



EFFECTIVE: SEPTEMBER, 2007 CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2007**

B. Department / Program Area: **Faculty of Child, Family and Community Studies
Community Social Service Worker** Revision New Course

If Revision, Section(s) Revised: **C**
Date of Previous Revision:
Date of Current Revision: **August, 2007**

C: **CODS 5240** D: **Practicum in Co-Occurring Disorders** E: **6**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>This course provides opportunities for students to practice skills in selected sites under supervision. These sites may include current/past employment in which case the practicum will focus on specific roles not similar to current/past employment. Students will integrate and reflect upon their educational, personal and professional experience in the practicum and associated seminar.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings: Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Seminar: 8 hours Clinical: 170 hours Individual Learning: 40 hours</p> <p>Number of Weeks per Semester:</p> <p>Flexible delivery ranging over 6 to 15 weeks</p>	<p>H: Course Prerequisites:</p> <p>CODS 5100 and CODS 5122 and CODS 5200 and CODS 5222</p>							
	<p>I: Course Corequisites:</p> <p>None</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p>None</p>							
	<p>K: Maximum Class Size:</p> <p>30</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
<input type="checkbox"/>	College Credit Non-Transfer							
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<p>M: Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a range of professional skills (e.g., ethical behaviour, use of supervision, self-awareness, self-evaluation, working as a member of a team). 2. Demonstrate work habits/accountability (e.g., completing work assignments in a timely manner, managing stress, maintaining energy and enthusiasm, demonstrating initiative and responsibility). 3. Demonstrate administrative skills (e.g., reports, letters, use of computer, agency policy) 4. Demonstrate basic knowledge of the agency, client population and community resources <ul style="list-style-type: none"> • demonstrate knowledge of specific issues affecting co-occurring clients of the agency (e.g., abuse, poverty, unemployment, etc.) • identify lifespan issues when working with clients and evidence age appropriate planning for treatment and support • understand and identify best practice approaches to treatment and support for individual clients and to facilitate access to these services 5. Demonstrate interviewing and counselling skills <ul style="list-style-type: none"> • demonstrate ability to understand and utilize assessment tools • demonstrate versatility by changing personal style and language to meet the unique needs of individual clients and cultures • demonstrate advanced skills such as Cognitive Behavioural Therapy, Motivational Interviewing and work with families and in a group setting. • demonstrate skill and competency in engaging multiple-barrier clients in a treatment/support process
<p>N: Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> • Learning from experience is a characteristic of exceptional practitioners. • Practicum settings, specifically developed for working with co-occurring clients, create opportunities for students to refine their skills of reflection and adaptation in response to their practice experience. • 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. • Observing, participating with, and receiving guidance from experienced practitioners are crucial for effective practice. • Practitioners who regularly and accurately assess their performance and who set goals for their ongoing professional development are more likely to be effective in their work. • A well-developed personal philosophy of practice is a cornerstone of competent human service practice. • Experience in the field settings allows learners to demonstrate and enhance their abilities to problem solve, be flexible, think creatively and take responsibility for their actions. • Reflecting on and evaluating practicum experiences with clients, colleagues and mentors maximize field based learning experiences.
<p>O: Methods of Instruction</p> <ul style="list-style-type: none"> • Seminar • Field practice
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
<p>Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> • Practice reports • Self-evaluation • Field assessment

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.

This course is available for PLAR

Course Designer(s): Bob Shebib/John Fox

Education Council / Curriculum Committee Representative

Dean: Jan Carrie

Registrar

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