



<p><b>M:</b> Course Objectives / Learning Outcomes</p> <p>Students are expected to develop their own specific learning goals in their learning plans to achieve the following objectives:</p> <ol style="list-style-type: none"> <li>1. To practice (under supervision) basic child and youth care assessment and communication skills</li> <li>2. To demonstrate use of a normative developmental perspective for planning and carrying out effective assessment and intervention strategies</li> <li>3. To become involved in professional practice by contributing to professional knowledge and participating in professional organizations</li> <li>4. To demonstrate how to turn theory into practice by devising, organizing, selecting and accessing appropriate activities with children and youth</li> <li>5. To develop competency in developmental understanding and relationship building</li> <li>6. To have direct experience in working with children, adolescents and/or their families</li> <li>7. To have direct involvement with at least one setting and to develop an awareness of other child and youth care settings</li> <li>8. To experience a high level of supportive supervision and to have the opportunity to observe skilled and knowledgeable practitioners at work.</li> </ol>
<p><b>N:</b> Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li>1. Child and youth care assessment requires knowledge of general assessment criteria in order to effectively use a field based assessment tool.</li> <li>2. The development of effective professional communication skills requires both knowledge of the professional communication process and considerable practice in its use.</li> <li>3. An understanding of normative development is central to effective assessment and intervention.</li> <li>4. Practicum provides the opportunity for the student to become involved in professional practice, to discuss and contribute to professional knowledge and to participate in professional organizations.</li> <li>5. On practicum, students turn theory into practice by designing, organizing, selecting, and accessing appropriate activities with children and youth.</li> <li>6. Knowledge of human growth and development informs the practice of child and youth care.</li> <li>7. Skill in building relationships deepens through practice and supervision.</li> <li>8. Practicum provides the student with the opportunity to have direct experience with children, youth and families under the supervision of professionals at the placement and Douglas College faculty.</li> <li>9. The experience of working in a child and youth care setting provides the student with essential practical knowledge of the setting and with many aspects of the larger service delivery network.</li> <li>10. Observation of skilled, knowledgeable practitioners and thorough supervision support the student to develop skilled child and youth care practice.</li> </ol>
<p><b>O:</b> Methods of Instruction</p> <p><b>Field experience</b>  <b>Supervision</b>  <b>Seminar discussion</b></p>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students  <b>Course pack entitled, “CYCC 3310/3311 – Supervised Practicum Field Guide”</b></p>
<p><b>Q:</b> Means of Assessment:  <b>Typical means of evaluation will include a combination of written research assignments, case evaluation, testing, and group presentations. This is a Graded Course.</b></p>
<p><b>R:</b> Prior Learning Assessment and Recognition:  <b>This course is available for PLAR</b></p>

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**Adapted to the Douglas College curriculum guideline format by Gary Tennant**

Education Council / Curriculum Committee Representative

Dean: **Jan Carrie**

Registrar