

EFFECTIVE: SEPTEMBER 2006 CURRICULUM GUIDELINES

A.	Division:	Instruction	Ef	fective Date:	September 2006		
В.	Department / Program Area:	Faculty of Child, Family and Community Studies Child and Youth Care Counsellor	Re	vision	New Course X		
				Revision, Section(s)			
				vised: tte of Previous Revision	on:		
				ate of Current Revision			
C:	CYCC 3310	D: Supervised 1	Practi	cum, Part 1	E: 4.5		
	Subject & Cou	•			Semester Credits		
F:	Calendar Description: This course requires students to work directly with children and youth in a supervised practice situation in order to promote professional skill acquisition and integration. Emphasis is placed on observation and recording skills, understanding the structure of a service agency, and fostering an awareness of professional functioning in relation to children, youth and agency workers. Attention will be given to development of beginning case planning, intervention, and case presentation skills with both one-to-one and group focus. (Note: CYCC 3310 and 3311 must be completed in the same year to receive credit.)						
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings		Н:	Course Prerequisite None	S:		
	Primary Methods of Instructional Delivery and/or Learning Settings: Number of Contact Hours: (per week / semester for each descriptor)		I:	Course Corequisites None	::		
	Supervised practicum 182.5 Seminar 12.5		J:	Course for which th	is Course is a Prerequisite		
	Number of Weeks per Semester: 15						
			K:	Maximum Class Siz	ze:		
				16			
L:	PLEASE INDI	CATE: UVic, UCFV, Malaspina	<u> </u>				
	Non-Credit						
	College Credit Non-Transfer X College Credit Transfer:						
	SEE BC TRAN	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)					

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M: Course Objectives / Learning Outcomes

Students are expected to develop their own specific learning goals in their learning plans to achieve the following objectives:

- 1. To practice (under supervision) basic child and youth care assessment and communication skills
- 2. To demonstrate use of a normative developmental perspective for planning and carrying out effective assessment and intervention strategies
- 3. To become involved in professional practice by contributing to professional knowledge and participating in professional organizations
- 4. To demonstrate how to turn theory into practice by devising, organizing, selecting and accessing appropriate activities with children and youth
- 5. To develop competency in developmental understanding and relationship building
- 6. To have direct experience in working with children, adolescents and/or their families
- 7. To have direct involvement with at least one setting and to develop an awareness of other child and youth care settings
- 8. To experience a high level of supportive supervision and to have the opportunity to observe skilled and knowledgeable practitioners at work.
- N: Course Content: The following global ideas guide the design and delivery of this course:
 - 1. Child and youth care assessment requires knowledge of general assessment criteria in order to effectively use a field based assessment tool.
 - 2. The development of effective professional communication skills requires both knowledge of the professional communication process and considerable practice in its use.
 - 3. An understanding of normative development is central to effective assessment and intervention.
 - 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.
 - 5. On practicum, students turn theory into practice by designing, organizing, selecting, and accessing appropriate activities with children and youth.
 - 6. Knowledge of human growth and development informs the practice of child and youth care.
 - 7. Skill in building relationships deepens through practice and supervision.
 - 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.
 - 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.
 - 10. Observation of skilled, knowledgeable practitioners and thorough supervision support the student to develop skilled child and youth care practice.

O: Metho	ds of Instruction
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Field experience Supervision Seminar discussion

P: Textbooks and Materials to be Purchased by Students

Course pack entitled, "CYCC 3310/3311 - Supervised Practicum Field Guide"

Q: Means of Assessment:

Typical means of evaluation will include a combination of written research assignments, case evaluation, testing, and group presentations. This is a Graded Course.

R: Prior Learning Assessment and Recognition:

This course is available for PLAR

Course Designer(s) Les Stagg, UCFV	Education Council / Curriculum Committee Representative
Adapted to the Douglas College curriculum guideline	
format by Gary Tennant	
D	
Dean: Jan Carrie	Registrar