li>4. <b>Observing, participating with, and receiving guidance from experienced practitioners is crucial for effective practice.</b></li> <li>5. <b>Practitioners who regularly and accurately assess their performance and who set goals for their ongoing professional development are effective in their work.</b></li> <li>6. <b>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 from previous practicums and class work are reflected in current philosophy and practices.</b></li> <li>7. <b>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 practica provide the learner opportunities to demonstrate increased skills initiative.</b></li> <li>8. <b>Reflecting on and evaluating practicum experiences with peers and mentors maximizes field based learning experiences.</b></li> </ol>  |
| <b>O:</b>  | <p>Methods of Instruction:</p> <ul style="list-style-type: none"> <li>▪ <b>On-Site Practice and Guidance</b></li> <li>▪ <b>Seminar</b></li> </ul>   |

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| <b>P:</b> Textbooks and Materials to be Purchased by Students<br><b>T.B.A.</b>  |  |   |
| <b>Q:</b> Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.<br><ul style="list-style-type: none"> <li>▪ <b>Self-Assessment</b></li> <li>▪ <b>Mid-Point and Final Interviews</b></li> <li>▪ <b>Demonstration</b></li> <li>▪ <b>Oral and written presentations</b></li> <li>▪ <b>This is a mastery course</b></li> </ul> |  |   |
| <b>R:</b> Prior Learning Assessment and Recognition:<br><b>This course is open for PLAR</b>   |  |   |
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| Course Designer(s): <b>Lori Woods</b>   |  | Education Council / Curriculum Committee Representative |
|   |  |   |
| Dean: <b>Jan Lindsay</b>  |  | Registrar:  |