



EFFECTIVE: MAY 2004
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **May, 2004**

B. Department / Program Area: **Faculty of Child, Family and Community Studies
Child and Youth Care Counsellor** Revision New Course

If Revision, Section(s) Revised: **C,D,G,H,J,N,R**

Date of Previous Revision: **July 30, 1998**

Date of Current Revision: **February 3, 2004**

C: **CYCC 2440** D: **Practicum** E: **4.5**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: 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 Primary Methods of Instructional Delivery and/or Learning Settings: 1. Supervised Practicum 2. Integrative seminar Number of Contact Hours: (per week / semester for each descriptor) Seminar: 10 hours Clinical: 150 hours Number of Weeks per Semester: 5 week block placement (Full time) 15 weeks part-time	H: Course Prerequisites: CYCC 1240 (or CYCC 184 and 185) (or CFCS 240) CYCC 2320 (or CFCS 320)	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite None	
	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)		

M: Course Objectives / Learning Outcomes

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

- A. Professional Skills**
 - 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
- B. Work Habits/Accountability**
 - 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)
- C. Problem resolution**
 - 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.
- D. Basic Knowledge of Agency and Community Resources**
 - 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
- E. Interviewing & Counselling Skills**
 - 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

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

8.	problem solve, be flexible, think creatively and take responsibility for their actions. 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