



**Douglas
College**

CURRICULUM GUIDELINES

A. Division: Instruction Effective Date: 08 August 2002

B. Department: Faculty of Child, Family and Revision: New Course

Community Studies / Community Studies

Support If Revision, Section(s) CHM

Revised: _____

Date of Previous Revision: 1997

Date of Current Revision: 08 August 2002

C: CCSD 340 D: Practicum II E: 4.5

Course Number, Name, Descriptive Title, Semester, Credits

F: **Calendar Description:** This course provides opportunities for students to practice skills in selected sites. Students will integrate and reflect upon their educational, personal and professional experiences in practicum and seminar.

Primary Methods of Instruction: Learning Settings / Learning Settings
 Course Corequisites: CFCS or CCSD 240
CFCS 330
CSWK or CCSD 334
CSWK or CCSD 370

I: **Course Corequisites:**
None

J: **Course for which this Course is a Prerequisite:**
CCSD 440

PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University

L: Non-Credit
 College Credit Non-Transfer
 College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (WWW.BC.CA/BCUG) AND U.S. (WWW.BCST.BC.CA)

M: Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to:

- Conceptualises
- Explains, interprets, infers, reasons
- Interprets patterns & themes within contexts
- Identifies issues in many cases

- Accurately evaluates own practice
- Pursues a professional development plan
- Applies personal and professional values to ethical practice
- Communicate in a caring, respectful and clear manner
- Effectively communicates for various purposes and audiences

- Facilitates caring, 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

- 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

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

Learning from experience in a variety of exemplar practitioners' practice settings create opportunities for students to refine their skills of reflection and adaptation in response to

openings for new learning. Learners gain both insight and practical knowledge from field experiences.

4. Observing, participating with, and receiving guidance from experienced practitioners is crucial for effective practice.

Practitioners who regularly and accurately assess their performance and pursue ongoing professional development are effective in their work.

A personal philosophy needs to be informed by and respond to practice experiences. Practice experiences and classroom are reflected in current philosophy and

practices.

Experience in the field setting allows learners to demonstrate and enhance their abilities to problem solve, be flexible, think creatively and take responsibility for their actions. Advanced practice provides the learner an opportunity to demonstrate increased skills initiative

based learning experiences.

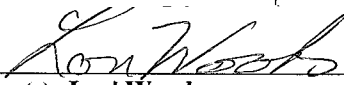
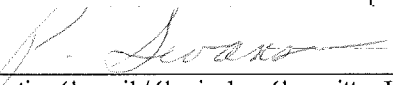




D. Textbooks and Materials to be Reviewed by Students

T.B.A.

weighting of evaluations.

- Self-Assessment
- Mid-Point and Final Interviews
- Demonstration
- Oral and written presentations

COURSE DESIGNER CONTACT PLAN

		
COURSE DESIGNER(S):		
		

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