



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

Subject & Course No.	Descriptive Title	Semester Credits
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F:	Calendar Description: In this course on employment counselling, students will examine the process of employment counselling based on four areas of focus: Job loss counselling, career counselling, job search skills, and life skills. Students will have an opportunity to develop the practical skills necessary to assist people to obtain employment. They will also examine the social and psychological effects of unemployment.	
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G: Allocation of Contact Hours to Type of Instruction **H:se**
 / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:
Lecture

Number of Contact Hours: (per week / semester for each descriptor)
60 hours

None	is	uisite
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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-Transferable
<input checked="" type="checkbox"/>	College Credit Transferable

<p>N: Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 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 employment goal is the beginning of a process of change and learning. 8. 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.
<p>O: Methods of Instruction Lecture, practice, use of multimedia resources, student presentations</p>
<p>P: Textbooks and Materials to be Purchased by Students T.B.A.</p>
<p>Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ol style="list-style-type: none"> 1. Practice reports 2. Self-evaluation 3. Field assessment
<p>R: Prior Learning Assessment and Recognition This course is available for PLAR</p>

Bob Shebib

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar