



**EFFECTIVE: SEPTEMBER 2004**  
**CURRICULUM GUIDELINES**

A. Division: **Instruction** Effective Date: **September 2004**

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

If Revision, Section(s) Revised: **C,H**

Date of Previous Revision: **08 August 2002**

Date of Current Revision: **September 2004**

C: **CCSD 2440** D: **Service-Learning** E: **3**

Subject and Course No.	Descriptive Title	Semester Credits
<b>F:</b>	Calendar Description: <b>This applied course uses a service-learning model as a means for students to define practice skills and make direct contributions to the community. Students have the option of completing a service-learning preceptorship in typical practice settings or completing a unique service-learning project that would benefit others and provide opportunities for individualized out-of-the-ordinary learning.</b>	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H:</b> Course Prerequisites: <b>CCSD 2340</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>Preceptorship practicum</b>	<b>I:</b> Course Co requisites: None <b>Nil</b>
	Number of Contact Hours: (per week / semester for each descriptor) <b>100 service-learning hours</b> <b>30 seminar hours</b>	<b>J:</b> Course for which this Course is a Prerequisite <b>Nil</b>
	Number of Weeks per Semester: <b>4 – 15 weeks flexible delivery</b>	<b>K:</b> Maximum Class Size: <b>24</b>
<b>L:</b>	PLEASE INDICATE: <b>Part of Block Transfer to UVIC, UCFC, 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> )		

<b>M:</b>	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <p><b>This capstone course uses the CCS program outcomes at level four “Integration” as course outcomes.</b></p> <ol style="list-style-type: none"> <li>1. <b>Personal Accountability</b> Practice ethically, and accurately assesses the quality of own performance. <ul style="list-style-type: none"> <li>• Accurately evaluates own practice</li> <li>• Pursues a professional development plan</li> <li>• Applies personal and professional values to ethical practice</li> </ul> </li> <li>2. <b>Interpersonal Effectiveness and Leadership</b> Communicate in a caring, respectful and clear manner <ul style="list-style-type: none"> <li>• Effectively communicates for various purposes and audiences</li> <li>• Facilitates caring and respectful interpersonal relationships</li> <li>• Demonstrates individual leadership as a team member</li> </ul> </li> <li>3. <b>Theoretical Reasoning</b> Think critically to construct plausible explanations for individual, family and community experiences. <ul style="list-style-type: none"> <li>• Applies elements of critical thinking when problem solving</li> <li>• Uses theory to explain behaviour and guide actions</li> <li>• Thinks creatively in response to individual needs</li> </ul> </li> <li>4. <b>Technical Competence</b> Use a variety of strategies to contribute to self-reliance, interdependence and quality of life. <ul style="list-style-type: none"> <li>• Promotes wellness of self, others and community</li> <li>• Builds community presence, participation and contribution</li> <li>• Strategically facilitates learning</li> <li>• Advocates for individual rights and self determination</li> <li>• Promotes safety of self and others</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>Service-learning is a method in which students learn and develop through active participation in a thoughtfully organized service experience that meets actual community needs.</b></li> <li>2. <b>The mentoring by experienced practitioner preceptors prepares students for their transition from student to practitioner.</b></li> <li>3. <b>Developing networks with community living and school based services enhances future work opportunities and college and community relations.</b></li> <li>4. <b>Learning from experience is a characteristic of exemplary practitioners. Practice settings create opportunities for students to refine their skills of reflection and adaptation in response to their practice experience.</b></li> <li>5. <b>Experience in the practice settings allows learners to demonstrate and enhance their abilities to problem solve, communicate, be flexible, think creatively and take responsibility for their actions.</b></li> <li>6. <b>Developing and completing an individualized project for others enhances valued skills, such as goal setting, research time management, marketing, consultation, presentation, evaluation, etc.</b></li> <li>7. <b>Reflecting on and evaluating service-learning experiences with peers and mentors maximizes learning.</b></li> <li>8. <b>Reciprocity and contribution are highly valued in the field of community living. Students purposefully find someone who will benefit from their work.</b></li> </ol>
<b>O:</b>	<p>Methods of Instruction</p> <ul style="list-style-type: none"> <li>• Seminar</li> <li>• Individual Meetings</li> <li>• Guided Practice</li> <li>• Group Reflection</li> </ul>
<b>P:</b>	<p>Textbooks and Materials to be Purchased by Students</p> <p><b>T.B.A.</b></p>
<b>Q:</b>	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <p><b>This is a Mastery Course:</b></p> <ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Preceptor/Mentor Assessment</li> <li>• Formal Presentation to Peers and Instructor</li> <li>• Project Products</li> </ul>

**R:** Prior Learning Assessment and Recognition.  
**This course is available for PLAR.**

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Course Designer(s) **Lori Woods**

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Education Council / Curriculum Committee Representative

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Dean: **Jan Lindsay**

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Registrar