



**A:** Division: **Instruction** Date: **27 November 2000**  
**B:** Department/ **Faculty of Child, Family and** New Course  Revision   
 Program Area: **Community Studies: Child and Youth**  
**Care Counsellor**  
 If Revision, Section(s) Revised: **H**  
 Date Last Revised: **24 June 1996**

**C: CFCS 141 D: Introduction to Practice for CYCC E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description: This field based course provides students with opportunities to observe people in practice. The focus is on the application of human service principles to the student's chosen field of practice. Students will develop observation skills including information gathering, reflection and interpretation.		
<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture: 50 hours</b> <b>Practicum: 20 hours</b>  Number of Contact Hours: (per week / semester for each descriptor)  <p style="text-align: center;"><b>70 hours total</b></p>  Number of Weeks per Semester: 15	<b>H:</b> Course Prerequisites: <b>Enrollment in CYCC Program or permission of Coordinator</b> <b>CFCS 110</b> (can also be a corequisite)	
	<b>I:</b> Course Corequisites:  <b>CFCS 110 and two other first semester courses</b>	
	<b>J:</b> Course for which this Course is a Prerequisite:  <p style="text-align: center;"><b>CYCC 240</b></p>	
	<b>K:</b> Maximum Class Size:  <p style="text-align: center;">30</p>	
<b>L:</b> PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, and Malaspina <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M:** Course Objectives/Learning Outcomes

1. Multi-faceted and multi-sensory observation skills are cornerstones of practice in human services. The purpose of observation is to be more effective in responding to others.
2. Observation is dynamic and continuous, formal and informal. These skills include observing, recording, interpreting and reporting. They improve through practice and reflection.
3. Effective observers have clear focus, purpose and intention. They conduct themselves in a legal, ethical and respectful manner.
4. Accurate observation requires awareness of personal values and filters, preconceptions and biases.
5. Observation of and reflection on the self-in-action are integral to on-going practitioner development.
6. Competent practitioners consider different hypotheses when interpreting their observations. Their conclusions are tentative, open to reflection, review and revision.
7. Context and events are linked, thus contextual factors need consideration when observing, recording and interpreting.
8. The manner in which observations are recorded, reported and used, influences interpretation of the material collected. Choice of language needs careful consideration, as it influences perceptions and interpretations.
9. The observer's presence and behaviour affects the situation being observed.
10. Field observations and recordings form critical links between course work and practice. What is observed becomes substance for discussion and reflection.
11. Study and observation of skilled practitioners provide insight into roles, responsibilities and contexts of practice.

**N:** Course Content

**O:** Methods of Instruction

**P:** Textbooks and Materials to be Purchased by Students:

T.B.A.

**Q:** Means of Assessment: Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding the 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 as self and peer evaluation, participation in instrument design and program/instructor evaluation.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

T.B.A.

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(Gary Tennant) Course Designer

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Education Council/Curriculum Committee Representative

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Dean

Registrar

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