



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 **X**

If Revision, Section(s) Revised:
 Date of Previous Revision:
 Date of Current Revision: **11 July 2003**

C: **CSSW 2422** D: **Specialized Interventions** E: **2**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This methods course offers students an opportunity to further develop their practice skills. Students will examine the role of the CSSW in a variety of practice situations. Students will have an opportunity to develop versatility and assertiveness in crisis situations and when working as a mediator or advocate. Students will explore the elements of leadership and professional development. Students will further refine their interviewing and counselling introduced in CSSW 1122 and CSSW 1222.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: CSSW 1222
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture	I: Course Corequisites: None None
	Number of Contact Hours: (per week / semester for each descriptor) 40 hours	J: Course for which this Course is a Prerequisite None
	Number of Weeks per Semester: Flexible delivery ranging over 6 to 15 weeks	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. **Assertiveness**
 - identify assertive rights and responsibilities
 - define assertive behaviour
 - distinguish between assertive, aggressive, passive, manipulative behaviours
 - identify strategies for responding assertively
 - demonstrate a variety of assertive responses according to context (e.g., culture, workplace, gender)
2. **Crisis Intervention**
 - identify situations that precipitate crisis
 - demonstrate knowledge of theories of crisis intervention
 - identify crisis phases
 - identify strategies for resolving crisis
 - demonstrate crisis intervention skills
3. **Mediation Skills**
 - describe the role of the social service worker in the mediation process
 - describe the nature of conflict
 - describe the role of the mediator
 - identify when problems can best be handled through mediation
 - define the skills necessary for effective mediation
 - identify model approaches to mediation
 - demonstrate mediation skills
4. **Advocacy**
 - identify and describe the role and responsibility of social service workers to advocate for social justice and client needs
 - describe the importance of client self-determination and empowerment
 - describe skills for empowering clients including helping them learn how to represent themselves without an advocate
 - describe techniques for teaching clients skills to represent themselves without an advocate
5. **Supervision and Professional Development**
 - describe the importance of supervision and professional development
 - identify the essential elements of effective supervision
 - describe strategies for increasing self-awareness including establishing conditions for giving and receiving constructive feedback
 - demonstrate ability to negotiate a supervisory relationship
 - identify the importance of evaluation as a tool for professional growth
 - list the elements of an effective evaluation process
6. **Leadership**
 - define the nature of leadership
 - describe social service leadership roles in a variety of situations
 - demonstrate self-awareness regarding one's leadership potential
 - describe strategies for recruiting, training and supervising volunteers

N:	Course Content: The following global ideas guide the design and delivery of this course: <ol style="list-style-type: none"> 1. Exploration and reflection on one's competence and the limits of one's role and expertise are fundamental to professional practice. 2. Assertiveness is behaviour that enables an individual to realize his or her rights by expressing feelings, ideas, or thoughts without denying the rights of others and without guilt or undue anxiety. 3. Self-awareness regarding one's personal style, values, effect on others, skills and the influence of past experiences, are essential prerequisites for practice. 4. Skill is necessary but insufficient for competent practice. Technical proficiency must be balanced with a caring attitude, acceptance of a wide range of behaviour and cultures, and respect for the rights of others including their right to self-determination. 5. Exploration and reflection on cultural and diversity issues is essential to developing competence and expertise in professional practice. 6. Mediation values problem solving, improved relationships, and understanding as well as the feelings of the participants. 7. Effective social service workers use skills intelligently, assessing and adapting their approach to each situation and culture. 8. The helping relationship is crucial to success in all practice settings. 9. Social service workers respond with sensitivity to specific client contexts (e.g., field of practice, culture, gender). 10. Intervening and counselling interventions occur in divergent ways; including scheduled and unscheduled meetings, brief encounters, telephone conversations and other ad hoc situations. 11. Professional practice identity arises from the integration and application of values, ethics, and theory. 12. Effective use of supervision and collegial consultation are crucial elements of professional development. 13. Social service workers can exercise leadership regardless of their role in the agency. 14. Advocacy is an opportunity for social service workers to remediate system inadequacies. 15. As front-line practitioners, social service workers are often called upon to intervene in crisis situations.
O:	Methods of Instruction Lecture, practice, use of multimedia resources, instructor demonstrations
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: specify whether course is open for PLAR. If not available for PLAR, please provide rationale. This course is available for PLAR.

Bob Shebib

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar