
SOCIAL SERVICE WORKER PROGRAMS TRANSFER GUIDE MATRIX AND REPORT

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Prepared by: Phyllis Nash, M.S.W., R.S.W.



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Prepared by: Phyllis Nash, M.S.W., R.S.W.

709 – 555 Seymour Street
Vancouver BC Canada V6B 3H6
bccat.bc.ca | admin@bccat.bc.ca

t 604 412 7700 | f 604 683 0576

Transfer Innovations Project:

**Social Service Worker Programs
Transfer Guide Matrix
And Report**

Prepared by Phyllis Nash, M.S.W., R.S.W.
November 30, 2006

For

The Social Service Worker Sub-Committee

of the

Human Services Articulation Committee of British Columbia

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Report on Social Service Worker Transfer Matrix Project

Introduction:

The purpose of this document is to identify the transferability of Social Service Worker (SSW) certificate and diploma level courses/programs among B.C. post secondary institutions. The matrix is necessarily complicated due to the wide variety of programs in British Columbia that educate students to use generalist skills to meet the needs of a wide variety of vulnerable populations and to address a range of social problems. One distinct advantage for students is the opportunity to select the program that would best help them address their goals.

The Social Service Worker programs in the province vary considerably in course, practicum and seminar requirements. A question for the author of this report became when is a Human Service Worker program, a Social Service Worker (SSW) program and when is it another type of program such as Community Living or Child and Youth Care or perhaps essentially a Liberal Arts program? The conclusion was that there seemed to be some core elements in social service programs including preparing students for generalist as opposed to specialist practice, a course that introduced students to the profession of Social Work, and an emphasis on social work ethics as a basis for practice. Another observation is that knowledge content is often covered in courses that address skills while skills/values are often demonstrated in courses that appear to be essentially knowledge courses. Placing courses on the grid became a subjective exercise. A course was not placed in several places on the matrix because the document needs to be viewed as a useful and credible transfer guide. One exception to this rule became necessary as eight of Langara Colleges courses are identified on the BC Transfer Guide as equivalent to Social Work 200A & 200B. In all other cases, courses were assigned to only one course type position on the matrix based on what seemed to be the essence of the course as described on the course outline provided by the College. The general learning outcome has been used as the imperative in categorizing courses. In assessing the knowledge, skill and values of any given student a review of course outlines would be necessary as well as reference to the transfer guide.

Barriers and Issues for Transferability of SSW programs

SSW programs began to appear forty years ago (mid to late 1960s) in BC in the then new Community College system. The programs initially were in response to the provincial need for financial assistance workers for the then Ministry of Social Welfare. At almost the same time, non-profit social service providing agencies recognized a need for skilled workers at the paraprofessional level of practice.

A number of factors contributed to the nature of these programs.

DACUM processes were carried out for both sectors and a series of competencies for each sector was identified in the mid 1970s. DACUM stands for “Developing a CURRICULUM”. Essentially the outcome of these processes was a document outlining a series of activities carried out by Social Service Workers. Each of these activities was broken down into a number of tasks associated with each activity. Focus groups of social

service employers met throughout the province to develop the lists of activities. The Social Service programs used the DACUMs as guidelines in developing their curriculums. However, each incorporated these guidelines in unique ways.

Each program responded to the vision of locally formed advisory committees. The make-up of these committees varied hugely around the province. Major local employers and other stakeholders such as professional representatives and client groups made up the advisory groups. The visions of these groups varied considerably depending on whether the influence and needs identification lay with the mandated agencies or with the local non-profit employers. Thus, some programs educated Social Service Workers for specific roles responding to quite specific populations while others prepared students for generalist roles. The advisory groups also had influence in whether or not the local Social Service Worker program was seen as a preparation for further education (a base for degree education) or an end in itself or a combination of both.

Social Service Worker Programs were developed by professional Social Workers. Fundamental to the profession is commitment to a core value system that suggests a knowledge and skill base but does not define one. The result is that the required courses in SSW programs vary considerably although there are five content areas that are common to the majority of programs. One core to all of the programs is two courses initially developed by the School of Social Work at the University of Victoria early in the 1970s. To facilitate the transfer of SSW students to degree programs all Colleges (with SSW programs) eventually adopted versions of Social Work 200A & 200B. Since that time all of the Universities offering Social Work offer/require equivalent courses. As well, the University of Victoria took a more liberal approach than was usual at that time to pre-requisite requirements for Social Work education by awarding six (6) block transfer units for each year of a College SSW program. These units were not assigned to specific courses or course configurations resulting in an implicit support for the unique make up of SSW programs. In a sense this provided evidence that the specific content of SSW programs was not significant in the overall learning outcome for students.

All of the Social Service Worker programs have adopted *Guidelines: Values and Competencies for Social Service Worker Programs in British Columbia 2003*. The document developed over a period of two years off the corners of instructors' desks as no funding was available to produce this document. It reflects the common outcomes of Social Service Worker programs as opposed to providing standards for the development of programs. Generalist Social Work is based on social systems theory. The social systems principle of "equifinality", the notion that there are many means to the same end or "more than one way to skin a cat" is evident in the development of SSW programs. All of the SSW programs in British Columbia have adopted the guidelines but all of the programs are unique in applying the knowledge, skills and values competencies to different specific target groups or different social problems.

It is a challenge to attach the competencies to specific courses. Program curricula were established well in advance of the competency profile. The competency profile reflects the commonality of program outcomes and does not reflect the distinctions between

programs or their unique natures. Further, it can be argued that specific competencies are addressed in every course, critical thinking is an example.

Equivalency, the basis for transferability, is another challenge. One college will offer one counselling/interviewing course while others offer several. One college will have 60 classroom hours for a course while an apparently equivalent course is 45 hours at other colleges. The comparison of levels of competency is part of the challenge in determining equivalency. It is not clear how to define the difference that is assumed when a student takes a second or third counselling course. The depth and breadth of the skills is indefinable and the learning is part of a continuum that moves from certificate, diploma, bachelor degree and master degree. A course will be university transferable in one college because it is offered by liberal arts faculty and a seemingly equivalent program's course offered by professional social workers with similar credentials to their colleagues with liberal arts credentials is not transferable in spite of the fact that the text, assignments and outcomes are essentially identical. This fact is confusing and frustrating to students and faculty in Social Service Worker programs.

The measurement of attitudes and values was a third challenge. Although they are fundamental to Social Service Work programs, the way in which they are measured is often unclear. How does a student demonstrate "self-reflective practice", "respect" and "genuineness"? Certainly, the subjective nature of such evaluations is problematic.

The final challenge was the assignment of courses in what was categorized on the matrix as "methods". Essentially method courses are those that cover knowledge/value content that provides the "how" and "why" of practice. These courses provide students with an orderly process within the ethical practice of Social Service Work to provide help or to bring about change in individuals, groups and communities. These methods are based on a wide range of practice theories that maybe generalist or specific in nature and may be focused on generalist practice or on the needs of a specific situation or on the needs of a specific target population. Many of these courses have some skill development embedded but the essence is the rationale for a specific practice and the strategies for that practice.

Methodology

The work to develop a transfer matrix began in 2001 when a group of instructors at the articulation meeting in Prince George expressed concern that the Social Service programs in the province needed a set of standards that defined them and set them apart from the growing number of specialized Human Service programs becoming established in the province. Shortly after this meeting, the author of this report attended the Alberta articulation meeting for Social Work Diploma programs in Alberta. This group generously shared a draft document *Competencies and Standards for Social Work Diploma Programmes in Alberta, Draft 2001*. While the purpose of this document was quite different than that of the instructors in British Columbia, it was very useful as a basis for the development of a similar document. *Guidelines: Values and Competencies for Social Service Worker Programs in British Columbia 2003* were developed with the

view of clarifying the nature of SSW programs and as a foundation for a transfer mechanism amongst SSW programs. The process cemented the will of the instructors of these programs to work together to achieve this goal.

The Social Service Worker sector of the Human Service articulation group agreed to apply for funds to develop a transfer matrix at the articulation meeting in 2004. The application for funding from BCCAT was completed in September 2005. The funding was approved later in the fall of 2005 and Phyllis Nash, a retired SSW instructor from Selkirk College, was contracted to develop the matrix and complete the report.

The advisory group for this project was selected at the 2005 articulation meeting. The members included Louise Abbott, College of the Rockies; Lana Coldwell, College of New Caledonia; Connie Kaweesi, Northern Lights College; and Gloria Wolfson, University College of Fraser Valley. They met with Phyllis by teleconference in January 2006. Essentially it was agreed that Phyllis would gather the course outlines for all of the Social Service Worker certificate and diploma programs offered by post-secondary institutions in British Columbia (14 in all) and develop a model that reflected the relationship between course types and competencies as defined in the guidelines. Once this task was completed the transfer matrix was developed reflecting the equivalency of outcomes of SSW certificate/diploma programs. The equivalency of courses was determined by considering a wide range of variables including course objectives, goals, text books, course descriptions, and assignments. Essentially the course was considered to be equivalent if the learning outcomes were assessed as similar. This was largely a subjective process based on the author's extensive experience in Social Service Worker programs in the Community College system that included a high level of familiarity with a broad range of texts used in the discipline, the *Guidelines: Values and Competencies for Social Service Worker Programs in British Columbia 2003*, transfer relationships between Social Service Worker programs and Social Work programs as well a background in curriculum development. Phyllis's assessment was then tested against the assessment of each of the participating programs to establish the validity of her evaluation. The use of email facilitated regular discussion with the participating Colleges.

The matrix and the Draft College Project Report was then discussed with the committee of the whole of Social Service Worker programs at the Human Service Articulation meeting at UCFV on June 6th and 7th, 2006 in Abbotsford, BC. Surprisingly, to the author, there was little or no disagreement about the matrix model or the placement of courses on the matrix. At that time the matrix was accepted as a transfer guide with minor editorial changes suggested. A consensus, after some discussion, lead to the inclusion of the number of practicum hours for each of the practicum course on the matrix. Finally, there was agreement about the process of developing the matrix, a process for making changes in the future and the essential definition of Social Service Worker programs. For inclusion on the matrix (in other words identified as a Social Service Worker program) a program must require courses equivalent to Social Work 200 A & 200B, include methods of practice and practicum courses.

The matrix was amended to correct typos and to include changes in the programs that were initiated over the summer of 2006. The most significant change came from Thompson Rivers University as it moved from a one year certificate offering to a two year diploma program. However, other programs such as that at College of the Rockies and Malaspina University College introduced additional courses in response to local needs. All of these changes demonstrate the dynamic nature of Social Service Worker programs as they respond to their Communities and the need for the matrix to be viewed as a living document that is updated on a regular basis.

The Characteristics of the Matrix

The comparison of course outlines and programs resulted in the following observations. All of the programs offered courses equivalent to Social Work 200A & 200B. In most cases the Colleges offered core courses that included methods (helping theory and intervention strategies), interpersonal communication, interviewing/ counselling courses and practicum courses. A course was considered to be a counselling /interviewing course only if the students were required to demonstrate skills on video tape. Some courses that are labeled counselling courses seem to address theory and therefore were assessed to be methods courses. All of the colleges offer additional courses that are essentially knowledge and skill development. The most common of these are life span and family dynamics courses, closely followed by a group skills course. With the exception of one College, all of the programs had University Transfer requirements in English and Psychology and often several other courses including Sociology, Women's Studies, Human Development [often a Psychology course(s)] and other liberal arts requirements. Most colleges offered courses to prepare students for specific target groups such as those with addictions, and for specific populations such as aboriginal people. There is a wide variety of these courses often giving specific programs their unique characters reflecting the needs of the local area.

Courses designated as Social Service Worker courses are listed as equivalent to University Transfer Courses (generally psychology and sociology courses) on the matrix if they cover the same content, use similar text books and require similar assignments. It needs to be noted that in most cases Universities do not accept these courses as equivalent for their purposes. Students need to be cautioned to check with the receiving institution if they plan on transferring to a University School of Social Work or any other University program. Colleges vary hugely in the transferability of their required courses. It should be noted that this is in large part due to the process of accreditation of Schools of Social Work that requires a background in liberal arts as a pre-requisite to studying the discipline of Social Work.

Updating the Matrix

The decision for updating the matrix grew out of discussions of the Social Service Worker Sub-Group at the 2006 Human Services Articulation meeting. It is also a requirement of BCCAT that the matrix be updated as opposed to courses being submitted to that body for inclusion in the matrix. Therefore an updated matrix will be submitted to

BCCAW annually. The process is somewhat cumbersome but does result in checks and balances being in place that will maintain the credibility of the instrument.

Each year the chair of the Social Service Worker Sub-Group (SSWSG) will update the matrix. The process will be as follows:

1. A SSW program introducing a course that is already offered by other SSW programs will request a review of the course outline by two of those programs and a recommendation that it appears equivalent. The outline and the two written recommendations are submitted to the Chair of the SSWSG for approval by the articulation group and inclusion into the matrix.
2. A SSW program introducing a course that is already offered by only one SSW program will carry out the same process as outlined in #1 but requiring only one recommendation.
3. A College that is introducing a new Social Service Worker program will submit the program description and course outlines to the Chair of the SSWSG for discussion and approval by the SSWSG subcommittee and once it is accepted the courses will be placed into the matrix by the Chair.
4. A College offering a new course addressing a specialized target group will submit it to the Chair of the SSWSG for inclusion on the discussion. If the course is seen as an appropriate SSW course the Chair will add the course type to the matrix. A thorough consideration of offered courses needs to be done to ensure that equivalency does not exist with other courses. There is a danger that the matrix could become useless as either a guide to students or as a transfer guide if there is too much emphasis on the uniqueness of courses and programs and not enough on the equivalency of outcome.

Note: A deadline needs to be set each year for submissions to the Chair of the SSWSG so that the process is manageable.

Interpretation of the Matrix

The matrix is a transfer guide for Social Service Worker programs. It will, however, not totally eliminate the need for receiving institutions to do a review of the courses completed at the sending institution. There is very little movement between programs during year 1 of a certificate SSW program as the uniqueness of each program makes it difficult. Class size limitations and pre-requisites for practicum courses are another

deterrent. It is doubtful that year 1 of any given diploma program will totally match year 1 of a receiving institution when a student is transferring. The transfer guide will be helpful in determining a program of studies for the incoming student with the least necessity to repeat content but students cannot expect to enter year 2 of a receiving institution without completing some “make-up” courses to match the program at that institution. There is also a significant difference in pre-requisite requirements and the student must meet the admission requirements of the receiving institution. It is likely that the student will need to go through the admissions process and may be placed on a waiting list if there are more applications than seats in the program. Students must speak directly with SSW Program Coordinator/Chair at the receiving institution as each program has unique criteria and expectations.

SSW credit does not equal University Transfer Credit. Therefore it is essential for students to understand that courses that appear on the matrix as equivalent within a SSW program may not, and often will not, be recognized as equivalent to a University Transfer course when applying to a degree program at a University.

Upon admission to a SSW/Human Service diploma program, transfer credit will be granted for specific courses, subject to the following:

- Not all courses listed on the matrix are offered in all SSW programs and if a course is not required by a receiving institution it will not be seen as a substitute for a required course in that institution
- Courses that were completed more than 5 years prior to the transfer date may not receive credit
- Minimum passing grades for courses will be defined by the sending institution (typically a P or a D). However, most programs require a higher grade for prerequisite courses and may have program requirements that specify minimum grades. This is particularly true of practicum courses. Students need to be cautioned that they may be required to repeat or replace courses completed with a C or lower grade (in some cases the required grade may be a B).

Reading the Matrix

The matrix is organized with the participating institutions listed in alphabetical order across the top. The matrix is organized into five sections based on the type of course and the general competency area. The course types are listed on the left hand side. A receiving institution will be able to read across a given course type to determine equivalent courses amongst the institutions.



Transfer Guide Matrix

Social Service Worker Programs

In Community Colleges

In British Columbia

Social Services Worker Matrix Preamble:

The matrix is a transfer guide for Social Service Worker programs in British Columbia. Upon admission to a SSW/Human Service diploma program as a transfer student, transfer credit will be granted for specific courses as outlined in the following matrix, subject to the following:

- Not all courses listed on the matrix are offered in all SSW programs and if a course is not required by a receiving institution, it will not be seen as a substitute for a required course in that institution;
- Courses that were completed more than 5 years prior to the transfer date may not receive credit;
- Minimum passing grades for courses will be defined by the sending institution (typically a P or a D). However, most programs require a higher grade for prerequisite courses and may have program requirements that specify minimum grades. This is particularly true of practicum courses. Students need to be cautioned that they may be required to repeat or replace courses completed with a C or lower grade (in some cases the required grade may be a B);
- SSW credit does not equal University Transfer Credit; Courses that appear on the matrix as equivalent within a SSW program may not, and often will not, be recognized as equivalent to a University Transfer course if a student applies for admission to a degree program.

This matrix will not totally eliminate the need for the receiving institutions to review courses a student completed at the sending institution. Each program is distinct and unique with no first and/or second year exactly consistent between any two post-secondary institutions. The transfer guide will be helpful for students and SSW program administrators in determining a course of studies in the case of transfer.

The matrix is organized with the participating institutions listed in alphabetical order across the top. The matrix is organized into five sections based on the general category of course type and the general competency area. The specific course types are listed on the left hand side. A receiving institution will be able to read across a given course type to determine equivalent courses at the other post secondary institutions.

Students need to be aware of the following to facilitate transfer:

- Speak directly with the SSW Program Coordinator/Chair at the receiving institution to discuss the specifics of your proposed transfer. Each institution offering a SSW program has admission and completion/graduation requirements that are unique to that institution.
- Apply early to the receiving institution as you will be required to meet its admission standards and will be subject to that institution's class size limitations and practicum placement pre-requisite requirements. In some cases, students who meet the admission requirements may be placed on a waiting list as most post-secondary institutions have a "first come, first serve policy."

Transfer Guide Matrix

Social Service Worker Programs

In Community Colleges

In British Columbia

Transfer Matrix

Course type ↓	C O L	C O L	C A M O S U N	D O U G L A S	L A N G A R A	M A L A S P I N A	N I C O L A	N O R T H E R M	N O R T H	N O R T H W E S T	O K A N A G A N	S E L K I R K	T H O M P S O N	T R U O P E N	U C F R A S E R
	N E W C A L E D O N I A	T h e R O C K I E S	C O L L E G E	C O L L E G E	C O L L E G E	C O L L E G E	V I T	L I G H T S	I S L A N D	C O L L E G E	C O L L E G E	C O L L E G E	R I V U	L E A R N	V A L

Core SSW Courses

Introduction to Social Work	SSWK 171	HSWR 200	SOCW 211	CSSW 1100	SSRV 1115/1117/1132/1132	SOCW 200A	SOCW 200A	SOWK 200	SSW 120	SSW 295	SOWK 200A	SSW 160	SOCW 200A	SSWP 200	SOWK 110
Introduction to Social Policy	SSWK 151	HSWR 201	SOCW 212	CSSW 1200	SSRV 1120/1219/1118	SOCW 200B	SOCW 200B	SOWK 201	SSW 122	SSW 296	SOWK 200B	SSW 161	SOCW 200B	SSWP 212	SOWK 210
Methods Level 1	SSWK 195/271		CFCS 111	CFCS 110/221	SSRV 1132		ADCT 101	SOWD 110/120		SSW 192	HSW 124	SSW 162	HUMS 158		HSER 150
Level 2	SSWK 255		CFCS 211	CFCS 410	SSRV 1232/1219		ADCT 104/105	SSWD 210			HSW 106/206	HSER 254/255	HUMS 222		HSER 130/230
Level 3	SSWK 295			CSSW 2422			ADCT 203/204				HSW 220	HSER 281			HSER 250
Interpersonal Communications	SSWK 145	CYFS 101	PSYCH 154	CFCS 121				PSYCH 220	SSW 121	SSW 112	HSW 111	HSER 174	HUMS 154		HSER 120
Interviewing/Counseling Skills	SSWK 142	HSWR 103	PSYCH 256	CSSW 1122	SSRV 1116	CYC 252A			SSW 123	SSW 113	HSW 122	HSER 258	HUMS 161	SSWP 109/110	HSER 200
Level 2		HSWR 212			SSRV 1119	CYC 252B						HSER 259	HUMS 253/254		
Practicum Level 1 Note: Hours of practicum in bold	SSWK 196/99-250	HSWR 118-180	CFCS 240 - 144	CSSW 1240-160	SSRV 1131 100	SSER 281/282 210	ADCT 205-45	SSWD 220-200	SSW 150 (210)	SSW 197-180	HSW 130 -228	SSW 163-130 SSW 166 - 20	HUMS 165-315	SSWP 215-210	HSER 130-200
Level 2	SSWK 296/99-250	HSWR 119-180	CFCS 241-216	CSSW 2340-170	SSRV 1231 175				SSW 250 (240)	SSW 298-180	HSW 230-228	SSW 168-170	HUMS 182-288		HSER 230-200
Level 3				CSSW 2440-								HSER 270/280			

	COL Of NEW CALE DONIA	COL Of The ROCK IES	CAM OSUN COLLE GE	170 DOUG LAS COLLE GE	LANG ARRA COLLE GE	MAL ASPINA UC	NIC OLAV IT	NORT HERM LIGHTS C	NORTH ISLAND COL	NORTH WEST COLLE GE	OKAN AGAN COLLE GE	210 SELK IRK COLLE GE	THOM PSON RIVU	TRU OPEN LEARN	UC FRASER VAL
Course type ↓															
Additional Skill Development Courses Offered by Some College SSW Programs															
Observing and Recording		CYCF 102													
Behaviour Management	SSWK 282	HSWR 120						PSYCH 250 (E)							
Computer Skills								CPSC 101 (E)		SSW 109/110					

Additional Knowledge/Skills Based Courses Offered by College SSW Programs															
Community Development	SSWK 242	HSWR 117	CFCFS 141		SSRV 1118	SSER 250	ADCT 280		SSW 210	SSW 290					SOWK 380 E
Family – Level 1	SOC 230	CYFS 108	CFCFS 160	CFCFS 333	SSRV 1121	SSER 211	ADCT 201	PSYCH 235 or SOC 204	SSW 201	SOC 205	HSW 114	FAM 180	HUMS 156		SOWK 283
Level 2			CFCFS 260	CSSW 2433						SOC 206					
Group Skills	SSWK 241		CFCFS 220	CCSW 1222	Addressed in Communication	CYC 265			SSW 205	SSW 213	HSW 205	SSW 157	HUMS 262		SOWK 301 E
Human Development/Life Span		CYFS 106/107	CFCFS 120/121	CFCFS 130		CYC 111/112	ADCT 102	PSYCH 211	Psych 250/251	PSYCH 201/202	Psych 220	Psych 240/241	Psych 159/169	SSWP 355	SOWK 225
Program/Contract Management						SSER 210						HSER 267			
Program Planning						SSER 240									
Social Problems	SOC 206	HSWR 210	CFCFS 110		SSRV 1219					SOC 101/102					
Community Resources			CFCFS 140		SSRV 1132/1232					SSW 191		SSW 162			
Course type ↓	C O L O f N E W C A L E D O N I A	C O L O f T h e R O C K I E S	C A M O S U N C O L L E G E	D O U G L A S C O L L E G E	L A N G U A R A C O L L E G E	M A L A S P I N A U C	N I C O L A V I T	N O R T H E R M L I G H T S C	N O R T H I S L A N D C O L	N O R T H W E S T C O L L E G E	O K A N A G A N C O L L E G E	S E L K I R K C O L L E G E	T H O M P S O N R I V U	T R U O P E N L E A R N	U C F R A S E R V A L
Courses to Address Needs of Specialized Target Groups															
Aboriginal Studies							ADCT 105/226	FNST 100 Or ANTH 203		ANTHR 112		FNST 287	HUMS 177		SOWK 392 E
Addictions	SSWK 263	HSWR 214		CFCFS 1260		HSD 369/SSER 260			SSW 209			ADD 184	HUMS 250		SOWK 394 E

Child and Youth		HSWR 250				CYC 360A					HSW 210	HSER 264/276	CYCA 200		
Conflict Resolution		HSWR 211				SSER 230			SSW 203						
Disability Issues	SSWK 225	HSWR 101	CFCFS 210				ADCT 130				HSW 102/211				
Employment				CSSW 2322											
Gerontology				CSSW 2462											HSER 160
Grief and Loss	SSWK 232														
Health Care		HSWR 108									HSW 108				
Inner City				CCSW 1223											
Mental Health		CYFS 213		CCSW 2363		SSER 270	ADCT 103		SSW 208	PSYCH 211/22(E)	HSW 107/ HSW 204	HSER 257			SOWK 497 E
Multicultural Studies															SOWK 320 E
Sexual Abuse							ADCT 202								
Women's Issues								WMST 100		WS 101/ 102(E)					SOWK 493 E
Law & Social Services	SSWK 252					SSER 350A			SSW 207				CYCA 357		
Course type ↓	C O L O F N E W C A L E D O N I A	C O L O F T h e R O C K I E S	C A M O S U N C O L L E G E	D O U G L A S C O L L E G E	L A N G U A R A C O L L E G E	M A L A S P I N A U C	N I C O L A V I T	N O R T H E R M L I G H T S C	N O R T H I S L A N D C O L	N O R T H W E S T C O L L E G E	O K A N A G A N C O L L E G E	S E L K I R K C O L L E G E	T H O M P S O N R I V U	T R U O P E N L E A R N	U C F R A S E R V A L
Required and Elective Liberal Arts Courses															
English	Eng 103	CYFS 105	ENG 150/160		1127 or 1128	Eng 111/112 or Eng 115/116	Eng 110	Eng 100 + 1 other	Eng 115/Eng 125	ENG 101 ENG 151	One English Course	ENG 110/111	Eng 110/111	Eng 106/107	CMNS 155/250

Psychology					1115/1215			Psych 101/102		101	111/121	Psych 100/101	Psych 111	Psych 102	Psych 101
	SOC 101 SOC 151 (XUT)		HLTH 110		10 UT courses for coordinated diploma		BUSM 200	3 UT @ 100 level	15 UT credits required for diploma				SOC 111/121	SOC 102	SOC 101
	1 UT elective						SOC 111	Total 60 credits (20courses)		3 UT or SSW electives	2 UT in 2 nd year	3 UT elective	SOC 216/213/226 Electives	3 UT elective	Phil 110
							SOC 262						Psych 213 elective		6 UT electives
							SOC 299								