



Douglas College Course Information

A: Division: Instructional Division **Date:** 30 July 1998
B: Dept.: Child, Family and Community Studies **New Course:**
Program: Child and Youth Care Counsellor **Revision of Course Information form:** X
Dated: 2 June 1997
CYCC 440 **Child and Youth Care Counsellor - Practicum III** **4.5**

Subject & Course No.

Descriptive Title

Semester Credit

<p>F: Calendar Description: This course provides opportunities for students to practice skills in selected sites under supervision. Students will integrate and reflect upon their educational, personal and professional experiences in practicum and seminar.</p>	<p>Summary of Revisions: (Enter date & section) Eg: Section C,E,F Sections O,P,Q - 2 June 1997 Section G, K - 30 July 1998</p>																																	
<p>G: Type of Instruction: Hours per Semester</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Lecture/Practice:</td> <td style="text-align: center;">10</td> <td style="text-align: center;">Hrs.</td> </tr> <tr> <td style="padding-left: 20px;">Laboratory:</td> <td></td> <td style="text-align: center;">Hrs.</td> </tr> <tr> <td style="padding-left: 20px;">Seminar:</td> <td></td> <td style="text-align: center;">Hrs.</td> </tr> <tr> <td style="padding-left: 20px;">Clinical Experience:</td> <td></td> <td style="text-align: center;">Hrs.</td> </tr> <tr> <td style="padding-left: 20px;">Field Experience:</td> <td></td> <td style="text-align: center;">Hrs.</td> </tr> <tr> <td style="padding-left: 20px;">Practicum:</td> <td style="text-align: center;">150</td> <td style="text-align: center;">Hrs.</td> </tr> <tr> <td style="padding-left: 20px;">Shop:</td> <td></td> <td style="text-align: center;">Hrs.</td> </tr> <tr> <td style="padding-left: 20px;">Studio:</td> <td></td> <td style="text-align: center;">Hrs.</td> </tr> <tr> <td style="padding-left: 20px;">Student Directed Learning:</td> <td></td> <td style="text-align: center;">Hrs.</td> </tr> <tr> <td style="padding-left: 20px;">Other:</td> <td></td> <td style="text-align: center;">Hrs.</td> </tr> <tr> <td style="padding-left: 20px;">Total:</td> <td style="text-align: center;">160</td> <td style="text-align: center;">Hrs.</td> </tr> </table>	Lecture/Practice:	10	Hrs.	Laboratory:		Hrs.	Seminar:		Hrs.	Clinical Experience:		Hrs.	Field Experience:		Hrs.	Practicum:	150	Hrs.	Shop:		Hrs.	Studio:		Hrs.	Student Directed Learning:		Hrs.	Other:		Hrs.	Total:	160	Hrs.	<p>H Course Prerequisites: CFCS 240, CYCC 340 or CYCC 184 and CYCC 185</p> <p>I: Course Corequisites: Nil</p> <p>J: Course for which this Course is a Prerequisite: Nil</p> <p>K Maximum Class Size: 12 (extended supervision model)</p>
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<p>L:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">College Credit Transfer</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding-left: 20px;">College Credit Non-Transfer</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding-left: 20px;">Non-Credit</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	College Credit Transfer	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	<p>M Transfer Credit:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Requested:</td> <td style="border: 1px solid black; width: 50px; height: 20px;"></td> </tr> <tr> <td style="padding-left: 20px;">Granted:</td> <td style="border: 1px solid black; width: 50px; height: 20px;"></td> </tr> </table> <p>Specify Course Equivalents or Unassigned Credit as appropriate: Course is part of block transfer to B.C. Universities and University/Colleges.</p> <p>U.B.C. S.F.U. U. Vic. Other:</p>	Requested:		Granted:																								
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(Dave Burgess) Course Designer

 Dean

Vice-President, Instruction

 Registrar

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

No text required.

Sections O, P, Q

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

1. Learning from experience is a characteristic of exceptional practitioners. Practicum settings create opportunities for students to refine their skills of reflection and adaptation in response to their practice experience.
2. Learning in a practicum setting provides opportunities to examine assumptions and to explore creative modes of inquiry that are not available in classroom settings.
3. Field settings provide opportunities to synthesize personal, classroom, and previous practicum/work experiences and create openings for new learning. Learners gain both insight and practice knowledge from field experiences.
4. Observing, participating with, and receiving guidance from experienced practitioners is crucial for effective practice.
5. Practitioners who regularly and accurately assess their performance and who set goals for their ongoing professional development are effective in their work.
6. Knowledge shapes practice and practice shapes knowledge. Learning from the previous practicum and the classroom are reflected in current practice.
7. Experience in the field settings allows learners the opportunity to demonstrate and enhance their abilities to problem solve, be flexible, think creatively and take responsibility for their actions. Advanced practica provide the learner with the opportunity to demonstrate increased skill and initiative.
8. Reflecting on an evaluating practicum experiences with peers, mentors and instructors maximizes field based learning experiences.

Section R

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.
- 6) Evaluation on this practicum is two staged and designed to produce a letter grade in accordance with Douglas College grading policy.

Stage I: An evaluation of the student's ability to meet basic work expectations. The mastery level for this stage is 80% (32/40) with no area receiving a score of less than 60% (6/10).

Stage II: Providing the conditions are successfully met in Stage I, the student's final grade will be arrived at by adding the mark achieved in the Basic Work Expectations to the mark achieved in the six learning experiences.