



Course Information

A: Division: **Applied** Date: **27 February 1996**
 B: Department: **Child, Family and Community Studies** New Course:
 Program: **Community Social Service Worker** Revision of Course Information form: **X**
5 December 1994

C: **CSSW 440** D: **Community Social Service Worker: Practicum III** E: **6**

Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: **This course provides opportunities for students to further develop their professional skills in selected sites under supervision. Students will integrate and reflect upon their educational, personal and professional philosophy and experiences in practicum and seminar.**

Summary of Revisions: (Enter date & section) Eg: Section C,E,F
27 February 1996: H.

G: Type of instruction: Hrs per week / per semester

Lecture:		Hrs.
Laboratory:		Hrs.
Seminar:	8	Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:	170	Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:	40	Hrs.
Other (Specify):		Hrs.
Total:	218	Hrs.

H: Course Prerequisites:
CSSW Certificate or permission of the program

I: Course Corequisites:
Nil

J: Course for which this Course is a Prerequisite:
Nil

K: Maximum Class Size:
15

L: College Credit Transfer
 College Credit Non-Transfer
 Non-Credit

M: Transfer Credit: Requested:
 Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:
 U.B.C.
 S.F.U.
 U. Vic.
 Other:

Bob Shebib
 (Bob Shebib/Sally Nordman) Course Designer(s)
S. Miller
 Director/Chairperson

P. H. O'Connell
 Divisional Dean
 Registrar

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form)

None

Sections N, O, P

Major Concepts: *global ideas that guide the design and delivery of the course*

1. CSSW practitioners work in a variety of settings involving individuals, groups, families, community work, advocacy, and program development.
2. Practitioners maximize their effectiveness by developing a wide range of skills for individual, situational and cultural contexts.
3. Technical and theoretical knowledge related to one's field of practice is an essential component of effective practice.
4. Skill and technical proficiency, however, must be balanced with a caring attitude, acceptance of a wide range of behaviour and cultures, and respect for the rights of others including their right to self determination.
5. Effective counsellors have the ability to use a skill, as well as the self restraint "not" to use it. Effective counsellors know how, when and why a given skill is used, and they have assertiveness, understanding, creativity and sensitivity to use it when appropriate.
6. Practicum settings create opportunities for practitioners to observe, learn from experience, synthesize personal and classroom experiences, examine assumptions and explore creative modes of inquiry that are not available in classroom settings.
7. Practitioners who incorporate self evaluation and who facilitate feedback on their performance from clients, colleagues and supervisors are able to set goals for their ongoing professional development.

Evaluation:

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing. i.e. oral, individual, group, narrative, research
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes such as self and peer evaluation, participation in instrument design and program/instructor evaluation.