



EFFECTIVE: SUMMER 2003 CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **01 January 2003**

B. Department / Program Area: **Faculty of Child, Family and Community Studies
Program of Sign Language Interpretation** Revision New Course

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

C: **INTR 420** D: **Sign Language Interpretation: Practicum II** E: **4.5**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course provides opportunities for students to practice professional 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: Seminar Practicum Number of Contact Hours: (per week / semester for each descriptor) 10 hours 200 hours Number of Weeks per Semester: 7 – 8 weeks	H: Course Prerequisites: B+ or better in INTR 300, INTR 310 and INTR 375	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite INTR 440	
	K: Maximum Class Size: 16	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input 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> <ul style="list-style-type: none"> • Demonstrate the skills and knowledge required to successfully interpret an utterance from ASL into English and from English to ASL. • Analyze, identify and maintain the interpersonal relationships of those for whom they interpret. • Generate professional relationships with colleagues and consumers of interpretation service. • Integrate the process of analyzing a message while simultaneously interpreting a minimum of 20 minutes. • Design a plan for continued professional development. • Adhere to Association of Visual Language Interpreters of Canada’s Code of Ethics when faced with ethical dilemmas. 		
<p>N: Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. Professional Skills <ul style="list-style-type: none"> • Understand and use English and ASL • Bicultural knowledge • Personal limitations • Cross cultural communication • Critical thinking • Specialized interpreting knowledge • Commitment to professionalism • Ethical decision making 2. Personal management <ul style="list-style-type: none"> • Self-knowledge • Personal ethics • Diversity • Self-care • Boundaries • Relationships 3. Teamwork <ul style="list-style-type: none"> • Decision-making • Roles and responsibilities • Leadership 		
<p>O: Methods of Instruction Lecture/discussion Demonstration</p>		
<p>P: Textbooks and Materials to be Purchased by Students T.B.A.</p>		
<p>Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. This will include but not be limited to: written assignments, group presentations, and analysis of skill development.</p>		
<p>R: Prior Learning Assessment and Recognition This course is open for PLAR</p>		
Course Designer(s)		Education Council / Curriculum Committee Representative
Dean: Jan Lindsay		Registrar