



EFFECTIVE: SEPTEMBER 2005
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2005**

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

If Revision, Section(s) Revised: **H**

Date of Previous Revision: **21 July 2004**

Date of Current Revision: **November 23, 2004**

C: CCSD 1240 **D: Practicum 1** **E: 4.5**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This applied course		

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

Students are expected to meet the following program learning outcomes at “participation” level, i.e.:

- **Engages**
 - **Explores, assists, understands, describes, categorizes, classifies, prioritizes**
 - **Identifies patterns and themes**
 - **Takes initiative in some areas**
 - **Compares and contrasts alternatives**
 - **Practices with moderate supervision**
 - **Practices with clustered guidance**
1. **Personal Accountability**
Practice ethically and accurately assesses the quality of own performance.
 - **Accurately evaluates own practice**
 - **Pursues a professional development plan**
 - **Applies personal and professional values to ethical practice**
 2. **Interpersonal Effectiveness and Leadership**
Communicate in a caring, respectful and clear manner.
 - **Effectively communicates for various purposes and audiences**
 - **Facilitates caring and respectful interpersonal relationships**
 - **Demonstrates individual leadership as a team member**
 3. **Theoretical Reasoning**
Think critically to construct plausible explanations for individual, family and community experiences.
 - **Applies elements of critical thinking when problem solving**
 - **Uses theory to explain behaviour and guide actions**
 - **Thinks creatively in response to individual needs**
 4. **Technical Competence**
Use a variety of strategies to contribute to self-reliance, interdependence and quality of life.
 - **Promotes wellness of self, others and community**
 - **Builds community presence, participation and contribution**
 - **Strategically facilitates learning**
 - **Advocates for individual rights and self determination**
 - **Promotes safety of self and others**

N: Course Content: The following global ideas guide the design and delivery of this course:

The following global ideas guide the design and delivery of the course.

1. **Learning from experience is a characteristic of exemplary practitioners. Practicum settings create opportunities for students to refine their skills of reflection and adaptation in response to their practice experience.**
2. **Learning in a practicum setting provides opportunities to examine assumptions and to explore creative modes of inquiry that are not available in classroom settings.**
3. **Field settings provide opportunities to synthesize personal and classroom experiences and create openings for new learning. Learners gain both insight and practice knowledge from field experiences.**
4. **Observing, participating with, and receiving guidance from experienced practitioners is crucial for effective practice.**

Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Demonstration Self Assessment Oral and Written Presentations Mid-point and Final Interviews		
R: Prior Learning Assessment and Recognition: This course is available for PLAR		
Course Designer(s): Lori Woods		Education Council / Curriculum Committee Representative
Dean: Pat Brown		Registrar