



**CURRICULUM GUIDELINES**

**A. Division:** **Instruction** **Effective Date:** **08 August 8 2002**

**B. Department / Program Area:** **Faculty of Child, Family and Community Studies/ Classroom and Community Support** **Revision**  **New Course**

**If Revision, Section(s) Revised:** **C,F,J,L,M,O,Q**

**Date of Previous Revision:** **03 November 2000**

**Date of Current Revision:** **08 August 2002**

**C: CCSD 140** **D: Introduction to Practice** **E: 3**

Subject and Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description: This introductory course explores the components of exemplary practice and service delivery through cooperative small group problem-based learning using developmental story chapters, guest speakers, workshops and observations in the field.</b>	
<b>G:</b>	<b>Allocation of Contact Hours to Type of Instruction / Learning Settings</b>	<b>H: Course Prerequisites: None</b>
	<b>Primary Methods of Instructional Delivery and/or Learning Settings:</b>	<b>I: Course Corequisites: None</b>
	<b>Lecture/Practice</b>	<b>J: Course for which this Course is a Prerequisite</b> <b>CCSD 240 and CCSD 370</b>
	<b>Number of Contact Hours: (per week / semester for each descriptor)</b>	<b>K: Maximum Class Size:</b> <b>30</b>
	<b>60 hours</b>	
	<b>Number of Weeks per Semester:</b>	
	<b>Flexible delivery ranging over 2 to 15 weeks</b>	
<b>L:</b>	<b>PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University</b>	

X

	<p>Identifies resources for feedback          Initiates learning objectives and p          Seeks out new learning resources a</p> <p>2. Support the cooperative learning of self          Incorporates elements of critical th          Communicates in a respectful man          Shares group workload and encour          Attempts to work through group i</p> <p>3. Describe the impact of the history of ser          present and future of people living with          Investigates the history of services          Describes a variety of service deliv          Examines the values associated wi          Considers the possible intended an</p> <p>4. Explore practitioner roles, responsibilit          Observes practitioners at work          Describes a selection of current pr          Explains the occupational compet          Investigates existing practice barr          Notes language and labels used in          Identifies the legal and ethical exp          Considers components of exempla          Envisions personal possibilities of</p> <p>5. Promote the health and safety of self and          Identifies general health and safet          Demonstrates basic principles of c          Identifies proper use of non-motor          Reports significant health and saf          Investigates the prevention, indica</p>	<p>ing outcomes</p> <p>ive abilities</p> <p>and problem solving</p> <p>assistance when indicated          attitudes on the past,</p> <p>ility</p> <p>ry models          variety of service delivery models          exemplary practice.</p> <p>bilities</p> <p>er</p> <p>s.</p> <p>cs</p>
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N: Course Content: The following global ideas guide

1. Observation of and reflection on the s
2. Competent practitioners consider conclusions are tentative, open to ref
3. Field observations and recordings becomes substance for discussion an

4ons

s course:  
 on-going practitioner development.  
 when interpreting their observations. Their  
 course work and practice. What is observed