



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2004**

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

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: **CSSW 1100** D: **Intro to Social Service Worker Practice** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course provides an introduction to and an analysis of the history and structure of major social policies and programs in Canada. The problems of social justice and economic disadvantage in particular will be examined within the broader realm of service delivery in the non-profit sector. Initiatives to increase self-determination, the redistribution of wealth, gender equity, and reduction of prejudice will be explored as themes within the dynamic of creating a more egalitarian and humane society.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Number of Contact Hours: (per week / semester for each descriptor) 60 Hours Number of Weeks per Semester: Flexible delivery ranging over 9 to 15 weeks	H: Course Prerequisites: Enrollment in CSSW Program I: Course Corequisites: None J: Course for which this Course is a Prerequisite CSSW 1200 K: Maximum Class Size: 30	
L: PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary. <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes

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

1. **Discuss the knowledge base and the philosophical base of social service work**
 - Describe the major ideologies that give direction to the knowledge and philosophical base of social service work
 - Define the interdisciplinary nature of social service work in Canada
 - Define social policy
2. **Describe the development of social service work in Canada**
 - Describe the emergence of the Canadian social welfare system
 - Identify the contribution of major social movements on the development of services
 - Describe historical influences on current social welfare policies, services, and practices
 - Identify competing interests of groups in society as they affect the social service system
3. **Discuss issues central to professional practice**
 - Identify the roles of being a generalist practitioner at the individual and community level
 - Describe the values inherent in social service work and how these are evidenced by professional conduct
 - Identify own values and ideological perspective as well as the students interests and capabilities for entering the profession of social service work
 - Describe the responsibilities of the social service worker in relation to other professional staff
 - Identify the power/authority of the professional position and how to facilitate change without abusing that power
4. **Conduct an analysis of social service work**
 - Identify how social problems are build into the social order in terms of structural inequalities for marginalized groups
 - Describe feminism as a movement that critiques the institutions of society that oppress women socially, economically, politically and that works towards their transformation
 - Identify practices which have discriminated against First Nations and other groups and gain a perspective which is non-paternal and more mutually respectful
 - Describe alternative means of practice which incorporate the values/beliefs of different cultures
 - Critically analyze theory and concepts which demonstrates a synthesis of material from the abstract to its practical application
5. **Explore aspects of the non-profit sector**
 - Describe the relationship between private troubles and public issues
 - Describe the foundations of working within the non-profit sector as a generalist practitioner
 - Describe the complexities of conducting a feasibility study and developing programs to address community needs
 - Describe how the political and legal realms are negotiated to establish and sustain a viable non-profit agency
 - Define the rights and responsibilities of volunteers in relation to professional service delivery.

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

1. **Reflecting on history helps us to understand where we are, how we got here, where we are going, and to locate ourselves in time. Many social services have a long history and roots may go deep into our social and cultural past**
2. **Reducing oppression for the individual involves a consideration of larger societal issues such as the treatment of women, the disabled, First Nation's people, and other groups who lie outside the customary mainstream**
3. **A broad understanding of contemporary social problems in Canadian society, and the complexity of current public and private settings for meeting these problems, is critical to practice**
4. **An understanding of the non-profit sector at both a technical and policy level is necessary to be effective as a practitioner involved in the public delivery services which address private troubles**
5. **Through collaborative work within the communities they serve, non-profit groups can help individuals become empowered, assess needs, effect change, and create networks of support.**

O:	Methods of Instruction Lecture/group exercises, student presentations, use of multimedia resources
P:	Textbooks and Materials to be Purchased by Students T.B.A.
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. <ol style="list-style-type: none"> 1. Examinations 2. Research papers 3. Participation 4. Attendance
R:	Prior Learning Assessment and Recognition: This course is available for PLAR

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Course Designer(s)

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar