



**EFFECTIVE: JANUARY 2007
CURRICULUM GUIDELINES**

A. Division: **Education** Effective Date: **January 2007**

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

If Revision, Section(s) Revised: **F, G, L, M, N, Q, R**

Date of Previous Revision: **July 21, 2004**

Date of Current Revision: **June 16, 2006**

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

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This applied course uses a service-learning project or preceptorship 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 or specialized practice settings or completing a unique service-learning project that would benefit others and provide opportunities for individualized out-of-the-ordinary learning.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: CCSD 2340
	Primary Methods of Instructional Delivery and/or Learning Settings: Preceptorship practicum	I: Course Corequisites: None
	Number of Contact Hours: (per week / semester for each descriptor) 100 hours 30 seminar hours	J: Course for which this Course is a Prerequisite None
	Number of Weeks per Semester: 4 – 15 weeks flexible delivery	K: Maximum Class Size: 30
L:	PLEASE INDICATE: Block Transfer <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 (www.bctransferguide.ca)	

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to demonstrate:

1. Personal Accountability
 - Practice ethically, and accurately assesses the quality of own performance.
 - Accurately evaluates own practice
 - Pursue a professional development plan
 - Apply personal and professional values to ethical practice
2. Interpersonal Effectiveness and Leadership
 - Communicate in a caring, respectful and clear manner
 - Effectively communicate for various purposes and audiences
 - Facilitate caring and respectful interpersonal relationships
 - Demonstrate individual leadership as a team member
3. Theoretical Reasoning
 - Think critically to construct plausible explanations for individual, family and community experiences
 - Apply elements of critical thinking when problem solving
 - Use theory to explain behaviour and guide actions
 - Think 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
 - Build community presence, participation and contribution
 - Strategically facilitates learning
 - Advocate for individual rights and self determination
 - Promote safety of self and others.

N: Course Content: The following global ideas guide the design and delivery of this course:

- Students learn and develop through active participation in a thoughtfully organized experience that enhances applied skills and meets actual community needs.
- Students will be mentored by experienced practitioners to prepare them for their transition from student to practitioner.
- Students develop networks with community living and school based services, families and other stakeholders.
- Students develop future work opportunities and enhance college and community relations.
- 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.
- 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.
- Reflecting on and evaluating service-learning project/preceptorship experiences with peers and mentors maximizes learning.
- Reciprocity, contribution and praxis are highly valued in the human services field...

O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> • Seminar • Individual Meetings • Guided Practice • Group Reflection
P:	<p>Textbooks and Materials to be Purchased by Students T.B.A.</p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> • Self-Assessment • Mid-point and final assessment • Preceptor/Mentor Assessment • Formal Presentation to Peers and Instructor • Project Products <p>This is a Mastery course.</p>
R:	<p>Prior Learning Assessment and Recognition: This course is not available for PLAR.</p> <p>This course serves as the only Behaviour Intervention preceptorship within the diploma and it is essential that we can observe and assess applied skills in this area.</p>

Course Designer(s): Lori Woods

Education Council / Curriculum Committee Representative

Dean: Jan Carrie

Registrar