



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINE

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: **C,H,L,M,N,Q**

Date of Previous Revision: **14 December 1994**

Date of Current Revision: **03 September 2003**

C: **CSSW 2340** D: **Practicum** E: **6**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This course provides opportunities for students to practice skills in selected sites under supervision. Students will integrate and reflect upon their educational, personal and professional experiences in practicum and seminar.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: CSSW 1240
	Primary Methods of Instructional Delivery and/or Learning Settings: Seminar and clinical	I: Course Corequisites: None
	Number of Contact Hours: (per week / semester for each descriptor)	J: Course for which this Course is a Prerequisite CSSW 2440
	Seminar: 10 hours Clinical: 170 hours	K: Maximum Class Size: 30
Number of Weeks per Semester:	Flexible delivery ranging over 6 to 15 weeks	
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:

- A. Professional Skills**
 1. demonstrate ethical behaviour
 2. use supervision and colleagues effectively by seeking and accepting feedback
 3. demonstrate changes in performance based on feedback
 4. evaluate and articulate personal strengths and set goals for development
 5. establish effective and professional working relationships with colleagues
 6. manage personal needs in relation to workplace and clients
 7. demonstrate mental and emotional well-being
- B. Work Habits/Accountability**
 1. complete assigned workload
 2. deal with time and stress pressures
(including keeping personal problems from affecting work)
 3. demonstrate appropriate work habits (punctuality, attendance, dress)
 4. maintain energy and enthusiasm
 5. demonstrate initiative and responsibility (i.e., learning, seeking out work during unstructured times)
- C. Administrative Skills**
 1. prepare accurate, objective, up-to-date file recordings, forms and letters, using appropriate terminology
 2. use relevant computer programs and technology
 3. access and use agency policy
- D. Basic Knowledge of Agency and Community Resources**
 1. demonstrate basic knowledge of the agency, its history, philosophy, organizational structure, funding programs, and personnel
 2. demonstrate basic knowledge of legislation affecting the agency and the people it serves
 3. demonstrate knowledge of specific issues affecting clients of the agency (e.g., addictions, mental health, abuse, poverty, unemployment, etc.)
 4. demonstrate knowledge of community resources and the referral process
- E. Interviewing & Counselling Skills**
 1. versatile by changing personal style and language to meet the unique needs of individual clients
 2. assess and understand client needs
 3. demonstrate empathy
 4. demonstrate genuineness
 5. communicate with clarity and precision
 6. demonstrate an ability to use probing skills
 7. demonstrate assertiveness
 8. recognize and manage personal biases and assumptions

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

1. Learning from experience is a characteristic of exceptional practitioners. Practicum settings create opportunities for students to refine their skills of reflection and adaptation to their practice experience.
2. Learning in a practicum setting provides opportunities to examine assumptions and biases.
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.
5. 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.
6. A well-developed personal philosophy of practice is a cornerstone of competent human service practice.
7. 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.
8. Reflecting on and evaluating practicum experiences with clients, colleagues and mentors maximizes field based learning experiences.

O:	Methods of Instruction Seminar/field practice
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. Practice reports 2. Self-evaluation 3. Field assessment
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