



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A.	Division:	Instruction	Effective Date:	September 2004
B.	Department / Program Area:	Faculty of Child, Family and Community Studies <i>Child and Youth Care Counsellor</i>	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/>
			If Revision, Section(s) Revised:	C, H
			Date of Previous Revision:	February 3, 2004
			Date of Current Revision:	September 2004
C:	CYCC 2440	D: Practicum	E:	4.5

Subject & Course No.	Descriptive Title	Semester Credits
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.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: CYCC 1240 (or CYCC 184 and 185) (or CFCS 240) CYCC 2320 (or CFCS 320)
	Primary Methods of Instructional Delivery and/or Learning Settings: 1. Supervised Practicum 2. Integrative seminar	I: Course Corequisites: None
	Number of Contact Hours: (per week / semester for each descriptor) Seminar: 10 hours Clinical: 150 hours	J: Course for which this Course is a Prerequisite None
	Number of Weeks per Semester: 5 week block placement (Full time) 15 weeks part-time	K: Maximum Class Size: 30
L:	PLEASE INDICATE: : Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.	
<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.bccat.bc.ca)		

<p>M: Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to:</p> <p>A. Professional Skills</p> <ol style="list-style-type: none"> 1. demonstrate ethical behaviour 2. use supervision and colleagues effectively by seeking and accepting feedback 3. demonstrate changes in performance asked on feedback 4. evaluate and articulate personal strengths and set goals for development 5. establish effective and professional working relationships with colleagues 6. manage personal needs in relation to workplace and clients 7. demonstrate mental and emotional well-being <p>B. Work Habits/Accountability</p> <ol style="list-style-type: none"> 1. complete assigned workload 2. deal with time and stress pressures (including keeping personal problems from affecting work) 3. demonstrate appropriate work habits (punctuality, attendance, dress) 4. maintain energy and enthusiasm 5. demonstrate initiative and responsibility (i.e., learning, seeking out work during unstructured times) <p>C. Problem resolution</p> <ol style="list-style-type: none"> 1. design, implement and evaluate a plan to address a difficulty currently being experienced by an individual or group in your setting 2. describe a crisis and discuss problem solving strategies to support resolution of the crisis 3. describe the psychological and emotional impact and the behavioural manifestations of abuse (emotional, physical or sexual) on a client 4. specify the supports necessary for a client who has experienced abuse to resume a healthy developmental pathway. <p>D. Basic Knowledge of Agency and Community Resources</p> <ol style="list-style-type: none"> 1. demonstrate basic knowledge of the agency, its history, philosophy, organizational structure, funding programs, and personnel 2. demonstrate basic knowledge of legislation affecting the agency and the people it serves 3. demonstrate knowledge of community resources and the referral process <p>E. Interviewing & Counselling Skills</p> <ol style="list-style-type: none"> 1. be versatile by changing personal style and language to meet the unique needs of individual clients 2. assess and understand client needs 3. demonstrate empathy 4. demonstrate genuineness 5. communicate with clarity and precision 6. use probing skills 7. demonstrate assertiveness 8. recognize and manage personal biases and assumptions
<p>N: Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 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 biases. 3. Field settings provide opportunities to synthesize personal and classroom 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 more likely to be effective in their work. 6. A well-developed personal philosophy of practice is a cornerstone of competent human service practice. 7. Experience in the field settings allows learners to demonstrate and enhance their abilities to problem solve, be flexible, think creatively and take responsibility for their actions.

8. Reflecting on and evaluating practicum experiences with clients, colleagues and mentors maximizes field based learning experiences.
O: Methods of Instruction Seminar/Field practice
P: Textbooks and Materials to be Purchased by Students No text required
Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. <ol style="list-style-type: none"> 1. Practice reports 2. Self-evaluation 3. Field assessment 4. Evaluation on this practicum is designed to produce a letter grade in accordance with Douglas College grading policy.
R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale. This course is available for PLAR

 Course Designer(s) **Gary Tennant**

 Education Council / Curriculum Committee Representative

 Dean: **Jan Lindsay**

 Registrar