



**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**

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

**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.**

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