



EFFECTIVE: SEPTEMBER 2009
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September, 2009**

B. Department / Program Area: **Faculty of Child, Family and Community Studies/
Child and Youth Care Counsellor** Revision New Course

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

Date of Previous Revision: **January 2008**

Date of Current Revision: **February 2009**

C: **CYCC 4411** D: **Advanced Practice in CYC, Part 2** E: **4.5**

Subject & Course No.	Descriptive Title	Semester Credits						
F: Calendar Description:	<p>CYCC 4410 and CYCC 4411 are an eight month long practicum experience in the field. CYCC 4411 is Part 2. This supervised practicum focuses on application of learning. If possible, students are placed in their chosen professional area of interest. This course provides an opportunity to apply case-planning, intervention, and evaluation skills at an advanced level. Professional consultation, clinical functioning, and the integration of theory and practice are emphasized. (Note: CYCC 4410 and 4411 should be completed in the same year to receive credit.)</p>							
G: Allocation of Contact Hours to Type of Instruction / Learning Settings	<p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Supervised practicum Seminar</p> <p>Number of Contact Hours: (per semester for each descriptor)</p> <p>Supervised practicum 137.5 hours Seminar 12.5 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 style="text-align: center;">CYCC 4410</p> <p>I: Course Corequisites:</p> <p style="text-align: center;">None</p> <p>J: Course for which this Course is a Prerequisite:</p> <p style="text-align: center;">None</p> <p>K: Maximum Class Size:</p> <p style="text-align: center;">15</p>						
L: PLEASE INDICATE:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; 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:
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M: Course Objectives / Learning Outcomes :

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

- 1. demonstrate effective practice with children, adolescents and/or their families as appropriate in the practicum setting**
- 2. demonstrate continued and direct involvement with at least one agency or setting**
- 3. apply case assessment, planning, intervention and evaluation skills**
- 4. demonstrate an acceptable level of integration of theory and practice within selected assignments and practice situations**
- 5. demonstrate appropriate professional and ethical behaviour within an applied setting**
- 6. demonstrate effective implementation of supervisory feedback on clinical and professional functioning**
- 7. observe skilled and knowledgeable practitioners at work and document and discuss new learning from observation.**
- 8. demonstrate increasing levels of responsibility and self-direction through a developmental learning experience in a series of stages similar to an employment experience.**

N: Course Content:

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

- **Practicum provides the student with opportunities to have direct experience with children, youth and families under the supervision of professionals at the placement and Douglas faculty. By the end of this practicum, students will be working at a level of independence appropriate to professional child and youth care in the setting.**
- **The ability to work in a child and youth care setting and maintain a level of quality work over the course of the whole practicum is a basic expectation of professional practice.**
- **Child and youth care assessment requires knowledge of general assessment criteria in order to effectively use a field based assessment tool. Fourth year child and youth care students will demonstrate increasing independence in assessment, planning, intervention and evaluation skills and, under supervision, will initiate and organize these activities in their setting.**
- **Appropriate professional and ethical behaviour in the practicum setting requires a knowledge of professional practice codes of conduct and knowledge of agency and governmental policies. Discussion and analysis of professional and ethical behaviour will focus on ethical dilemmas where often several values are in conflict. In all cases, professional and ethical practice on practicum is a requirement of practice.**
- **Feedback on practice from experienced supervisors and faculty provides the student with immediate learning in a real setting where learning can be put into action.**
- **To explore practice in detail.**
- **Practitioners develop an understanding of their professional role and learn to understand and appreciate the roles of allied professions. In human services, child and youth care practitioners work with teachers, social workers, psychologists, health professionals and many others in developing a teamwork approach. Experience and discussion provides opportunities to articulate the child and youth care role and the roles of allied professions clearly.**
- **In this final practicum, child and youth care students will demonstrate increasing levels of responsibility, self-direction and autonomy.**

O: Methods of Instruction:

- **Field experience**
- **Supervision**
- **Seminar discussion**

P: Textbooks and Materials to be Purchased by Students:

No text required

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:

- **Practice report**
- **Self assessment**
- **Field assessment**

This is a Graded Course

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): **Bruce Hardy, Ray Chapman**

Education Council / Curriculum Committee Representative

Dean: **Jan K. Carrie**

Acting Registrar: **Brenda Walton**