

Human Service Programs Articulation Committee

Community and School Support

Minutes

Location: Northwest Community College

Date: May 28-29, 2018

Chair: Jay Goddard (TRU)

Recorder: Carol Halle-Bowering (Okanagan College)

Present:

Institution Name	Committee Member Name	Email/Contact
Camosun College	Asha Roa Mary Harber	RaoA@camosun.bc.ca harberm@camosun.bc.ca
Capilano University	Linda McDonnell	lindymac@mac.com
College of New Caledonia	Val Waughtal	waughtal@cnc.bc.ca
Douglas College	Lori Woods	woodsl@douglascollege.ca
Langara College	Jen Erickson	jerickson@langara.ca
Northern Lights College	Shari Harrison	sharriso@nlc.bc.ca
Okanagan College	Carol Hallé-Bowering	challebowering@okanagan.bc.ca
Selkirk College	Jane Green	jgreen@selkirk.ca
Thompson Rivers University	Jay Goddard	jgoddard@tru.ca
Vancouver Island University	Alison Taplay	alison.taplay@viu.ca

Institution Regrets: College of the Rockies; Kwantlen Polytechnic University; University of the Fraser Valley; North Island College; Yukon College

Guest Name	Institution/Agency	Email/Contact
Alexandra Bomphray	MCFD	alexandra.bomphray@gov.bc.ca

Institutional Reports:

Institution	Report
Camosun College	<p>Program Update:</p> <ul style="list-style-type: none"> • High demand for EA's in the area • A new course IST 120 – is giving an Indigenous component to the program. The course is partially online and the plan is to offer the course by using Indigenous ways of knowing. • Looking at putting one course online – Development and Diversity – using a UDL – multi-modal approach - hoping it will be offered January 2019 • Camosun has gone into partnership with the School District to offer instruction for how to work with people in the field as well as a new CSW and EA program. Need to champion community program and encourage working together. • Had a program review and just did one year of changes.
Douglas College	<p>Program Update:</p> <ul style="list-style-type: none"> • Woodlands Day was celebrated on September 13th. The morning was one of learning. There is a Memorial Gardens on the site of the old school. • Staff took part in a “Blanket Exercise” and it was an excellent experience. It really brought home the issue of colonization of Indigenous People. Lori highly recommends this experience.

	<ul style="list-style-type: none"> • A Prior Learning Assessment Board has been created. • There have been many changes in the program. The prefixes have changed for every course. Lori provided a handout to help with the changes to the matrix. • Douglas is offering an online Behaviour Interventionist program https://www.douglascollege.ca/programs-courses/faculties/child-family-community-studies/behaviour-intervention-certificate • Douglas is also offering an Employment Support Specialty – Douglas is the only institution offering this. https://www.douglascollege.ca/programs-courses/faculties/child-family-community-studies/employment-supports-specialty • DACS 1250 – Teaching and Learning: Universal Design for Learning course being offered in online and in-person format.
Kwantlan Polytechnic University	<p>Program Update:</p> <ul style="list-style-type: none"> • Linda reported on behalf of Diane Koch • Diane wanted to bring up the issue of “Pop-up” institutions that are operating in the area as the provincial institutions are unable to keep up with the demand for EAs. • There has been an issue of retaining staff and finding staff as well as budget restraints for the program.
Langara	<p>Program Update:</p> <ul style="list-style-type: none"> • First year of EA program. • PAC is comprised of 4 representatives of each School District. This was very valuable and each district learned much about the differences. • Vancouver school district asked to partner – they need space. • January 2019 pilot program for two years. The program is full.

	<ul style="list-style-type: none"> • School districts would like colleges to provide more spaces as the demand is so high. • Langara has updated their practicum evaluation process • Have added Trauma Informed Practice and SOGI (Sexual Orientation and Gender Identity) information to their EDAS 1240 course. Have also moved to providing Mandt training from CPI.
Northern Lights College	Program Update: <ul style="list-style-type: none"> • Program is going through a review – will be finished at the end of June 2018. • EA program has high enrollment and has developed a partnership with SD #60
Okanagan College	Program Update: <ul style="list-style-type: none"> • Programs are going strong. A new Health and Science Building is being planned for at the Kelowna campus and this process has meant many meetings the Kelowna staff. This building will be the new home of the HSW program in Kelowna. • One major change to the program is that HSW 123: Foundations of HSW Practice course which was almost a duplicate of SOCW 200A has been dropped. In it's place a new course, HSW 100: Professional Skills for HSW was developed. Now all first year students take SOCW 200A as well as HSW 100. The new course provides the opportunity to focus on skills and abilities that are specific to HSW students and their professionalism. HSW 100 will be launched in September 2018.
Selkirk College	Program Update: <ul style="list-style-type: none"> • It is a fun time at Selkirk. The program is going through significant changes. Long time staff are shifting into retirement. A star named for retiring staff

	<ul style="list-style-type: none"> Selkirk is developing a dual EA/CSW program and will change the name. it will be a CCE,SSW HS Diploma There will be cross program training. Working with Stacey Kobiashi in the area of FASD –are trying to get rid of the silos and work together Jeff Lafortune and his Mom, Cathy have been helping to instruct courses. Jeff uses a chair and he and his mother have been invaluable. They were given an honorary diploma and there was a 5 minute standing ovation. Selkirk has developed “Spectrum” which is online training in Lifespan Autism. This training is recommended for all sectors http://selkirk.ca/SPECTRUM There is an interest in looking at effective ways to advocate for increase in wages for support workers
Thompson Rivers University	<p>Program Update:</p> <ul style="list-style-type: none"> Demand is high for programs. There were 24 students in the Kamloops program and 24 in the William’s Lake program. There seems to be lots of demand in the smaller communities. The program is working on laddering to the Diploma program. There are some structural changes happening in the Diploma program as a result of the Program Review of the EACS programs.
Vancouver Island University	<p>Program Update:</p> <ul style="list-style-type: none"> Leif sends his regrets The program will change to 30 credits in the EA and CSW after the program review. The program is full in Nanaimo in the face to face program and the online program is also full.

	<ul style="list-style-type: none"> • There will be a review in June of the new programs – it's been an exciting year with all the changes. • VIU has a dual credit course with SD#79. They purchased a cohort – a full program for EA and CS. The School District will fill the seats and if there are any left – these will go to the community. • Cowichan and Nanaimo programs have new instructors • Cowichan program has a new contract – will run September to May/June. • A block transfer with UVIC has been established with the School of Health and Social Policy • Previous Dean of Health and Human Services has been the Interim VP of Academics at VIU. There has been interim leadership at Health and Human services for 1.5 years – a new Dean has been hired and starts June 1st. • Blanket Exercise will be used with each new cohort.
Yukon College	<p>Program Update:</p> <ul style="list-style-type: none"> • There on new protocols for the Blanket Exercise in the works. • Yukon College is working on Indigenizing each course and looking at how to best build this knowledge in. • There needs to be course outline changes, but there are new committees at the College and it takes a little longer for changes to go through EdCo • Pop-up programs are not a problem in this area – the School District is committed to the CASS program at the College. • The College is looking at expanding the program – there have been inquiries from out of province. There are WCB issues to be looked at if there is an expansion.

CASS Subsector Minutes – May 28, 2018

Northwest Community College
Terrace, BC

Meeting times: Monday 9:30 – 12; 2:45 - 4:15, Tuesday 9:30 - 10:30

1. Welcome & Introductions
2. Approval of Agenda
 - a. It was suggested that the order of the agenda items be moved to accommodate our guests and presentations.
 - b. Lori Woods moved the revised agenda be accepted. Seconded by Jane Green. Carried.
3. Approval of 2017 CASS Subsector Minutes
 - a. Moved by Mary. Seconded by Asha. Carried.
4. Updates (see table above)
5. Update from our guest from MCFD – Alexandra Bomphray
 - a. The Ministry is in a time of flux and is moving in new directions. There are new policies around child care
 - b. MCFD wants to make a deeper connection with post-secondary institutions and create two new tables to exchange information. The two tables suggested are Children and Youth and Mental Health and Children and Youth and Special Needs.
 - c. There is a focus on recruitment of future MCFD staff. MCFD staff are visiting post-secondary institutions to let students know that MCFD has varied opportunities for employment in a variety of areas. It has been put in the Provincial Standards Strategic Plan that connections be made between the Ministry and BSW students.
 - d. Alexandra has been hired for this process and expressed the importance of having a strong connection at the Special Needs Table. It was acknowledged that the new language is Inclusive Education as opposed to Special Needs.
 - e. There will be new roles available with the Ministry that focus on these areas.
6. ANSO Skillset (Catriona)
 - a. Catriona made a presentation to the CASS Sub-sector on the ANSO project. ANSO stands for “**A**dvancing **N**ew **S**upport **O**ptions” and is a user design for Transitioning Youth
 - b. The ANSO project may be a program that EA’s at the high school may want to know about and utilize. Catriona will send the PowerPoint describing the ANSO program to Jay to be forwarded to the CASS subsector.
 - c. This is a new service to bring together employment and social skills opportunities based on the wishes of the transitioning students and their families.
 - d. The service is for new independent and transitioning youth.
 - e. Won’t have to choose programs that are either employment focused or social skills focused – the service will attempt to find a balance of both for each individual.

- f. There is a proposal to name the new service L.I.F.E. – Learning, Inclusion, Friendship, Employment. Service expected to be in effect in the fall of 2019.
<https://www.communitylivingbc.ca/clbc-projects/building-the-next-generation-of-community-inclusion-services/>
 7. Matrix Update (Alison)
 - a. The Matrix is now on the BCCAT site. The way to access the final report information is
 - i. to go to the BCCAT Official site <https://www.bccat.ca/>
 - ii. Then click on “Articulation”
 - iii. then “Articulation Committees” on the legend to the left of the page
 - iv. then “Health and Human Services”
 - v. then “Human Service Programs”
 - vi. The CASS project can be found as *Migration of Community and School Support Credit Courses from the CASS Matrix to the BC Transfer Guide Final Report, August 2017*. If you click on the title, the Final Report will be downloaded.
 - vii. The report can also be found at <https://www.bccat.ca/articulation/health/human-service> and is listed at the bottom of the page under “Committee Publication Reports”
 - viii. The old matrix is also online. Google “CASS Matrix – Core Content”.
 - b. Recommendations are needed – Consider what to do with the Matrix?
 - i. The Matrix is now in the Transfer Guide
 - ii. The Matrix is now available to students.
 - iii. We need to decide what further steps need to be taken with the Matrix. An Inclusion Philosophy is necessary.
 - iv. Question? Do we want to do a further project?
 - v. A discussion took place on possible areas for a further project. Meg Stainsby from BCCAT joined us for the discussion. She wondered if there was interest in block transfers and maybe a move to standardize names and numbers of courses for ease of transferability? Another question, how do we keep the matrix current? There was also discussion about having common course outlines with learning outcomes that are based on the draft EA standards. This would approach having common graduate profiles. The result of the discussion was the following statement.
- CASS Subsector Statement:**
- The CASS subsector would like to apply for Transfer Innovation Funds through BCCAT through “other projects” category to develop post-secondary competencies for disability sector practice in the area of Education Assistance and Community Inclusion Support.
- c. Meg would need a draft by August 31st, 2019. There is a template available. Approval could come by October 1st, 2019. Someone could take on the project in January 2019.
 8. Marya from Northwest Community College and Curtis from UFV joined the meeting
 - a. Marya - Northwest Community College offers an HSW Diploma and there is no CSW program per se. The College does offer EA certificates on a contract basis

- i. Marya has heard of the demand for EA's in the community and wants to bring EA subjects into the HSW program and has joined our meeting to learn more.
- b. Curtis – CASS seems to be the least supported or known about program at his institution.
 - i. Historically it has been a CE program and is a cost recovery program. There was a curriculum renewal of the CSW and move to an EA program. They developed a partnership with three school districts where grade 12 students will take the program in lieu of grade 12. Criminal Record Checks are an issue for underage students. May have to do an underage CRC with parental consent.
 - ii. Metis nation has partnered with UFV to offer a CSW program

9. EA Standards of Practice Committee

- a. Committee was interdisciplinary in nature – this was very wide and diverse committee. Two years ago a draft of EA standard of practice was made. CUPE was going to support and put forward – then CUPE chose another focus – the Standards have been stalled for 2 years.
- b. Jay, Lori and Dianne did a presentation to Deans and Directors meeting and asked for direction – there seemed to be willingness of Deans and Directors to support Standards of Practice. Deans and Directors asked that CASS create an action item on CASS Agenda
- c. Special Education and Family Groups support EA Standards
- d. Would be valuable to invite a Ministry of Education representative to next year's Articulation.
- e. There is a question as to who will monitor EA standards
 - i. Suggestion that EA's be part of teaching association just like PN's are part of Nursing Association
 - ii. There is energy for a BCCAT proposal that may help move EA Standards forward.
 - iii. What message do we want to send to CUPE via Elizabeth Blackwell
 - iv. How do we make EA Standards a safe route when there is such a shortage of EA's?
- f. Mary, Sherry and Lori are working on a draft of the proposal and then will run it by a group of stakeholders.
- g. Sherry will send key learning outcomes from Draft Standards of Practice with a list of competencies.
- h. Action item – in order for motion to be made from the CASS Subsector Statement (see item 7b (iv) to be put forward the original matrix must be removed.

i. **Motion:**

Based on the success of the Migration of the Matrix Project, the CASS subsection moves to retire the original matrix from BCCAT. Moved by Alison Taplay. Seconded by Lori Woods. Carried.

ii. Motion:

The CASS Subsector would like to apply for Transfer Innovation Funds through BCCAT through “other projects” category to develop post-secondary competencies for disability sector practice in the area of Education Assistance and Community Inclusion Support. Moved by Mary Harber. Seconded by Alison Taplay. Carried.

10. Demand for EA Programs

- a. This has been discussed in all of the agenda items and it was acknowledged that there is high demand in all areas.

11. Transition out of school (Lori)

- a. Lori shared “Transition from High School Lesson Plan(s) thanks to Chis Horrocks”. focusing on a research study that looked at things that happened in high school that had a predictive value of employment success.
<http://www.md-council.org/wp-content/uploads/2017/10/journal-of-disability-policy-studies.pdf>
- b. Lori also shared a handout from the Customized Employment Conference - Service Learning Project for students by Olga Rousseau called “Interviewing Adults with Disabilities Work BC (Step 2 Discovery) “
This is a from a diploma elective – Douglas’s Employment Support Specialty is the only program in the province.
<https://www.douglascollege.ca/~media/0232681299334E3FB88E7E85E9E724AE.ashx?la=en>
- c. Douglas College has developed a PLAR model which allows for folks who have been in POP UPs to receive PLAR credit for up to 75%. Lori will send this out if anyone has questions.

12. Textbook Update (Asha and Mary)

- a. Asha and Mary have co-edited a textbook for EA’s. There are 19 Chapters from contributors across Canada. The textbook will be ready for September 2019
- b. The textbook was accepted by Canadian Scholars
- c. The focus of the book was to create a positive and inclusive text for all students.

13. Norm Kunc and Emma Van der Klift – Conversations that Matter

- a. Norm and Emma presented updates about their Conversations that Matter (CTM) website via Skype.
- b. A discussion took place regarding the value of CTM and how various institutions are using the Conversations that Matter material
 - i. Jane is using Conversations that Matter for practicum make up, as well as has class assignments based on Conversations that Matter. Okanagan College uses the CTM website as a “textbook” for program.
 - ii. Alison uses Conversations That Matter as a lab fee – enrolls whole class
 - iii. There was a suggestion that a video from the Articulation Committee be created for CTM re: Post-Secondary

14. Karen Bopp joined us through a Zoom presentation

- a. Karen is currently the Director of Provincial Outreach in the Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA). Her appointment in ECPS is funded by an \$800,000 grant from the Ministry of Children and Family Development, toward the goal of ensuring that families of individuals with autism spectrum disorder (ASD) have ready access to high quality professional services and support. Through this initiative, Dr. Bopp will collaborate with other post-secondary institutions to develop and implement a strategic plan that will address the training needs of ASD service providers and families across the province. <http://ecps.educ.ubc.ca/welcome-to-dr-karen-bopp/>
- b. Karen started her position on May 1st
- c. Karen would like to know how to augment services or to be helpful – would like ideas and wants to develop strategic coordinated plan
- d. There is money to develop training material
- e. Karen wants to know what modules would be useful; what are the training needs of people touched by ASD? CDC reports that 1 in every 59 children are diagnosed with ASD – touches many people.
- f. Need to increase services to capacity and improve the system that supports families and people with autism – services such as transit people; first responders, physicians, etc.
- g. Goal is to establish a network of professionals that will be trained through professional development modules

15. Autistics 101 (Lori)

- a. Autism Community Training (ACT) – ACT is promoting Autistic presence on panels and committees focussed on improving and understanding services for people with developmental disabilities. <https://www.actcommunity.ca/about-us>
- b. Vivian Ly - (president of Canadian Autistics United) and CAT has developed Autistics 101 – a one hour presentation to increase awareness
- c. The ASD psych lab at SFU (Autism and Developmental Disorders Lab – ADDL) is working on taking the information to all high schools – should be available soon.

16. Spectrum (Jane)

- a. Spectrum is a Lifespan Autism Resource & Training that is available online through Selkirk - \$275.00 cost
- b. Can access the course through Selkirk College website: <http://www.selkirk.ca/SPECTRUM>
- c. Not for credit but is meeting the autism training requirements for School District in Jane's area.
- d. Multiple modal teaching
- e. Real life case example stories
- f. Can take the course at your own pace
- g. 3 hours per module and there are 12 modules
- h. There are 10 real life stories that illustrate the full spectrum of Autism. Indigenous, Internationalization – makes use of interviews and Ted Talks.
- i. It is completely accessible to all and will appeal to many levels of need

- j. Will be starting July 16th and then will be offered every week for the next 11 weeks.
17. VIU Leadership and Disability Studies Diploma (LDS)
- a. New reviewed program
 - b. Starting September 2018
 - c. Holding an interest list – there is a link on the back of the pamphlet Alison handed out.
<https://www.viu.ca/programs/human-services/leadership-and-disability-studies-diploma>
 - d. Interest list will help VIU know the numbers and level of interest
 - e. Block transfer will be open but applicants don't need block transfer to be admitted but can work on them if they enter the program.
18. CASS Chair 2019
- a. Asha and Jane generously volunteered to be chairs for 2019 CASS Subsector meeting in 2019

Terrific New Resources Links and Tools

Please preface with your name so we can follow up to learn more about how you are using in your teaching...

Jane:

101 Ways

Have been using this book for a few years now, asking students to implement two strategies and then create a forum post describing their experience in implementation. One hard for them (and why) and one easier (and why).

<https://spectrumpress.myshopify.com/products/101-ways-to-facilitate-making-friends-how-to-engage-and-deepen-support-networks-for-people-with-disabilities>

Jane:

4 books by Lorna Schultz Nicholson

Actually YA fiction, however cleverly approach the characterization of FASD, ASD, Brain Injury and Down syndrome through exploring a Best Buddies alternating chapter.

VERY readable and perspective changing... I think this would be lovely for a student book club assignment - AND they're affordable... \$13 each on amazon.ca...

(FASD) *A Time to Run*: Stuart & Sam

(ASD) *Fragile Bones*: Harrison & Anna

(DS) *Born With*: Erika & Gianni

(BI) *Bent, Not Broken*: Madeline & Justin

<http://lornaschultznicholson.com/one-2-one-series/>

Teacher Guides (PDFs) to go with each one...

<http://lornaschultznicholson.com/for-teachers/>

Padlet
padlet.com
Online collaborative resource
Jay

PADLET LINK FOR RESOURCE SHARING:

<https://padlet.com/jgoddard1/CASSRESOURCES>

Jane

Conversations That Matter

Norman Kunc & Emma Van der Klift

\$20 for students

Journal/critical thinking component

Easy to assess

Students LOVE it and it deepens both Critical thinking and depth to supplement all courses. I use it across program courses... assigning some as required that we can chat about in class, and others for them to stumble upon. HUGE Resource:)

<https://conversationsthatmatter.org/>

Assignment #2 Conversations That Matter Due Date: December 6, 2017 Total Marks: /25

The Process Students will explore the required and recommended viewings from the Conversations That Matter website. <http://conversationsthatmatter.org>

They will view, consider and reflect on their choice of 12 of the viewing experiences in the online comments section on the site, submitting their reflections on-line on the CTM site.

Assessment Instructor will review student submissions for completeness (answered at least one question) for each of 12 video segments, demonstrated critical thinking in their comment.

Each entry will be worth 2 points. 1 additional point is possible - awarded for having this assignment complete by November 29.

ASSIGNMENT LEARNING OUTCOMES

1. To analyze, think critically and become clear about a range of perspectives and issues within the role of the EACSW
2. To confidently share their perspectives (and uncertainties) within the forum provided on-line on the Conversations That Matter site

MARY

Implemented contemplative reflection sheets - each worth 2 % - every second class - reflection prompt questions at the end of each class - write them in class - hand in - I read through - more of a participation grade but gives me a great overview of what people are integrating - highlights values and knowledge for the students - next class can review any standouts and helps me tailor content along the way...

Jane:

Spectrum

LifeSpan Autism Resources & Training

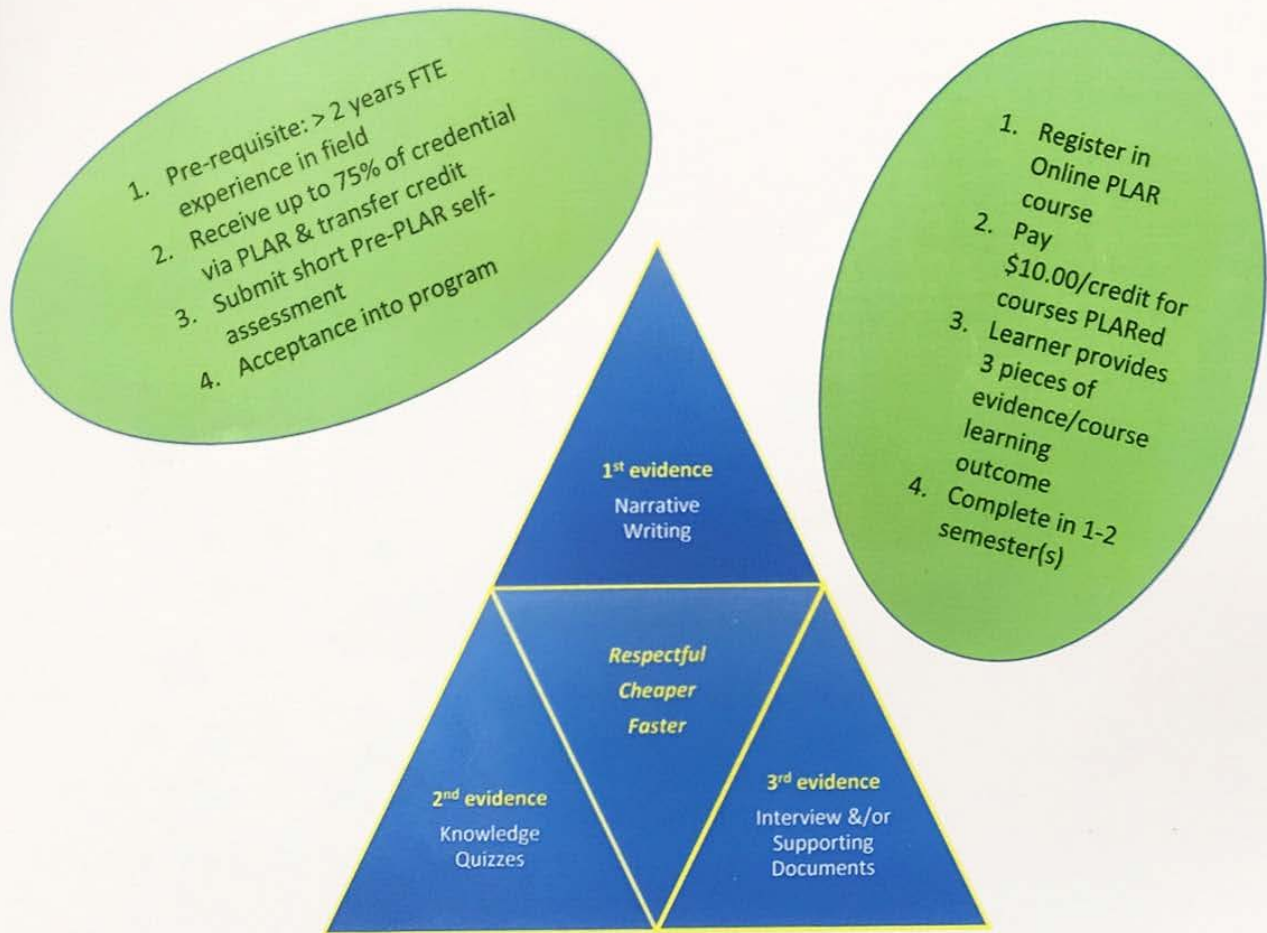
<http://www.selkirk.ca/SPECTRUM>

Feel welcome to email or call me... jgreen@selkirk.ca or 250-352-1252

LORI:

Douglas College PLAR model which allows for folks who have been in POP UPs to receive PLAR credit for up to 75%. Send them to Lori:)

Douglas College DACS PLAR =
"I know what you teach in this course and can prove it"



"While I have 11 years of experience in community support and have been learning at conferences, workshops, and seminars, taking PLAR has been an excellent opportunity for me sharpen the fundamentals of my practice. The refreshment on theory that has helped me be much more effective in my leadership and practice." – Classroom and Community Support PLAR Student

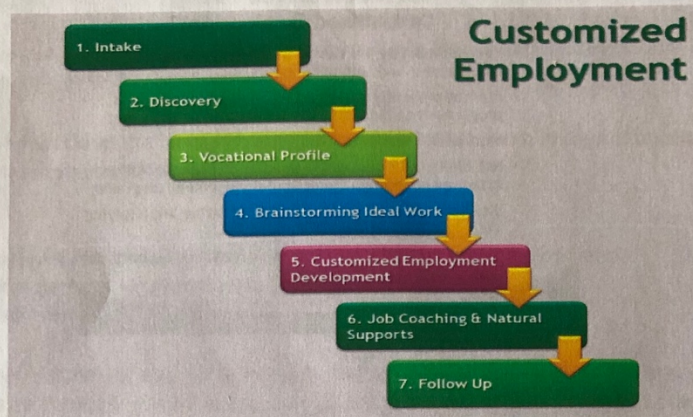
Visit our webpage: <https://www.douglascollege.ca/programs-courses/faculties/child-family-community-studies/disability-and-community-studies>



Like us on Facebook: facebook.com/disabilityandcommunitystudies

Contact us: dacs@douglascollege.ca or 604-527-5612

My Service Learning Project: Interviewing Adults with Disabilities Work BC (Step 2 Discovery)
Classroom and Community Support Diploma Program, Douglas College
Olga Rousseau



1. Intake Interview

- The Employment Specialist meets with the individual and their support network to provide basic information about participation:
 - This meeting can take place in a comfortable location that is familiar to the person, not necessary to be an office
 - Length of time and format of meetings are flexible, based on what works best
 - Details of service participation are discussed and negotiated with the individual and their support network
 - Privacy is discussed, consent releases and initial documents for service participation are signed
 - Plans to initiate Discovery are developed

2. Discovery

- Discovery involves spending time with an individual, observing them in a multitude of settings and situations.
- Through observations, conversations and by listening, interests, strengths, skills and preferences related to potential work are discovered and documented.
- Discovery includes feedback from the jobseeker's network of supports

The "What" of Discovery

Discover the best aspects of the person

- | | |
|--------------------|-----------------------|
| ▪ Routines | ▪ Solutions |
| ▪ Relationships | ▪ Success |
| ▪ Responsibilities | ▪ Tasks |
| ▪ Challenges | ▪ Connections |
| ▪ Associations | ▪ Education |
| ▪ Friendships | ▪ Location |
| ▪ Conditions for | ▪ Life performance |
| | ▪ Community inventory |

Service Outcome Objectives

- Real Work for Real Pay - not volunteering, not training
- The goal is long term, paid employment that is customized to suit the client's skills, abilities, ideal working environment & conditions
- To link individuals to relevant community resources for natural support in their employment maintenance and personal wellness

Who is best served through Customized Employment?

- Have a disability, barrier or multiple barriers to employment and self-sufficiency;
- Are not presently participating in other employment programs that duplicate the services being delivered;
- Must have Employment as a goal;
- Not likely to be successful in achieving Labour Market Attachment through traditional employment programs;
- May be best suited to learning, developing and applying skills in the workplace; and
- Require customized workplace services and supports to find and maintain Employment

3. Vocational Profile 4. Planning Meeting

- A vocational profile is started based on the Discovery findings. A planning meeting is scheduled with the Employment Specialist, jobseeker and support network to explore and further develop the Profile.
 - Ideal Working Conditions
 - Preferences
 - Contributions
 - Types of Job Tasks
 - Specific Employers

5. CE Development

- CE Development & Employer Negotiations
 - A list of potential employers is developed at the initial planning meeting with the input of the jobseeker
 - A Representational Portfolio is developed as required
 - Research on employers is conducted by the Employment Specialist to prepare for initial contact
 - The Employment Specialist then arranges meetings with employers to identify mutual opportunities
 - A worksite analysis to determine unmet needs may be conducted.
 - A customized position is negotiated, based on the jobseeker's strengths and the best conditions and supports for employment success

6. Job Coaching & Natural Supports

- Job Coaching
 - Individualized services to employers and Job Seekers in order to maintain Labour Market Attachment.
 - Direct on-the-job support and guidance.
 - Intended for Clients who are not likely to achieve success through employer training and support alone.
- Transitioning to Natural Supports on the Job
- Connecting to Natural Supports outside of the Job

7. Follow Up

- To support job maintenance and retention
- Accompanying the individual to work to determine what additional supports are needed
- Fade out to promote independence
- Facilitate positive co-worker relationships
- Assist in developing strategies for independence at work
- Troubleshooting with Employer

Transition from High School Lesson Plan(s) thanks to Chris Horrocks

Start the discussion by asking students to read this article.

https://www.witig.org/wstidata/resources/journal-of-disability-policy-studies-2012-carter-50-63_1445367527.pdf

Review the basic findings which include that in a 2 yrs follow up of 120 students only 26% were working and 43% of those were in segregated settings.

For those who were working the things that were happening for them in high school that actually had a predictive value of employment success included

- 1) Male
- 2) Paid work at some point in high school career which included summer employment
- 3) High expectations of parents/ Responsibilities at home
- 4) Independence in self-care and social skills

Further points worth exploring are the indicators that specific skills in self – care and independence were best addressed through specific transition planning targeting (not endless hours of meaningless life skills classes)

Social skills were most effectively learned in general education environments

This study is a follow up on the NLTS 2 study which was a broad examination of post secondary outcomes for students who were labelled in high school. The data for that large study was not disaggregated for students who lived with severe disabilities and Carter is working now to fine tune the findings. While he found that providing career education and inviting discovery planning and resume writing had some effect – it was real paid employment that was the magic bullet.

Follow up this discussion by watching the wonderful documentary Graduating Peter. This is a bit dated and is American so the transition process is clearly not exactly what BC kids and families experience (US kids stay in high school until they are 21) <https://www.youtube.com/watch?v=GkD-zaJlnol>

There is so much here that invites discussion that pertains to transition planning and what exactly secondary curriculum and instruction should look like.

How are the parents and the good staff attempting to negotiate the contributing predictors that Carter speaks about?

How should we manage the ongoing tension of

- 1) Pulling students into community based work and eliminating them from school community
- 2) Pete begins his work outside of school in grade 8. Do you agree with that and how does it appear to be working?
- 3) He is provided in school work? How does that appear to be working and is there evidence that it matched his strengths and interests?
- 4) Are you satisfied in the way that the mother was orientated to the transition process?
- 5) Did you agree with the families insistence to have him avoid the segregated program in the high school?
- 6) What did you think about the quality of work instruction once he was placed?
- 7) Do you think his connection with peers who do not live with disabilities impacts his growth in anyway?

Minutes of the CYC Education Consortium of BC/Human Service Sub-sector

May 28-28, 2018

Terrace, BC

Chair: Cindy Rammage – UFV

Attendees:

Teri Derksen (VIU), Chris Shelton (UVIC), Artemis Fire (Camosun College), Matty Hillman (Selkirk College), Deb Allenby (Douglas College) Christine Slavik (UFV), Cindy Rammage (UFV)

Agenda items:

- 1. Program Updates**
- 2. Decolonizing and Indigenizing the CYC Curriculum**
- 3. Resources for teaching – come prepared to share interesting or new resources**
- 4. CYC educational outcome document (see attached)**
- 5. Program Comparison Document**
- 6. CYCABC Conference**
- 7. CYC Accreditation**
- 8. Practicum Evaluations and hours**
- 9. Consortium Funds Housed at Douglas College – 1600.00**
- 10. Use of short training certifications – e.g. Naloxone**
- 11. Motions/Recommendations to Human Services Articulation Committee**
- 12. Future Meetings**

Minutes:

1) Program Updates

VIU update – Teri D

- Our program is exploring international opportunities in Australia and Mexico
- Staff have been stable this past year with the exception of Ashleigh Martinflatt being on an educational leave. She was replaced with one person hired in a limited term position, which was not too disruptive for our program. The CYC department is looking towards succession planning
- We are starting to work on program review next year, which I will be coordinating. We are aiming to address as many articulation requirements as possible as we move through the review process.

- VIU did not provide operational funds for the centre for Community Outreach and Care for this current fiscal year. Thankfully, our advancement office works with us to write grants enabling us to continue to operate.
- There has been Less interest in the CYC diploma in the last few years
- A CYC Wilderness course is being offered, and open to students from outside institutions

UVIC – Chris Shelton

- Experienced a massive turnover in faculty over the past four years due to retirements, resignations, and new hires. There have been six faculty hires since 2014, four within the past two years. A seventh hire, limited to Indigenous applicants, is currently underway. With the completion of the current hire, we will have twelve faculty including three teaching and nine research faculty positions.
- Individual courses continue to evolve and respond to changes in contexts, research and developments in the field. As our program faculty settles from significant shifts, we are working toward a comprehensive review of our curriculum. The work of our subsector on renewing our outcomes document reflects our evolving understandings and will inform our planning.
- Considerable focus has been placed on decolonizing our curriculum and in creating respectful space for our growing number of Indigenous students. A significant adjustment of our CYC 230 course to explore legal frameworks using an Indigenous lens is an excellent example of this work. Work continues on refining our Indigenous specialization courses.
- Commitment to increasing diversity in the student body is a focus. In addition to growth in our Indigenous student population, we have seen growth in our International student population.
- Renewing the Consortium Outcomes Document will inform planning toward a comprehensive review of curriculum
- Currently planning is taking place for Child and Youth Care in Action VI April 25-27th, 2019. Call for Proposals: October 2019

Douglas College - Deb Allenby

- Engaged in a program review over the past year, which is coming to a close. The final report will be completed by the end of June. A number of recommendations are coming out of this review including the need to update our curriculum especially in the areas of cultural diversity/inclusion, mental health and professional competencies related to our online world; how we recruit both students and faculty; and we are looking at how structure the program as a whole as we review curriculum.
- In the process of succession planning with three faculty reaching retirement in the next few years. This coming year we have a number of faculty on leave (two faculty were accepted into PhD programs, one is finishing maternity leave/education leave, one is on medical leave, one is on unpaid leave) so we have hired 1.5 new faculty and will be expanding our contract pool. We welcome Tiffany Sosnowski, Justin Chan and Michael Keough to our team so far.
- Still committed to the accreditation process, however, given some of the changes this year, our process has slowed somewhat. We will continue to work towards this in the coming year.
- The Aboriginal Stream, which has been on hold this past year while a program review was completed is being offered again this coming year. A new program coordinator has been hired,

Natalie Knight and some new faculty will be working with her this year. As the review comes to a close, based on recommendations, some other options for this program are being considered.

Selkirk College: Matty Hillman

- Student enrolments - largest grad in history
- Retirements/reirements - Deb Wandler, Rosalyn Cormier, Kay Armstrong teaching by distance
- Looking at increasing accessibility to rural areas
- Ongoing issues related to student mental health and anxiety. College wide programming addressing holistic student support.
- Cathy Lafortune won Honorary Diploma - raising profile of support worker role
- Curriculum - accessibility and innovation with online using Google Classroom and attendance at Ed Tech summit
- SSW certificate outcomes have been updated. Diploma outcomes are in the work.
- Increase in International Students and ripples
- Strong focus on Indigenization and Trauma informed practice across subsectors.
- Providing a number of in-service, skills based programing in first year (providing pragmatic skills to balance theory) (Practice readiness) FASD, Blanket Exercise, Mental Health First Aid training, Violence prevention program through health authority.
- Development and offering of SPECTRUM Lifespan Autism Course pilot successful and will be going with a national offering in July
- Interprofessional education – social worker student collaborating with nursing and RPM. Case study format culminating in a written report highlighting gaps in service.
- Built light board and using
- Mental health and addictions associate certificate updates (increasing academic robustness).

UFV – Christine Slavik and Cindy Rammage

- The Child and Youth Care (CYC) Degree is 25 years old beginning in summer, 2018
- CYC degree began 1st year entry in fall 2017 - 36 students were enrolled in fall 2017 intake and 44 students accepted for fall, 2018 intake
- CYC has hired one new full time faculty member and a limited term (LTA) position
- Applications are open for the Graduate Certificate in Child Life, which will begin this coming academic year. The certificate is one of only two programs offered in Canada.
- CYC faculty have been actively involved as presenters in the Human Service Career Enrichment Program (HSCeP). Involvement in this program also seems to attract high school students to the CYC degree
- Several students and faculty were involved in International CYC conference,
- An Animal Assisted Therapy course is being piloted this summer semester off of campus.
- CYC Students were involved in community development projects through City Studio
- CYC has begun using a canvas Labyrinth across disciplines as a tool for reducing stress
- CYC department has participated in four UFV deliveries of the Blanket Exercise
- The Chilliwack school district is actively recruiting our CYC students to new positions

Camosun College – Artemis Fire

- The CFCS diploma is currently undergoing a program review, primarily focusing on indigenization. Other issues that have come up include practicum readiness - ensuring assessments in theory courses prepare students thoroughly for practicum courses; increasing content in harm reduction; managing student responses to triggering course content.
- As part of the College's response to the TRC, the CFCS program will reserve 5% of its seats for indigenous students beginning in 2019.
- Artemis is working with an ELC colleague to explore the possibility of an inter-professional, land-based learning course as an option for a core course in our CFCS program.

2) Decolonization and Indigenization

Discussion involved the importance of decolonizing more than curriculum, but also thinking about pedagogy, hiring and assessment. At UVic, as the Law course now includes history of colonization as well as more diverse assessment methods, it might be helpful to share resources for the law courses and other courses.

There was conversation about the potential benefits and challenges of having an Indigenous streams in programs, having indigenization integrated throughout a programs, or having both.

Faculty are noticing how "White fragility" is making appearances in some institutions, as efforts to decolonize and indigenize move forward.

The importance of working on a personal philosophy and relationship with decolonization was stated, as well as inquiry about what one can do as an allies.

Prompted by the question, "are we "Decolonizing in a colonial way"? A collective decision was made to move into a circle process in the afternoon that allowed opportunity for each person to speak about their personal and professional responses to Decolonization, Indigenising, pedagogy, assessment, and hiring. The word "Indigegogy" was shared as one to explore further and capture our focus. Two rounds of circle were shared, followed by discussion of one word of closure from each participant, and some brief ideas about how to move forward.

In letting go of traditional processes for our meeting, the group discussed some of the tensions involved while still needing to account to a more colonial systems. For example, time for agenda items, oral knowledge instead of note taking, collective responsibility for setting agenda and passing along knowledge. We decided that parts of the agenda may be attended to in a future meeting, while other items can be shared in an online format.

Artemis shared some several questions that we would like to bring forward to HS Articulation which were further developed with input from Wendy Simon from NEC. These are attached in a document at the end of the minutes.

Actions:

CYC subsector/consortium will make space for the topic of Indigegogy, as well as a circle process at future consortium meetings. Members will also go away and think about the next small steps they can

take towards decolonization and indigenization, and/or processes that we might take as a Consortium group of CYC educators

3) Resources

Due to time constraints, discussion about resources was brief. In light of the focus on decolonizing and indigenizing, there was interest in how to integrate more into all facets of curriculum and programs. Matty, Teri and Cindy are interested in sharing ideas for the CYC change theories course and decided that this will best be done independently online.

The following written resources and activities were shared:

1. Narrative Approaches to Youth Work (2018) [1E] ISBN 9781138091436
2. Life Stages and Native Women: Memory, Teachings, and Story Medicine – Kim Anderson
3. Dr. Lee Brown - Cherokee Nation. A great talk by Dr. Brown on education:
<http://theshiftnetwork.com/page/divine-nature-reality>
4. Decolonizing the Mind - a fascinating talk about Indigenous Mindfulness Education by Dr. Michael Yellowbird (especially from 38:00 -) <https://vimeo.com/86995336> Dr. Michael Yellow Bird speaks at Portland State University, Healing through neurodecolonization and mindfulness .
5. The Devine Nature of Reality with Dr. Lee Brown <http://theshiftnetwork.com/page/divine-nature-reality>
6. Course outline for the Land-based Culture Camp course offered at Camosun:
<http://camosun.ca/learn/school/indigenous-education-community-connections/archives/1%202017-2018/2017%20Fall/IST/IST-250-X01%20Richard%20Spearman.pdf>
7. Anti-discriminatory Response Training offered by Dr. Ishu Ishyama from UBC, (A.R.T.)
8. Labyrinth as a resource – for more information contact Christine Slavik
9. Questions from Artemis Fire and Wendy Simon (attached at end)

Actions:

Consortium members will use the list serve and email as a way to share resources, questions and information, until an alternate platform can be found. Matty, Teri and Cindy will connect to discuss the resources and strategies for the CYC theories course.

4) Core Curriculum and Outcomes document

There was consensus that after over a year and a half of time spent collecting information from the field, and then meeting several times as a BC Consortium working group to share multiple perspectives, this final draft of the document is nearly done, with a few final adjustments.

Once final edits are sent to Chris and Cindy, this document will be sent to faculty at our various institutions. It was suggested that it be presented to faculty as “the current product of common ground found in relation to the collective vision to guide CYC curriculum development in BC”. In order to honour the process that has been worked on and that all BC CYC educational institutions were represented, it is hoped that faculty will adopt the general principles and spirit of this document, knowing that it leaves room for individual institutions to have some differences in focus and perspectives. Feedback for major revisions can inform future major updates to the document.

Actions:

Final edits will be sent by Consortium members to Chris and Cindy

Edited Document will be sent out to CYC Faculty for discussion and for informing curriculum.

Note: Items 5 through 10 inclusive were tabled due to time constraints. They will be addressed at the next meeting of the Consortium.

11) Recommendation to be made to larger Human Services Articulation:

To explore how institutions could support the work that NEC is doing, including removing barriers for articulation and transfer and, and achieving equitable institutional status

12) Fall Consortium meeting

A Doodle poll or email to the List serve will be sent out in mid-June to schedule a fall Consortium meeting in late October. Items 5 – 10 from the agenda will be postponed until this meeting.

**We offer these questions as a guide for reflecting on
a decolonizing/Indigenizing process for educators:**

We are grateful for your interest in this journey...
Start wherever you are ready to begin...

Are you willing to feel vulnerable and make mistakes?

Do you know who you can seek out for support in the event of error or harm (whether intentional or unintentional)?

Are you engaging in reciprocity?

For example, when students and community share their name/family/origin stories, do you reciprocate by providing your story as part of relationship building (no matter how uncertain, incomplete, or foreign it may feel to do so)?

Are you willing to consider that you have beliefs, that you have accepted to be true, that may not be true for others?

Have you participated in Indigenous education in the community? On the land? Taught by the Old Ones (Elders)?

Do you know what traditional, Indigenous education looks like in the territory that you are living in?

Does the space that you work in create opportunities for Indigegogy (Indigenous pedagogy – i.e. like talking circles)?

Have you reviewed/Indigenized:

The faculty/hiring process?
Student supports for wellness?
Each learning outcome for your courses?
The program application/selection process?
Staff supports (made space for further discussion)
Program learning objectives/philosophy?
Policies related to conflict and resolution
(classroom management, plagiarism, etc.)?
Course readings?

Do you offer Prior Learning Assessment that recognizes lived experience/Indigenous knowledge?

Are you willing to focus on what we all have to gain, rather than what might be 'lost'?

Do you take an active ally role in support of Indigenous students and colleagues within the institution?

Do you ask them what would be helpful for you to do/support?

Are there spaces on campus where Indigenous students, faculty, and community can feel comfortable and safe to be their whole selves? What more can be done to communicate this message?

Do some of your course assessment options go beyond written assignments to include creative, oral and/or story-telling options? Or being of service to community (service projects/applied learning)?

Does the volume of assigned work leave space and energy for learning? for wellness? for family?

Is there flexibility (due dates, attendance) to accommodate student responsibilities with family and community (i.e. when there are deaths)?

Do you practice self-compassion and compassion with others?

Do you have a trauma-informed classroom/education process?

Are you prepared for 'resistance'? And to respond in a trauma-informed way?

Reconciliation: what does it mean to Indigenous peoples? Do you know this is a contentious idea/word for some?

Often, where there is pain there is *also* strength and endurance.

How can your class/institution honor this sacred balance? Can more resources be used to celebrate Indigeneity?

Do you educate in ways that are inclusive of all voices in the room? Does everyone have an opportunity to share without having to compete/take space in a discussion? Do you create space for the quiet ones to share?

Does the curriculum reflect a wholistic and collective approach to wellness/balance? Including Spirit?

How can you support the wholistic rebalancing of family/community roles? Does your work reinstate children, Elders, women, and gender diverse members into roles of reverence in education/community?

Are there opportunities for Intergenerational Learning?



Some education
← at Camosun
in Lkwungen territory

Respectfully,

Wendy Simon - Mohawk/Haida, NEC Native Education College
Artemis Fire - Métis Nation, Camosun College

Human Services Articulation, Northwest Community College, Terrace, BC
Social Services Sub-sector DRAFT Meeting Minutes
Monday, May 28, 2018 (morning and afternoon sessions)

In Attendance

Lawrence Becker, Douglas College; Marja Burrows, Northwest Community College; Robin Fast, Camosun College; Leanna Kozak, Selkirk College; Jason Larochelle, Native Education College; Carmen Lavoie, Vancouver Island University; Curtis Magnuson, University of the Fraser Valley (Chair); Mark Nakamura, Okanagan College; Margo Nelson, Langara College; Bruce Northey, College of New Caledonia; Michelle Osborne, University of Victoria; Andrei Ouspenski, Thompson Rivers University; Tara Ramdin, College of the Rockies; Wendy Simon, Native Education College; Meg Stainsby, BCCAT (Monday morning only)

The Chair called the meeting to order at 9:55 a.m. The agenda was developed by those present by prioritizing the following identified topics:

Indigenization and decolonization (10); Doing more with less (10); Practicum (8); Student issues, including mental health (8); Criminal record checks (7); Online learning (7); Absenteeism (6); International student issues (ESL) (6).

The following identified topics were not discussed: Accessibility (5); Relationships between social services and BSW programs (4); Cost recovery programs (4); Textbooks (4); Inter-professional collaboration (3); Gender and sexuality curriculum (3); Plagiarism (2); Learning plans (2)

Contract Training – cross-relationships

- Tara Ramdin is engaged in one with the Tenaha First Nation. There was no input from the programs in the development of the contract. Establishing a protocol province-wide as to who is involved in the contracting of programs. Short order proposal: pay is up in the air, off the side of the desk. Contract rate at best.

Attendance Requirements & Policies

- Up to each instructor
- Don't like attendance/participation requirements; small assignments, film reflections, in lieu of attendance marks
- Signed written contract between instructor and students. Students working harder and under more stress than in previous years
- Overseas recruiters receive 15% of tuition paid by International students
- 47% of students are international students at Langara
- 15% policy: blend it into an attitudinal statement as well. Douglas 15-20% using weekly quizzes as a way of monitoring attendance. Team-based learning training has transformed the attendance requirement. Students demonstrate a commitment to the team. Reflection on participation. Carmen offered to share an assignment with the group. Based on Jan Fook's work, Critical Incident Reflection. Something that happened in class. Team has their own contract.
- Team-Based Learning: Attendance mandatory for communication, groups, practicum, health and wellness. Students write an essay after missing one practicum seminar class, which meets weekly
- Put on the listserv who to go to for information about team-based learning

- Robin will share a poem about student attendance
- Requests for accommodation are increasing. Have asked students what is a good excuse, what isn't a good excuse for missing class. Inform students that all of their ongoing accommodations need to go through Accessibility Services. If accommodation is preventing you from learning (attendance), then what is the purpose of the accommodation?

Doing More with Less or the Same

- Sessionals, one administrative staff who doesn't support the academic staff 2.75 CNC same number of students, same number of faculty.
- Full-time equivalency targets. How are people managing with these higher expectations? What about self-care? When administrative systems, including computers, crash in the middle of admissions.

How to support each other while doing more with less

- This could be considered in contract negotiations
- We could share information among ourselves
- There may be different models of student support among campuses, which could be useful

Student Mental Health and Behaviour / Suitability for Practice

- One college has a social worker whose role is as an interventionist
- How to manage student behaviour issues – some colleges have a designated person or department
- Suitability for practice: Counselling students out of programs is problematic for a variety of reasons

Practicum

- What about Practicum supervisors and agencies. Some do not seem to have any kind of sense of how to help a students who are struggling. Some supervisors have a low investment in the work; some students report not really working or working in toxic environments
- Some students report they need to manage the difference between good practice and actual practice when at practicum
- Could train practicum supervisors, interview good supervisors for best practice, videotape
- Provide tools for supervisors – deck of cards with questions to ask of students
- Getting credit from the university through certification trainings for supervisors
- Student evaluations of supervision and practicum site
- Orientation – do role plays of inappropriate situations for students – either supervisor or student – students enjoy these
- Practicum preparation for students – resume, preparedness, credit course, includes expectations, process, developing learning contract, agency presentations, seminars on papers about practice, individual interviews, communication skills

Tuesday, May 28 Morning Session

Chair called the meeting to order at 11:20 a.m.

Motion to approve 2017 Meeting Minutes—Moved: Margo Nelson, Second: Marja Burrows. Carried.

Criminal Record Checks

- These are required by all institutions per the Ministry of Public Safety
- How do criminal record checks work for international students?
- Do student visas require this?
- Canadian criminal record checks can delay practicum for some students' placements
- What are the ethics of managing students with criminal records when writing references?

Online Courses

- Online course engagement: different platforms, social media, communication transfers to online environments
- Mental health and behaviour social worker or others to be an interventionist when there's harassing or threatening behaviour
- Trying to assess suitability for practice: UFV offered to share its School's social media policy
- How receptive are practicum sites to language struggles of international students?
- Work closely with ESL department to connect students with those supports
- SFU International College that's associated with the University to prepare for university studies for one year
- One institution has increasing numbers of international students while decreasing the numbers of ESL faculty; the university closed its Writing Centre, all in the same time period
- Okanagan closed Writing and ESL departments at two satellite campuses
- Too often, International students are discussed in relation to plagiarism, citation issues
- Plagiarism is a problem across the board. *Turn It In* set up so that students can submit their own work before they submit it for grading
- Students can buy assignments for \$15 per page
- Write a portion of the paper freehand in class
- If online courses are equivalent, why is attendance mandatory for in-person classes?
- Curriculum creator vs. Teacher – how to get students to engage?
- Online – students need to teach themselves with less direct instruction in lecture format
- Social media changes our ways of communicating and so do online courses – norms of communication become different – filters are different. They are accustomed to online communication that is dismissive, harassing; therefore, it is important to establish norms
- Online does provide access to students who cannot otherwise get the education
- Is it an equivalent level of education?
- Arranging synchronous meetings works
- A lot of instructors use podcasts, utilize videos
- Difficult to elicit questions about content online
- Questions do sometimes come through discussion groups rather than direct questions to instructors
- Student engagement is also a challenge in person
- Some students are more thoughtful online than in class
- There can be behaviour issues in online classrooms
- Some students are just trying to get the degree – learning is not at the foreground
- Differences in whether or not students need to come to campus at some point
- Some use Moodle, which works ok, but not always really engaging

- CourseSpaces is used also, but doesn't have some of the functionality of Moodle
- Blackboard is used by some: some schools find it crashes. Zoom is good for online meetings and it has lots of functionality
- TopHat is fee-based for students, and some found it to be technologically advanced, including attendance checking
- D2L is also used – it has a phone app, which is a good fit for many students
- Contacting VIU and UVIC tech might be a way to get more information

Community and School Support (CASS) Sub-Sector

Conversationthatmatter.org Norm and Emma (?)

EA Standards of Practice

CUPE stalled the implementation of the standards of practice

Regulate the standards under the Teacher Regulation Branch (TRB)

How would CUPE respond to regulation of EAs under the TRB?

Public institutions demand higher instructor credentials

Block transfer to Teacher Education Programs

Co-editing a textbook for EAs with Canadian Scholars Press. Publication date of September 2019