



EFFECTIVE: SEPTEMBER 2006
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2006**

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

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: **CYCC 3311** D: **Supervised Practicum, Part 2** E: **4.5**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>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.)</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Supervised practicum 182.5 Seminar 12.5</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites: CYCC 3310</p>							
	<p>I: Course Corequisites: None</p>							
	<p>J: Course for which this Course is a Prerequisite: 4410</p>							
	<p>K: Maximum Class Size: 16</p>							
<p>L: PLEASE INDICATE: UVic, UCFV, Malaspina</p> <table style="width: 100%;"> <tr> <td style="width: 50px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
<input type="checkbox"/>	College Credit Non-Transfer							
<input checked="" type="checkbox"/>	College Credit Transfer:							

<p>M: 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"> 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.
<p>N: Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 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, accessing and evaluating 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.
<p>O: Methods of Instruction</p> <p>Field experience Supervision Seminar discussion</p>
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Course pack entitled, “CYCC 3310/3311 – Supervised Practicum Field Guide”</p>
<p>Q: Means of Assessment:</p> <p>Typical means of evaluation will include a combination of written research assignments, case evaluation, testing, and group presentations. This is a Graded Course.</p>
<p>R: Prior Learning Assessment and Recognition:</p> <p>This course is available for PLAR</p>

Course Designer(s) **Les Stagg, UCFV**
Adapted to the Douglas College curriculum guideline format by Gary Tennant

Education Council / Curriculum Committee Representative

Dean: **Jan Carrie**

Registrar