

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A.	Division:	Instruction	Ef	fective Date:	September 2004	
В.	Department / Program Area:	Faculty of Child, Family and Community Studies Community Social Service Worker	Re	vision	New Course X	
			Re	Revision, Section(s) vised:		
				te of Previous Revision te of Current Revision:		
C:	CSSW 2322	D: Employmen	t Cour	nselling	E: 3	
	Subject & Cou	rse No. Descript	tive Ti	tle	Semester Credits	
F:	employment co search skills, an	iption: In this course on employ ounselling based on four areas on d life skills. Students will have an oobtain employment. They will	of focu n oppo	s: Job loss counselling tunity to develop the	ing, career counselling, job e practical skills necessary to	
G:	Allocation of Co / Learning Settir	ontact Hours to Type of Instruction ngs	H:	Course Prerequisites: None		
	Primary Methods of Instructional Delivery and/or Learning Settings:					
	Lecture		I:	Course Corequisites: None	None	
		act Hours: (per week / semester				
	for each descriptor) 60 hours		J:	J: Course for which this Course is a Prerequisite None		
	Number of Weeks per Semester:		K:	Maximum Class Size 30	<u> </u>	
	Flexible deliver	ry ranging over 6 to 15 weeks				
L:	Malaspina Uni	CATE: Part of Block Transfer of Versity College; Bachelor of Proversity; and Bachelor of Communit	fessio	nal Arts in Human S	Services degree program at	
	College Credit Non-Transfer					
	X College Credit Transfer:					
	SEE BC TRANS	SFER GUIDE FOR TRANSFER DI	ETAIL	S (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes

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

1. Job Loss

- identify social, economic, health and psychological issues associated with employment and unemployment
- · describe how a range of individuals and families respond to job loss
- describe strategies for assisting people who are experiencing the effects unemployment

2. Labour Force Statistics

- explain how labour force data are defined and compiled
- interpret labour force statistics and identify labour force trends
- critically evaluate labour force data

3. Motivation

- recognize individual differences with respect to motivation
- describe techniques for assessing motivation
- describe a range of strategies and skills for motivating individuals

4. Career Counselling

- identify sources of career information
- demonstrate knowledge of the use of aptitude, interest and personality tests
- describe methods for assessing career aspirations
- describe the apprenticeship process

5. Job Search Methods

- describe methods for assisting clients to overcome barriers to employment (age, criminal record, language, skill, etc.)
- list non-traditional job search strategies
- demonstrate ability to compile targeted chronological and functional resumes
- identify sources of information for researching employers
- demonstrate knowledge of informational interviewing
- describe the relevance of personal contacts
- demonstrate knowledge of the concept of transferable job skills
- demonstrate knowledge of the use of multiple approaches to job search including networking, use of phone contacts, direct contact with targeted employers, use of the hidden job market, follow up of contacts, call back
- demonstrate ability to prepare for a job interview including anticipating possible questions, describing appropriate manner and dress and identifying strategies for follow-up of the employment interview
- describe the use of the Internet as a search and information tool

6. Job Club Method

- describe the philosophy and structure of a Job Club
- describe Job Club methodology
- demonstrate ability to use Job Club handouts
- demonstrate proficiency in developing Job Club scripts

7. Legal

- describe the collective bargaining process
- identify legislation relevant to industrial relations (e.g., Employment Standards Act, BC Labour Code)

Course Con	Course Content: The following global ideas guide the design and delivery of this course:				
1.	One's work and career satisfy multiple human needs. Throughout life, a career is a major source of identity and motivation.				
2.	Occupational wellness emerges when individuals match their interests, personality traits, motivational patterns, and abilities with congruent work environments. Work and career are integral components of one's wellness profile.				
3.	Career and occupational aspirations and capacities are developmental and evolve over the lifespan. Career changes are inevitable; some are predictable, some are developmental, others are necessitated by crisis.				
4.	From a systemic perspective, employment and unemployment are the result of many variables; global, national and local economies, culture, gender, education, familial employment patterns and expectations. Understanding unemployment as an equity issue reduces the self-blame of the unemployed.				
5.	Individuals are unique in the ways they respond to job loss. Employment counsellors can assist individual needs and wants.				
6.	Job loss affects not only the mind, body, and spirit of the individual, but also the health of the families and the community. Thus, society is strengthened by the pursuit of life and career vitality among all of its members.				
7.	Occupational choice and motivation are affected by variables including environment, education, aptitude, opportunity, and one's sense of personal power. Arriving at an				
8.	employment goal is the beginning of a process of change and learning. Career planning and job search skills can be learned. Individuals who are seeking employment find support, encouragement and renewed self-esteem through participation in groups with others looking for work.				
9.	Technical expertise and knowledge of the world of work is balanced with respect for the limits of knowledge, ability and professional role, a caring attitude, tolerance of a wide range of behaviours and cultures, empathy, and respect for the rights of others including their right to self-determination, and acceptance and understanding of diversity.				
Methods of Instruction					
Lecture, pi	ractice, use of multimedia resources, student presentations				
Textbooks a T.B.A.	and Materials to be Purchased by Students				
	Assessment: This course will conform to Douglas College policy regarding the number and of evaluations. Practice reports Self-evaluation Field assessment				
	ing Assessment and Recognition e is available for PLAR				
Shebib					
	Education Council / Curriculum Committee Representative				
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