Transfer Innovations Project:

**Community & School Support (CASS)
Articulation Guide for Instructors & Institutions**

Final Report

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INTRODUCTION

Community and Classroom Support (CASS) is one of three sub sectors within the Human Service Programs Articulation Committee, which also includes the Social Services and Child and Youth Care sub sectors. CASS programs are offered by fourteen publicly funded colleges and university colleges in British Columbia, namely:

- Camosum College
- Capilano College
- College of New Caledonia
- College of the Rockies
- Douglas College
- Kwantlen University College
- Langara College

- North Island College
- Malaspina University College
- Northern Lights College
- Okanagan College
- Selkirk College
- Thompson Rivers University
- University College of the Fraser Valley

The central commitment of each program is to prepare support staff to facilitate the inclusion of people with disabilities in Canadian society. Although inclusion is a shared focus, programs participating in the CASS sub sector are very diverse. Programs at each institution have evolved in a variety of different ways. The emphasis of some programs, for example, those offered by Northern Lights College and Capilano College, is to prepare graduates to work primarily with children with disabilities in educational settings. Job titles include Education Assistant, Teacher Aid, and Special Education Assistant. Other programs, such as those at Camosun College and College of New Caledonia, prepare graduates to work primarily with adults in the community living service sector. Job titles include Community Support Worker, Job Coach, and Life Skills Worker, to name a few. Still other institutions offer combined programs, for example, Douglas College and Selkirk College. Some institutions offer certificate level training while others offer diploma programs and options for university transfer.   Some programs prepare new workers to enter the field while others provide continuing education to those with extensive work experience but with no formal credentials.

The unique character of each program presents learners with a rich variety of options from which to choose. Unfortunately, such diversity also presents challenges for course transfer. Today's learners are mobile. They may begin their studies in one location and expect to complete them in another. Thus, this transfer guide was created to meet the needs of these mobile learners and diverse programs by establishing common key learning outcomes across the province and creating transfer matrices which make the process of moving between institutions that much more seamless for students.

Although concepts and knowledge are highlighted in the matrices, the importance of attitude in doing community and classroom support work also needs to be noted. Classroom and community support staff need to be:

- respectful
- non-judgemental
- honest

- cooperative
- curious
- flexible

Although this list is not complete, it does give a sampling of attitudes expected in the field.

BACKGROUND TO CASS TRANSFER INNOVATIONS PROJECT

The Community and School Support (CASS) sub sector and the full Human Service Programs Articulation Committee passed unanimously the following motion at our 2004 articulation meetings in Kamloops:

> *"This sub-sector supports the application to BC Council on Admissions and transfer (BCCAT) for funds through the Transfer Innovation Initiatives grant, through a letter of intent and subsequent request for proposal, to further facilitate and formalize the inter-institutional/inter-program articulation and transfer for students in our sub sector."*

At the same meeting, Carolyn Robertson (Kwantlen University College), Kathy Handley (Northern Lights College), Diane Koch (Capilano College), and Beverley Currie (College of New Caledonia – Prince George) were authorized to write a Letter of Intent and a full Descriptive Pathways Proposal for submission to BCCAT on the sub-sector's behalf.

In January, 2005 a Transfer Innovation Initiatives Project proposal was submitted to the Transfer and Articulation Committee of the BC Council on Admissions & Transfer (BCCAT). The proposal was approved. Shari Harrison, an instructor with Northern Lights College's Education Assistant program, was hired in April, 2005 as a Consultant for the project. Carolyn Robertson, Kathy Handley, Diane Koch, and Beverley Currie continued to work with Shari as a sub-committee supervising the project.

METHODOLOGY

The work to develop an articulation guide and process for CASS programs began approximately four years ago. At yearly articulation meetings, representatives from the fourteen participating institutions shared course outlines and did initial work identifying major curriculum categories and learning outcomes. Shari Harrison, the project consultant, was able to take all of this material and organize it into the course transfer matrices presented in the articulation guide.

At the June, 2005 provincial articulation meeting a draft transfer guide was presented. Some fine tuning was done to the seven major curriculum themes at that time. Participants also outlined the more detailed learning outcomes. This information was then consolidated by Shari Harrison and presented again to all members of the CASS sub sector.

In total, six different drafts of the articulation guide were circulated to the full CASS sub sector. In addition, the consultant and sub-committee supervising the project met approximately eight times via teleconference. A draft of the CASS Articulation Guide was presented to Human Services Deans and Directors at their December, 2005 meeting. The guide was very well received by this group.

PROJECT OUTCOMES

The Transfer Innovation Initiatives Project accomplished its goal of producing a *CASS Articulation Guide for Instructors and Institutions*. This document, which will be posted online in the BCCAT Transfer Guide, includes:

1. **Course Transfer Matrix:** A Course Transfer Matrix showing course transfers approved by the fourteen publicly funded CASS programs.   The Transfer Matrix is organized according to seven major curriculum categories or themes:

    o   Inclusion
    o   Human Development
    o   Learning & Support Strategies
    o   Health & Wellness
    o   Communication
    o   Community & Relationships
    o   Professional Practice & Accountability

2. **Learning Outcomes:** Within the broad curriculum categories mentioned above, a number of more specific learning outcomes, concepts and skills were also identified. For example, within the Inclusion category, one learning outcome is *promote respectful treatment of individuals*; one concept is *principles of self-advocacy*; and one skill is *effective networking*.

3. **Process for Placing New Courses on the Transfer Matrix:** A process for placing courses on the Transfer Matrix was established. To add a course, the institution must:

    o   Select the appropriate content category.
    o   Compare the course to the key learning outcomes, concepts and skills for that content category.
    o   Determine if the course has at least 80% of the key learning outcomes, concepts and skills.
    o   If the course meets the 80% criteria, the course addition would be submitted by March 31 to the Chairperson, CASS sub-sector. Course additions will then be considered at the spring Human Services Articulation meeting. If ratified, new courses will be forwarded to BCCAT.

4. **Process for Updating the Transfer Matrix:** A process for updating the *CASS Articulation Guide* was established. The institution updating a course included on the Transfer Matrix must:

    o   Identify the course to be updated
    o   Document the changes being made to the course
    o   Determine if the course still maintains at least 80% of the key learning outcomes, skills, and concepts.
    o   Forward changes to the Chairperson, CASS sub-sector by March 31. Changes will then be considered at the spring provincial Human Services Articulation meeting. If changes are ratified at this meeting, they will be forwarded to BCCAT.

In summary, a transfer procedure for course transfer between CASS programs has now been formalized.   With this process in place,

1. The transfer process is more streamlined and assured for students completing CASS programs.

2. Course transfer options are now formally in place and more apparent to students.

3. Employers will better understand the equivalency of courses or programs offered in their own and in other regions. As a result, new employees may not have to repeat courses that are the same or very similar to ones they have completed successfully elsewhere in British Columbia.

4. CASS program offerings will be more consistent. This will support clearer articulation between colleges while at the same time permitting individual institutions to respond to their unique regional needs.

TRANSFER INNOVATIONS PROJECT: CASS ARTICULATION GUIDE BUDGET

Item	Proposed Expense:	Actual Expense:
Consultant Fees:	7750.00	7750.00
GST (7%):	542.50	542.50
Consultant Expenses (computer paper, toner, teleconferencing):	500.00	350.00
Travel (Consultant travel to HS Articulation; travel to Deans/Directors meeting):	600.00	750.00
Gant Administration (clerical support, accounts receivable, administration overview):	500.00	500.00
TOTAL:	**9892.50**	**9892.50**

Community and School Support (CASS)

Articulation Guide for Instructors and Institutions

Prepared by
Shari Harrison
Northern Lights College

for

The Community and School Support Sub-Committee

of the

Human Services Articulation Committee of British Columbia

ACKNOWLEDGEMENTS

We would like to acknowledge the excellent work done previously by the Early Childhood Education and the Adult Basic Education Articulation Committees. The CASS Articulation Guide draws heavily from the work completed by both of these groups to formalize transfer agreements within their sectors.

We would like to thank the College of New Caledonia for administering the funds for this project and Northern Lights College for providing their teleconferencing bridge to facilitate our meetings.

INTRODUCTION

Community and Classroom Support (CASS) is one of three sub sectors within the Human Service Programs Articulation Committee, which also includes the Social Services and Child and Youth Care sub sectors. CASS programs are offered by fourteen publicly funded colleges and university colleges in British Columbia, namely:

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The central commitment of each program is to support the inclusion of people with disabilities in Canadian society.

Although inclusion is a shared focus, programs participating in the CASS sub sector are very diverse. Programs at each institution have evolved in a variety of different ways. The emphasis of some programs, for example, those offered by Northern Lights College and Capilano College, is to prepare graduates to work primarily with children with disabilities in educational settings. Job titles include Education Assistant, Teacher Aid, and Special Education Assistant. Other programs , such as those at Camosun College and College of New Caledonia, prepare graduates to work primarily with adults in the community living service sector. Job titles include Community Support Worker, Job Coach, and Life Skills Worker, to name a few. Still other institutions offer combined programs, for example, Douglas College and Selkirk College. Some institutions offer certificate level training while others offer diploma programs and options for university transfer.   Some programs prepare new workers to enter the field while others provide continuing education to those with extensive work experience but with no formal credentials.

The unique character of each program presents learners with a rich variety of options from which to choose. Unfortunately, such diversity also presents challenges for course transfer. Today's learners are mobile. They may begin their studies in one location and expect to complete them in another. Thus, this transfer guide was created to meet the needs of these mobile learners and diverse programs by establishing common key learning outcomes across the province and creating transfer matrices which make the process of moving between institutions that much more seamless for students.

Although concepts and knowledge are highlighted in the matrices, the importance of attitude in doing community and classroom support work also needs to be noted. Classroom and community support staff need to be

- respectful
- honest
- cooperative

- non-judgemental
- curious
- flexible

Although this list is not complete, it does give a sampling of attitudes expected in the field.

HISTORY OF CASS ARTICULATION

The Community and School Support (CASS) sub sector and the full Human Service Programs

Articulation Committee passed unanimously the following motion at our 2004 articulation

meetings in Kamloops:

> *"This sub-sector supports the application to BC Council on Admissions and transfer (BCCAT) for funds through the Transfer Innovation Initiatives grant, through a letter of intent and subsequent request for proposal, to further facilitate and formalize the inter-institutional/inter-program articulation and transfer for students in our sub sector."*

At the same meeting, Carolyn Robertson (Kwantlen University College), Kathy Handley

(Northern Lights College), Diane Koch (Capilano College), and Beverley Currie (College of New

Caledonia – Prince George) were authorized to write a Letter of Intent and a full Descriptive

Pathways Proposal (see Appendix) for submission to BCCAT on the sub-sector's behalf.

In January, 2005 a Transfer Innovation Initiatives Project proposal was submitted to the Transfer

and Articulation Committee of the BC Council on Admissions & Transfer (BCCAT). The

proposal was approved, providing CASS with approximately $10,000 to do the following two

things:

1. Prepare a provincial course Transfer Matrix which will be posted online in the BCCAT Transfer Guide.

2. Develop a CASS Articulation Guide for instructors and institutions outlining:
   - expected core learning outcomes for CASS programs/courses,
   - a process for updating the Transfer Matrix annually, and
   - the criteria and process for establishing transfer of new courses or programs.

Shari Harrison, an instructor with Northern Lights College's Education Assistant program, was

hired in April as a Consultant for the project. Working closely with the transfer matrix working

committee (Kathy Handley, Carolyn Robertson, Diane Koch and Beverley Currie) Shari has

sorted through all the information contributed by CASS sub sector members over the past

couple of years and organized it into the transfer matrices presented here.

THE CASS ARTICULATION PROCESS

The Purpose of Articulation

The purpose of CASS articulation is to "expand educational opportunities for students by facilitating transfer of students from one [publicly funded] educational institution to another" (British Columbia Council on Admissions and Transfer, 2004, p. 15).

The Goals of CASS Articulation

As outlined by the BC Council on Admissions and Transfer, the goals of CASS articulation are

1. to support smooth and equitable course/program transfer for learners

2. to establish and document key learning outcomes, concepts and skills for CASS programs

3. to provide for exchange of information

4. to provide a forum for the discussion of issues affecting the CASS sector

5. to provide a common voice when addressing external bodies

6. to encourage development and exchange of curriculum materials

INSTRUCTIONS FOR USING THE TRANSFER MATRICES

The fourteen publicly funded institutions involved in CASS articulation have identified seven

content categories as being central to any basic level of certification within the field. The content

categories are summarized in the table below

CASS CONTENT CATEGORIES	
1. Inclusion	Disability Planning Learning Disabilities Autism
2. Human Development	Child Development Adolescent – Adult Development
3. Learning & Support Strategies	Observing & Recording Teaching & Learning Strategies Modifying Curriculum Behaviour Support Alternative & Augmentative Communication
4. Health & Wellness	Wellness Personal Assistance
5. Communication	Interpersonal Communication Written Communication Group Communication
6. Community & Relationships	Community Building Families
7. Professional Practice & Accountability	Professionalism Foundations of the Field Diversity/Social Justice Issues Practicum

Each of the seven content categories is presented separately in the following two sections: the

first section consists of course transfer matrices and the second outlines the key knowledge,

concepts and skills for each content category. In order for a course to appear on the transfer

matrices, it must include at least 80% of the key knowledge, concepts and skills.

Please note:

Upon admission to a CASS program as a transfer student, transfer credit will be granted as outlined in the following matrices, subject to the following:

- Not all courses offered as part of CASS programs will fit into these matrices

- Completion date of requested transfer course: courses completed more than 5 years prior to the transfer date may not receive credit

- Minimum passing grade: The minimum grade for course transfer is a passing grade as 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. Students are cautioned that they may be required to repeat or replace courses completed with a D grade.

- Course clusters: It may be possible for students to receive additional credits through clustering of courses.

Each institution offering a CASS program has admission and completion/graduation requirements that are unique to the institution. Students must speak directly with the CASS Program Coordinator/Chair at the receiving institution.

READING THE TRANSFER MATRICES

Each matrix is organized into columns, with the participating institutions listed down the left side. Each successive column is labelled with a sub-category and contains those courses or pairs of courses which are a strong possibility of transfer between institutions for that sub-category. Please note, however, that these matrices focus on those courses which most closely match and offer one-to-one transfer credit. Transferring students may also be able to receive further credit through additional clustering of courses.

FOR EXAMPLE:

CATEGORY 1: INCLUSION

INSTITUTION	DISABILITY	PLANNING	LEARNING DISABILITIES	AUTISM
College A	CSW 110 & CSW 111	CSW 111		
College B	EA 105			EA 110
College C	CSW 172	CSW 150		
College D	EA 100 or PS 210		EA 125	EA 126

Possible transfer scenarios:

1. A student in the community or school support program at College A would be able to transfer his/her planning course (CSW 111) to College C and receive transfer credit for the course CSW 150. However, this same student would have to complete both CSW 110 and CSW 111 at College A in order to receive transfer credit for the disability course (CSW 172) at College C.

2. A student in the education assistant program at College D could either complete EA 100 or PS 210 at College D and receive transfer credit in the disability category for one of these courses at College B. This same student would receive direct transfer from College B for the autism course taken at College D, but would not receive credit for the learning disabilities course from College D as College B doesn't offer an equivalent course.

PLACING COURSES ON THE MATRICES

The transfer process is fluid. Existing programs evolve and new programs emerge. To accommodate this change, a process has been developed to include additional courses in the matrices. To add a course to the transfer matrices institutions should follow these steps.

1. Select the appropriate content area from the CASS content areas table

2. Compare your course with the key knowledge, concepts and skills for that content area as listed in the guide

3. Determine if your course has 80% of the key learning outcomes and concepts and would be a strong possibility for transfer.

4. Determine if your course has a majority of the skills as listed in the skills aspect of the content area.

5. If your course meets the 80% criteria and most of the skills criteria, enter the official course number into the matrix beside your institution name.

6. Submit course additions to Chairperson, CASS sub-sector, by March 31. Additions will be considered at spring provincial Human Services Articulation meetings. If ratified, the matrices will be updated to include the course additions and will then be forwarded to the BC Council on Admissions and Transfer (BCCAT). The revised matrices will be posted on the BCCAT website. To obtain the e-mail address of the current CASS Chairperson, contact the Chair of the Human Services Articulation Committee. (A listing of Articulation Committee Chairs and their contact information is in the Articulation Committee section of the BCCAT website: www.bccat.bc.ca)

UPDATING EXISTING COURSES ON THE MATRICES

Institutions wanting to update existing course transfer information should follow these steps:

1. Select the course(s) being updated from its transfer matrix.

2. Document the changes being made to the course(s).

3. Determine if the course(s) still maintains 80% of the key learning outcomes and concepts.

4. If the course(s) still meets the 80% criteria, forward changes to Chairperson, CASS sub-sector, by March 31. Changes will be considered at the spring provincial Human Services Articulation meetings. If ratified, the matrices will be updated to include the

course changes and will then be forwarded to the BC Council on Admissions and Transfer. The revised matrices will be posted on the BCCAT website. To obtain the e-mail address of the current CASS Chairperson, contact the Chair of the Human Services Articulation Committee. (A listing of Articulation Committee Chairs and their contact information is in the Articulation Committee section of the BCCAT website: www.bccat.bc.ca)

TRANSFER

MATRICES

CATEGORY 1:   INCLUSION

INSTITUTION	DISABILITY	PLANNING	LEARNING DISABILITIES	AUTISM
Camosun College	CSW 110	CSW 111		
Capilano College	SEA 105			SEA 110
College of New Caledonia	DEVC 172	DEVC 150		
College of the Rockies	HSWR 101			
Douglas College	CCSD 1270	CCSD 1150		
Kwantlen University College	SETA 1205	SETA 1100		
		CSWC 1230 & 1245		
Langara College				
Malaspina University College	CSW 201	CSW 111 & SEAC 110		
North Island College	HSW 164	HSW 167		HSW 212
Northern Lights College	TEAC 142A	TEAC 141A	TEAC 146	
Okanagan College	HSW 121			
Selkirk College	CCSW 155	CCSW 161		
Thompson Rivers University	HUMS 164	HUMS 164		
University College of the Fraser Valle	HSER 190	HSER 190	HSER 192	

CATEGORY 2: HUMAN DEVELOPMENT

INSTITUTION	CHILD	ADOLESCENT - ADULT
Camosun College		
Capilano College	SEA 104	
College of New Caledonia		
College of the Rockies	CYFS 106	CYFS 107
Douglas College	CFCS 1130	
Kwantlen University College	SETA 1161	SETA 1162
	HSWC 1160	
Langara College	EDAS 1140	
Malaspina University College	PSYC 131 & PSYC 132	PSYC 111 & PSYC 112
North Island College	PSY 250	PSY 251
Northern Lights College	ECTA 101	
Okanagan College	PSYC 220	
Selkirk College	PSYCH 100 & 101	
Thompson Rivers University	PSYC 159	PSYC 169
University College of the Fraser Valley	SOWK 225	SOWK 225

CATEGORY 3: LEARNING & SUPPORT STRATEGIES

INSTITUTION	*OBSERVING & RECORDING*	*TEACHING & LEARNING STRATEGIES*	*MODIFYING CURRICULUM*
Camosun College		CSW 110 & CSW 111	
Capilano College	SEA 107 & SEA 108	SEA 107 & SEA 108	SEA 107 & SEA 108
College of New Caledonia	DEVC 181	DEVC 181 & 186	
College of the Rockies	CYFS 102 (3)	TA 105	TA 105
Douglas College	CCSD 1150	CCSD 1150	CCSD 1250
Kwantlen University College	SETA 1220	SETA 1105 (3)	SETA 1305 (3)
	CSWC 1170	CSWC 1130	CSWC 1230
Langara College	EDAS 1110	EDAS 1110 & 1210 (3)	EDAS 1210 (3)
Malaspina University College	SEAC 110	SEAC 110	SEAC 110
North Island College	HSW 153 & 167	HSW 190 (3)	HSW 211
Northern Lights College	ECTA 119	TEAC 144 & 146	TEAC 144 & TEAC 146
Okanagan College		HSW 124	
Selkirk College	CCSW 179	CCSW 160	CCSW 160
Thompson Rivers University	HUMS 178	HUMS 165	HUMS 164
University College of the Fraser Valley	HSER 192	HSER 192	HSER 192

INSTITUTION	*BEHAVIOUR SUPPORT*	*ALTERNATIVE & AUGEMTATIVE COMMUNICATION*
Camosun College	CSW 111	
Capilano College	SETA 103	SETA 106
College of New Caledonia	DEVC 186	
College of the Rockies	CYFS 103	
Douglas College	CCSD 2350	CCSD 2460
Kwantlen University College	CSWC 1330	CSWC 1330
Langara College	EDAS 1100 & EDAS 1200	EDSA 1230
Malaspina University College	HSER 251	CSW 110
North Island College	HSW 167	HSW 211 & HSW 164
Northern Lights College	ECTA 115 & TEAC 142A	
Okanagan College	HSW 124	HSW 201
Selkirk College	CCSW 156	CCSW 170
Thompson Rivers University	HUMS 165	HUMS 175
University College of the Fraser Valley	HSER 192	HSER 192

CATEGORY 4: HEALTH & WELLNESS

INSTITUTION	WELLNESS	PERSONAL ASSISTANCE
Camosun College	CSW 120 & CSW 121	
Capilano College		
College of New Caledonia	DEVC 130 & 160	DEVC 130
College of the Rockies		HSWR 108
Douglas College	CFCS 1120	CCSD 2370
Kwantlen University College		SETA 1280
	HSWC 1305 & HSWC 1205	CSWC 1285
Langara College		EDAS 1130
Malaspina University College		CSW 112
North Island College		HSW 166
Northern Lights College		
Okanagan College		HSW 213
Selkirk College	CCSW 165	
Thompson Rivers University	HUMS 166	HUMS 166
University College of the Fraser Valley	HSER 120	HSER 196

CATEGORY 5: COMMUNICATION

INSTITUTION	INTERPERSONAL	WRITTEN	GROUP
Camosun College	PSYCH 154	ENGL 150	
Capilano College	SEA 102		
College of New Caledonia	DEVC 140		
College of the Rockies	CYFS 101 & 202	CYFS 105	
Douglas College	CFCS 1220	CMNS 1110 or 1115 or ENGL 1130	
Kwantlen University College	SETA 1111 & 1112	CMNS 1110	
	HSWC 1110		HSWC 1210
Langara College	EDAS 1230	ENGL 1127 or 1128	
Malaspina University College	HSER 150	ENGL 111 or 115	
North Island College	HSW 151	ENG 115	HSW 205
Northern Lights College	ECTA 121	ENGL 099 or 100	
Okanagan College	HSW 111	PCOM 152	HSW 205
Selkirk College	HSER 174	ENGL 110	
Thompson Rivers University	HUMS 151 &163	ENGL 181	
University College of the Fraser Valley	HSER 120	CMNS 155	

CATEGORY 6: COMMUNITY & RELATIONSHIPS

INSTITUTION	*COMMUNITY BUILDING*	*FAMILIES*
Camosun College	CSW 140	
Capilano College		
College of New Caledonia		
College of the Rockies		CYFS 108 or TA 106
Douglas College	CCSD 2380	CCSD 2330 & 2334
Kwantlen University College		
	CSWC 1230	HSWC 1345
Langara College		
Malaspina University College	HSER 110	
North Island College	HSW 164	HSW 157
Northern Lights College		
Okanagan College	HSW 121	HSW 114
Selkirk College		FAM 180
Thompson Rivers University	HUMS 164	HUMS 158 & 164
University College of the Fraser Valley	HSER 195	HSER 195

CATEGORY 7: PROFESSIONAL PRACTICE & ACCOUNTABILITY

INSTITUTION	*PROFESSIONALISM*	*FOUNDATIONS OF FIELD*	*DIVERSITY/SOCIAL JUSTICE ISSUES*
Camosun College	HHS 102 & 103	CSW 140	
Capilano College	SEA 101	SEA 100	
College of New Caledonia	DEVC 160	DEVC 150 & 160	DEVC 172
College of the Rockies	TA 101 or HSWR 115	HSWR 116 & 117 or TA 102	ECED 121
Douglas College	CFCS 1140	CFCS 1110	
Kwantlen University College	HSWC 1245 & 1145	SETA 1100 CSWC 1250	
Langara College	EDAS 1120	EDAS 1120	
Malaspina University College	HSER 101	HSER 101	
North Island College	HSW 190 / HSW 191 & HSW 153	HSW 152 & 153	HSW 152 & 209
Northern Lights College	TEAC 141A	TEAC 145	TEAC 148
Okanagan College	HSW 106		
Selkirk College	CCSW 155	SSW 161	CCSW 155
Thompson Rivers University	HUMS 158	HUMS 158 & 164	
University College of the FV	HSER 127	SOWK 131	HSER 190

INSTITUTION	*PRACTICUM I*	
	CSW	*EA*
Camosun College	CSW 141 & 142	CSW 142
Capilano College		SEA 109
College of New Caledonia	DEVC 199	
College of the Rockies	HSWR 118	TA 104
Douglas College	CCSD 1240	
Kwantlen University College	CSWC 1170	
		SETA 1270
Langara College		EDAS 1111
Malaspina University College	CSW 181	SEAC 181
North Island College	HSW 170 & HSW 171	HSW 170 & 174
Northern Lights College		TEAC 152
Okanagan College	HSW 130	
Selkirk College	CCSW 195	
Thompson Rivers University	HUMS 158 CCSW 165	
University College of the Fraser Valley	HSER 131	

KEY LEARNING OUTCOMES

CONCEPTS & SKILLS

CATEGORY 1: INCLUSION

Goal Statement: The fundamental purpose of all CASS programs is to support inclusion. The goal of inclusion is consistent with the *Canadian Charter of Rights and Freedoms* which states that

> every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. (Constitution Act, 1982).

Within the category of inclusion, there are four sub-categories: Disability; Planning; Learning Disabilities; Autism.

DISABILITY

Key Learning Outcomes
- Model and practice respect for diversity
- Promote respectful treatment of individuals
- Facilitate inclusion and participation
- Advocate for individual and family rights

Concepts
- History of societal treatment of people with disability
- Medical and social models of disability
- Depathologizing disability
- Classifications, language, labels
- Disability cultures – ie: deaf culture
- Philosophy of inclusion
- Personal rights – including children's and families'
- Principles of advocacy
- Principles of self-advocacy
- Self-determination
- Influence of own behaviour and values on inclusion
- Concept of least restrictive practices
- Public policy related to disability
- Universal design

Skills
- Advocacy strategies
- Honour diversity
- Treat others with respect
- Understand other cultures
- Communicate clearly – orally & in writing
- Know community contacts/supports
- Model appropriate behaviour and language
- Encourage & model inclusive practices
- Identify & remove barriers to inclusion
- Effective networking
- Promote independence of persons with disability

PLANNING

Key Learning Outcomes
- Develop and implement person-centred plans
- Assess and revise person-centred plans
- Participate effectively on a planning team

Concepts
- Person centred support
- Writing plans
- Assessment strategies/tools
- Observing & recording
- Objectivity
- Implementation/revision strategies
- Multi-disciplinary teams
- Issues in individualized planning
- Types of plans (i.e., IEP, PSP, MAPS, PATH)
- Participation in the planning process
- Elements of effective communication

Skills
- Think critically
- Analyze tasks
- Observe
- Record objectively
- Document
- Communicate clearly – orally & in writing
- Listen actively
- Speak publicly
- Work on a team
- Use various assessment tools
- Access resources / community agencies
- Use clear and objective language
- Provide positive, constructive feedback
- Provide unobtrusive, respectful support
- Monitor individual progress
- Provide appropriate assistance
- Identify individual's preferences, interests & needs
- Acknowledge & celebrate individual's successes

LEARNING DISABILITIES

Key Learning Outcomes
- Support individuals with learning disabilities to enhance learning in the school or community
- Identify appropriate learning material and strategies to meet individual needs and goals
- Use appropriate strategies to support positive behaviour management

Concepts
- History of learning disabilities field
- Theories of learning disabilities
- Definitions of learning disabilities
- Etiology of learning disabilities
- Cognition and language characteristics of persons with learning disabilities
- Personality & social characteristics of persons with learning disabilities
- Assessment of learning disabilities
- Learning characteristics in reading and language arts
- Learning characteristics in math
- Instructional strategies
- Adaptive behaviour of persons with learning disabilities
- Educational placements and services
- Behavioural interventions
- Metacognitive instructional approaches
- Technology for persons with learning disabilities
- Characteristics of adults with learning disabilities
- Vocational opportunities
- Services across the age-span

Skills
- Think critically
- Analyze tasks
- Observe
- Record objectively
- Document
- Communicate clearly – orally & in writing
- Listen actively
- Work on a team
- Use various assessment tools
- Access resources / community agencies
- Use clear and objective language
- Provide positive, constructive feedback
- Provide unobtrusive, respectful support
- Monitor individual progress
- Provide appropriate assistance
- Identify individual's preferences, interests & needs
- Acknowledge & celebrate individual's successes
- Use appropriate learning/teaching strategies
- Use a variety of behaviour guidance strategies
- Adapt / modify material

AUTISM

Key Learning Outcomes
- Design supportive learning environments
- Identify appropriate learning content, strategies and routines
- Use a functional approach to challenging behaviour
- Foster emotional regulations
- Apply appropriate strategies to promote family and peer involvement

Concepts
- Cognitive, social, communicative & sensory characteristics of individuals with autism
- Best practices
- Comprehensive, personal profile development
- Trans-disciplinary team member roles & responsibilities
- Picture communication
- Zone meters
- Task analysis
- Discrepancy analysis
- Antecedent learning strategies
- Consequential learning strategies
- Time supports
- Procedure supports
- Spatial supports
- Rule supports
- Sensory integration issues
- Functional assessment
- Observation techniques
- Family centred planning processes
- Individual Education Plans
- Choosing Outcomes and Accommodations for Children (COACH)
- Integrated activity/play groups
- Circle of Friends
- Relaxation and calming routines
- Social stories
- Self-management procedures
- Choice and control procedures

Skills
- Think critically
- Think creatively
- Analyze situations
- Observe
- Record objectively
- Document
- Use augmented & alternative communication strategies
- Use visual strategies
- Use precise language
- Use reinforcements
- Use organizational aides
- Proactively manage transitions
- Work on a team
- Use appropriate learning strategies
- Communicate clearly – orally & in writing

CATEGORY 2: HUMAN DEVELOPMENT

Goal Statement: Community and school support staff may assist persons of all ages in the course of their employment. A study of human development will help CASS students understand major development stages and issues in both individual and social contexts.

Within the category of human development there are two sub-categories: child development; and adolescent to adult development.

CHILD DEVELOPMENT

Key Learning Outcomes
- Recognize typical milestones of development
- Use knowledge of development principles to inform decisions and support strategy choices
- Clearly communicate rationale for decision making from a developmental perspective
- Apply child development principles and concepts into a familial and social context

Concepts
- Issues in human development
- Psychodynamic theory – Erickson/ Freud
- Learning theory
    - Behaviourism – Watson/Skinner
    - Social learning theory - Bandura
- Cognitive-developmental theory
    - Piaget
    - Kohlberg
    - Information procession theory
    - Vygotsky
- Ecological and systems approach
    - Brofenbrenner
    - Competence-environmental press theory
- Theories of intelligence
    - Hierarchical view of intelligence
    - Multiple intelligences - Gardner
- Sternberg's triarchic theory
- Individual learning styles
- Heredity, pre-natal development & birth
- Physical & cognitive development
    - Infancy
    - Early childhood
    - Middle childhood
- Socio-emotional development
    - Infancy
    - Early childhood
    - Middle childhood
- Developmental milestones
- Transitions
- Indicators of risk
- Typical and atypical development and implications for early detection

Skills
- Observe
- Record objectively
- Monitor children's developmental progress
- Think critically
- Analyze situations
- Support transitions
- Design developmentally appropriate activities
- Apply theory to self and others
- Communicate clearly – orally & in writing
- Identify indicators of developmental stage

ADOLESCENT – ADULT DEVELOPMENT

Key Learning Outcomes
- Recognize typical milestones of development
- Use knowledge of development principles to inform decisions and support strategy choices
- Clearly communicate rationale for decision making from a developmental perspective
- Apply adolescent/adult development principles and concepts into a familial and social context

Concepts
- Life-span perspective
- Selective optimization with compensation
- Life course perspective
- Theories of intelligence
    - Hierarchical view of intelligence
    - Multiple intelligences - Gardner
    - Sternberg's triarchic theory
- Individual learning styles
- Lifelong learning
- Physical & cognitive development
    - Adolescence
    - Young & middle adulthood
- Socio-emotional development - adolescence
- Forming relationships in young & middle adulthood
- Occupational & lifestyle issues in young & middle adulthood

- Physical changes & health in middle age
- Family dynamics & middle age
- Physical, cognitive & mental health issues in later life
    - Theories of aging
    - Continuity theory
    - Competence & environmental press
- Psychosocial, retirement, relationships & societal issues in later life
- Dying and bereavement
    - Sociocultural definitions of death
    - Legal & medical definitions
    - Ethical issues
    - The grieving process
- Indicators of risk

Skills
- Observe
- Record objectively
- Monitor developmental progress
- Think critically
- Analyze situations
- Support transitions

- Design developmentally appropriate activities
- Apply theory to self and others
- Communicate clearly – orally & in writing
- Identify indicators of developmental stages

CATEGORY 3: LEARNING & SUPPORT STRATEGIES

Goal Statement: Community and school support programs celebrate the concept of lifelong learning. In doing so, the programs recognize that learning is an active process; that people learn in a variety of ways and at different rates; and that learning is both an individual and social process (British Columbia Ministry of Education, 1989). CASS students are thus prepared to support the lifelong learning of the individuals whom they assist in both the community and schools.

In the Learning and Support Strategies category, there are five subcategories: Observing and Recording; Teaching and Learning Strategies; Modifying Curriculum; Behaviour Support; and Alternative and Augmentative Communication

OBSERVING AND RECORDING

Key Learning Outcomes
- Use a variety of observation/assessment tools in an objective manner
- Make appropriate choices for use and implementation of observation/assessment tools
- Summarize, analyze and evaluate data in a useful and appropriate manner

Concepts
- Importance of observation
- Use of observation in human services practice
- Observation as a continuous process
- Formal & informal observation
- Action research
- Mandate of the observer
- Ethics of observation
- Confidentiality
- Perception
- Objectivity and bias
- Cultural bias
- Use/misuse of data
- Access to information
- Consent/individual rights
- Observation formats
  - Anecdotal/narrative recordings
  - Checklists
  - Time and event samples
  - Graphs, pie and bar charts, histograms
  - Longitudinal studies
  - Sociograms
  - Portfolios
- Management of data

Skills
- Observe
- Record objectively
- Communicate clearly – orally & in writing
- Use precise language
- Think critically
- Analyze data
- Choose appropriate observation/assessment tools
- Use a variety of observation/assessment tools
- Listen

TEACHING AND LEARNING STRATEGIES

Key Learning Outcomes
- Design and implement an appropriate formal teaching plan
- Use a variety of teaching and support strategies/skills to provide learning support in formal and informal situations
- Assist individuals to meet their personal learning needs in ways that empower, give dignity and increase self-esteem
- Collaborate with team members to support and achieve goals

Concepts
- Learning styles & environments
- Teaching styles
- Multiple intelligences
- Instructional methods and materials
    - Natural cues
    - Fading
    - Task analysis
    - Single/multiple steps
    - Forward/backward chaining
    - Modelling
    - Guiding
    - Prompting
    - Cooperative learning
- Behavioural objectives
- Teachable moments
- Learning and the brain
- Motivation for learning
- Effects of exceptionalities on learning
- Importance of transfer & skill generalization
- School based teams
- Elements of effective communication
- Elements on effective teams
- Individualized education plans
- Special education philosophies
- Special education service provision
- Philosophy of inclusion
- Least restrictive practices
- Capacity building

Skills
- Think critically
- Think creatively
- Communicate clearly – orally & in writing
- Use precise language
- Work on a team
- Analyze tasks
- Observe
- Assess
- Self-assess

MODIFYING CURRICULUM

Key Learning Outcomes
- Identify barriers to the acquisition of skills
- Apply the principles of an age-appropriate, normative approach to individualized learning
- Adapt and/or modify curriculum materials and activities in response to student strengths and needs

Concepts
- Defining curriculum
- Goals of inclusive curriculum
- Normative approach
- Integrated resource packages (IRP)
- Adapting and modifying curriculum
- Classroom environments
- Goal setting
- Presentation
- Materials
- Assistance
- Representation of knowledge
- Assessment
- Academic content
- Organizational skills
- Test taking
- Study skills
- Time management
- Memory strategies
- Life skills

Skills
- Think critically
- Think creatively
- Communicate clearly – orally & in writing
- Use precise language
- Analyze tasks
- Observe
- Assess
- Self-assess
- Manage time
- Organize self & materials

BEHAVIOUR SUPPORT

Key Learning Outcomes
- Recognize challenging behaviour as a form of communication
- Use context (i.e., health issues, social situation etc.) to understand purpose of behaviour
- Utilize a functional analysis approach to understand the meaning, function and communication of challenging behaviour
- Assess, plan, implement and revise a positive behaviour intervention/support plan
- Promote positive change through the use of a variety of positive support strategies
- Collaborate with team members to support and achieve goals

Concepts
- Importance of identifying & addressing challenging behaviour
- Reasons why challenging behaviour occurs
- Behaviour as communication
- Avoiding & diffusing negative behaviour
- Functional analysis of behaviour
- Punishment and reinforcement
- Alternatives to punishment
- Creating a safe environment

- Assessment tools
- Functions of behaviour
- Setting events
- Antecedents
- Consequences
- Intervention strategies
- Replacement behaviours
- Multidisciplinary teams
- Community resources

Skills
- Think critically
- Think creatively
- Observe
- Record objectively
- Document
- Communicate clearly – orally & in writing

- Analyze situations
- Use assessment tools
- Synthesize information
- Choose & apply appropriate strategies
- Work on a team

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION (AAC)

Key Learning Outcomes
- Consider the unique nature of an individual's situation and communication needs
- Identify, respond to and respect the dynamic nature of an individual's present and emerging communication methods
- Identify strategies to maximize the communication potential of each situation
- Develop, implement and revise methods and tools to meet the individual's AAC needs
- Match individual's needs and abilities to AAC formats and methods

Concepts
- Definition of communication
- Definition of augmentative communication
- Causes of communication breakdown
- Pre-language skills
- Assessment strategies
- Data collection
- Importance of communication
- Effects of ineffective or limited communication
- Static/symbolic communication
- Dynamic/gestural communication
- Steps in development/selection of communication systems
  - Access
  - Level of representation
- Portability
- Assessment
- Vocabulary selection
- Organization
- Design and development of symbolic system
- Design and development of gestural system
- Sign systems
- Sign language
- AAC tools & technologies
- AAC support strategies
- Facilitation role
- Community resources

Skills
- Think critically
- Think creatively
- Observe
- Record objectively
- Document
- Communicate clearly – orally & in writing
- Listen actively
- Analyze situations
- Use assessment tools
- Synthesize information
- Choose & apply appropriate strategies
- Use AAC tools & technologies
- Work on a team
- Access community resources

CATEGORY 4: HEALTH & WELLNESS

Goal Statement: Maslow (1968) identified basic physiological needs, such as health and wellness, as foundational to the development of a person toward his/her potential. Supporting the health and wellness of individuals is of primary importance within community and school support programs. Equally important is the sharing of those skills necessary to ensure that community and school support staff know how to maintain their personal level of health and wellness.

In the category of Health and Wellness, there are two sub-categories: Wellness and Personal Assistance.

WELLNESS

Key Learning Outcomes
- Care for self in each of the domains of wellness – physical, emotional, social, intellectual and spiritual
- Apply stress management techniques into own life
- Be self-aware

Concepts
- Importance of personal wellness
- Wellness paradigms
  - Physical
  - Mental
  - Emotional
  - Social
  - Spiritual
- Holistic aspect of wellness
- Importance of self-awareness
- Wellness assessment tools
- Reflective writing
- Personal boundaries
- Theories of stress management
- Personal styles of stress management
- Stress management techniques
- Interpersonal skills
- Burnout
- Personal development
- Balancing home and work

Skills
- Self-assess
- Think critically
- Think creatively
- Observe
- Communicate clearly – orally & in writing
- Listen actively
- Analyze situations
- Use assessment tools
- Synthesize information
- Choose & apply appropriate strategies

PERSONAL ASSISTANCE

Key Learning Outcomes
- Support self-determination of individuals receiving personal assistance
- Anticipate and prevent potential health problems for individuals receiving personal assistance
- Demonstrate proper safety awareness while supporting another's personal care
- Provide individualized personal assistance to others
- Collaborate with team members to support and achieve goals

Concepts
- Holistic approach
- Participation and independence
- Inclusive philosophy
- Caring
- Personal assistance roles
- Legal/ethical concerns
- Environments of practice
- Safety/universal precautions
  - Infection control
  - Sterile technique
  - Personal hygiene & grooming
  - Seizure management
  - Medications management
- Body systems
  - Cardio-respiratory
  - Musculoskeletal
  - Nervous
  - Skin
- Gastrointestinal
- Elimination
- Body mechanics
- Lifts/transfers
  - Equipment and slings
  - Back care
- Positioning
- Skin care and hygiene skills
  - Dressing & grooming
  - Pressure relief
- Dental health & oral care
- Feeding & swallowing
- Food handling
- Dysphagia
- Incontinence & related skills
- Mobility/Immobility & related skills
- Pharmacology

Skills
- Respect privacy
- Seek feedback
- Use touch appropriately
- Seek informed consent
- Maintain confidentiality
- Advocate
- Listen actively
- Communicate clearly – orally & in writing
- Assess individuals/situations
- Observe
- Document
- Communicate with team members
- Consult/refer when appropriate
- Use proper hand washing technique
- Report & record safety & health concerns
- Apply universal precautions
- Follow personal assistance procedures
- Adapt procedures to individual/situation
- Lift appropriately
- Recognize health/non-health indicators

CATEGORY 5: COMMUNICATION

Goal Statement: Clear and effective communication skills are integral to the process of supporting others, and community and school support staff will find themselves relying on these skills daily. As a result, the community and school support programs across the province see education in verbal, non-verbal, interpersonal and written communication as foundational to the skill development of support staff.

In the communication category, there are three sub-categories: Interpersonal Communication, Written Communication, and Group Communication.

INTERPERSONAL COMMUNICATION

Key Learning Outcomes
- Use self-awareness and the tools of the reflective practitioner to gain perspective and respond wisely to a variety of interpersonal situations
- Use effective interpersonal communication skills
- Use effective group skills
- Demonstrate constructive techniques for managing conflict

Concepts
- Importance of interpersonal skills
- Ethical components of communication
- Impact of relationship & context
- Significance of culture
- Self-disclosure
- Developing and maintaining trust
- Styles of communication
- Verbal communication
- Non-verbal communication
  - Paralanguare
  - Self-presentation
  - Environmental management
- Listening skills
  - Attending
  - Understanding
  - Remembering
- Evaluating
- Responding skills
- Empathizing
- Questioning
- Paraphrasing
- Supporting
- Interpreting
- Praising
- Constructive criticism
- Resolving interpersonal conflicts
- Assertiveness
- Confrontation and negotiation
- Group skills
- Anger, stress, & managing feelings
- Barriers to interpersonal effectiveness

Skills
- Listen actively
- Identify & assess non-verbal communication
- Choose & apply appropriate responding techniques
- Think critically
- Analyze messages
- Synthesize information
- Choose & apply appropriate conflict resolution strategies
- Give feedback appropriately
- Receive feedback appropriately
- Self-assess
- Work as part of a group

WRITTEN COMMUNICATION

Key Learning Outcomes
- Identify and analyze the context, message, audience & purpose of written documents
- Organize and write concise, effective documents
- Research and document information for a variety of audiences and purposes
- Use grammar and other writing conventions appropriately

Concepts
- Writing process
  - Context
  - Message
  - Purpose
  - Audience
  - Planning
  - Shaping
  - Drafting
  - Revising
  - Editing
  - Proofreading
- Rhetorical strategies
  - Introductory paragraphs
  - Body paragraphs
  - Topic sentences
  - Developing with details
  - Coherent paragraphs
  - Process
  - Comparison/ contrast
  - Analysis & classification
- Cause & effect analysis
- Persuasion
- Concluding paragraphs
- Reading critically
- Thinking critically
- Document design
  - Letter
  - Memo
  - Fax
  - Email
  - Application letter
  - Resume
  - Research report/essay
- Basic visual elements
  - Page design
  - Headings & lists
  - Figures & tables
- Basic grammar
  - Parts of speech
  - Sentence structures
  - Verbs
- Subject-verb agreement
- Pronoun-antecedent agreement
- Pronoun reference
- Pronoun case
- Adjectives & adverbs
- Correct sentences
  - Sentence fragments
  - Run-on sentences
  - Sentence shifts & disjointed sentences
  - Misplaced & dangling modifiers
  - Parallelism
- Punctuation
- Spelling & mechanics
- American Psychological Association (APA) documentation

Skills
- Think critically
- Think creatively
- Think logically
- Read critically
- Analyze
- Synthesize
- Apply appropriate formats
- Apply grammar & usage rules
- Organize information
- Research information
- Write concisely
- Write logically
- Use clear language
- Apply documentation formats
- Edit own writing
- Proofread own writing
- Use word processing/publishing programs

GROUP COMMUNICATION

Key Learning Outcomes
- Demonstrate self-awareness regarding one's skill, personal style, and values when working in groups
- Apply knowledge of group structure, process and interpersonal dynamics to effectively achieve group goals
- Practice a variety of group roles, including leadership
- Apply effective problem solving strategies to leadership dilemmas

Concepts
- Types of groups
- Group dynamics
- Roles within groups
- Personal style & effect on others
- Giving feedback
- Receiving feedback
- Participatory decision making process
  - Full participation
  - Mutual understanding
  - Inclusive solutions
  - Shared responsibility
- Leadership styles
- Problem solving strategies

Skills
- Analyze own skills, style & values
- Use effective Interpersonal communication skills
- Listen actively
- Observe, interpret & respond to non-verbal communication
- Apply leadership skills
- Choose & apply problem solving strategies

CATEGORY 6: COMMUNITY & RELATIONSHIPS

Goal Statement: One of the primary goals of community and school support programs is to facilitate the integration of individuals with disabilities into society. Thus, a strong emphasis is placed on ways to support individuals and families as they build relationships and personal networks and access community services and supports.

In the category of Community and Relationships there are two subcategories: Community Building and Families

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COMMUNITY BUILDING

Key Learning Outcomes
- Utilize strategies for assisting individuals in developing their network of valued relationships and friendships in their community
- Utilize strategies for community building and community connecting
- Be aware of current trends and issues affecting people with disabilities, their family, support worker(s) and community

Concepts
- Current trends & issues
- Disability history & culture
- Societal & professional stereotypes
- Rights & freedoms
- Entitlements
- Asset based vs. service based models of support
- Quality of life indicators
- Facilitating friendships
- Strengthening relationships
- Networking
- Social skills development
- Transition from school to community
- Work & employment alternatives
- Community living alternatives
- Sexuality & social needs of people with disabilities
- Leisure support needs & service planning
- Defining community
- Community capacity
- Community connecting
- Community building strategies
- Ethical issues

Skills
- Communicate clearly – both orally & in writing
- Use effective interpersonal communication skills
- Make comparisons
- Analyze information
- Make & reflect on choices
- Draw conclusions
- Network
- Work as part of a team
- Advocate

FAMILIES

Key Learning Outcomes
- Observe, record and analyze family interactions
- Choose and apply positive, family-centred strategies to support families
- Approach family support from a perspective of strengths and assets
- Collaborate with others to support and achieve goals

Concepts
- Contemporary definitions & functions of the family
- Changing trends in the family
- Relationship between individual development & family dynamics
- Family systems theory
- The Genogram
- The family life cycle
- Family interconnectedness
- Closeness & distance
- Differentiation
- Fusion
- Triangles
- Family rules
- Family violence issues
- Families in crisis
- Families & stress issues
- Impact of gender, culture & socio-economics
- Support strategies
- Parental response to have a child with a disability
- Societal attitudes toward people with a developmental disability
- Family & cultural attitudes toward people with a developmental disability
- Role of support worker with the family
- Formal & informal supports available to families
- Individual & family rights
- Legislation – guardianship & protection

Skills
- Observe
- Record objectively
- Analyze situations
- Consider another's perspective
- Work as a team member
- Communicate clearly – orally & in writing
- Choose & apply appropriate support strategies
- Recommend/access appropriate support services

CATEGORY 7: PROFESSIONAL PRACTICE & ACCOUNTABILITY

Goal Statement: Ultimately, the goal of the community and school support programs across the province is to support students to become competent and professional practitioners in the field. Thus, topics such as professionalism, ethics, and social justice issues are seen as cornerstones to professional practice. Likewise, each CASS program emphasizes practical experience and offers supported field experiences so that students can synthesize and apply the knowledge and skills learned in the classroom to everyday work situations.

In the category of Professional Practice and Accountability, there are four sub-categories: Professionalism, Foundations of the field, Diversity/Social Justice Issues and Practicum I.

PROFESSIONALISM

Key Learning Outcomes
- Engage in exemplary practice
- Follow professional obligations and commitments as outlined by a pertinent professional code of ethics
- Use a decision making model to make ethical decisions

Concepts
- Ethical standards & principles
- Decision making models
- Role of support worker
  - Professional responsibilities
  - Legal responsibilities
- Exemplary practice
- Code of ethics
- Values & beliefs
- Ethical practice
- Critical thinking frameworks
- Confidentiality
- Abuse & neglect
- Basic safety awareness
- Personal & professional boundaries

Skills
- Think critically
- Choose & apply a decision making model
- Self-assess
- Identify & maintain personal and professional boundaries

FOUNDATIONS OF FIELD

Key Learning Outcomes
- Use understanding of both current and historical policies, perspectives and philosophies to inform professional practice

Concepts
- Government
- Systems theory
- Legislation and policy trends
- Social service system
  - Definition of social work
  - History of social work
  - Core social work perspectives
  - Values & ethics
  - Types of social work practice
  - Human diversity & social work practice
- Education system
  - History of education
  - History of special education
  - Educational philosophies
  - Inclusive education
  - Funding & service delivery
  - Roles & responsibilities
- Legal issues
- Service delivery models
- Labelling
- Historical treatment of people with disabilities
- Social problems – causes, consequences & interventions

Skills
- Think critically
- Synthesize information
- Apply theory to practice

DIVERSITY/SOCIAL JUSTICE ISSUES

Key Learning Outcomes
- use personal understanding of diversity/social justice issues to support individuals in the community or school
- Use personal understanding of diversity/social justice issues to advocate for individuals in the community or school

Concepts
- Diversity
- Diversity/Social justice issues
  - Appearance & age
  - Class
  - Culture
  - Ability/disability
  - Gender
  - Language
  - Race
  - Religion/spirituality
  - Sexual orientation
  - Poverty
  - homelessness
- Stereotyping
- Prejudice
- Racism
- Bias
- Values
- Beliefs
- Multiculturalism
- Multicultural education

Skills
- Think critically
- Analyze situations
- Analyze media
- Advocate
- Communicate clearly, orally & in writing
- Listen actively

PRACTICUM I – MINIMUM 100 HOURS FIELD EXPERIENCE

Key Learning Outcomes
- Integrate theoretical knowledge with practice experience
- Establish effective relationships with children and/or adults
- Work effectively as a team member
- Practice ethically & accurately assess the quality of own performance
- Communicate in a caring, respectful and clear manner

Concepts
- Self-assessment
- Professional development
- Code of ethics
- Confidentiality
- Professionalism
- Protocols & policies
- Roles & responsibilities
- Professional standards
- Networking/team building
- Record keeping
- Legislation
- Abuse/neglect
- Professional & personal boundaries

Skills
- Think critically
- Think creatively
- Observe
- Record objectively
- Synthesize experiences
- Analyze situations / experiences
- Self-assess
- Receive feedback
- Reflect & adapt
- Communicate clearly – orally & in writing
- Set goals
- Work on a team
- Choose & apply appropriate support strategies
- Recommend/access appropriate support services
- Advocate for social justice and self determination
- Identify and maintain personal and professional boundaries

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APPENDIX

TRANSFER INNOVATIONS PROJECT PROPOSAL

SUBMITTED JANUARY, 2005

Transfer Innovations Project Proposal Form to be submitted to the Transfer & Articulation Committee BC Council on Admissions & Transfer 709 - 555 Seymour Street, Vancouver, B.C. V6B 3H6 phone (604) 412-7700 fax (604) 683—0576 email: admin@bccat.bc.ca

Date mailed/e-mailed/faxed: January 18, 2005 (For consideration at February 3, 2005 meeting)

Note: Before completing this Project Proposal Form, please read "Transfer Innovations Initiatives Request for proposals".   This document, as well as the Proposal Form, is posted on the BCCAT website at: http://bccat.bc.ca In the Articulation Committee sections, choose Articulation Projects in the drop-down menu, and then select Project Application Information. The completed proposal form may be returned to BCCAT by regular mail, by fax or by e-mail.

Date mailed/e-mailed   January 18, 2005

A.   Name of Committee or group applying for Project

Community & School Support (CASS) Articulation Transfer Subcommittee
(Human Services Articulation Committee)

B.   Contact Name(s) and Information

Beverley Currie, Instructor   email: currieb@cnc.bc.ca
College of New Caledonia   Phone: 1-800-371-8111, Local 391
3330 – 22nd Avenue   Fax: 250-561-5816
Prince George, BC
V2N 1P8

C.   Proposed Main Contractor or Team Members, with contact information.

Carolyn Robertson, Kwantlen College   Carolyn.Robertson@kwnatlen.ca
Kathy Handley, Northern Lights College   khandley@nlc.bc.ca
Diane Koch, Capilano College   dkoch@capcollege.bc.ca
Shari Harrison, Northern Lights College   sharriso@nlc.bc.ca

Shari Harrison of Northern Lights College is currently being considered for the position of Project Coordinator. Please see attached her resume. Kathy Handley, also of Northern Lights College, will be available to provide direct, on-site support to Shari while doing this work. Kathy was very directly involved with the successful Early Childhood Education (ECE) Provincial Block Transfer work initiated in 2003 and will bring this experience to the CASS project.

The College of New Caledonia has agreed to administer the grant, if it is approved.

D.   Applying for Which Project
Project 2. Descriptive Pathways Project [√]

E.   **Brief description of transfer patterns in this discipline, along with any difficulties encountered by students or institutions. (attach additional pages if required.)**

The Community & School Support (CASS) is one of three sub-sector committees within the provincial Human Services Articulation Committee.   CASS programs are offered by 14 publicly funded colleges and university colleges in B.C. Currently, there are approximately 800 full and part-time students enrolled in these programs. In addition, the Community Social Services Employers Association (CSSE) has identified that approximately 2500 individuals are employed in this service sector but have no formal training. All of these current and prospective students would benefit from having a clear transfer process in place.

Current transfer procedures are not formalized.   The transfer process tends to be haphazard and inefficient. Several problems are created for students and the educational institutions involved.

1. For the most part, transfer is determined for each individual student on a course-by-course basis. Most transfer requests come from students who are mobile. The student may begin a program in one location but need to finish it in another. It is up to each student to gather documentation and request that this information be evaluated by the receiving institution. This can be very time consuming. There is also no assurance transfer will be granted.

2. To date, few CASS programs have formal transfer agreements documented by BCCAT. Few of the course transfers that have been negotiated are documented in the transfer database. As a result, options for expanding educational opportunities are not immediately apparent to students.

3. Another common scenario occurs with program graduates. Employers may recognize a local program but not understand the equivalency of courses or programs offered in other regions. As a result, new employees may have to repeat courses that are the same or very similar to ones they have completed successfully elsewhere.

4. At this time, there is a lack of consistency in program design across the province. Although this has many advantages, it makes the articulation process between institutions very difficult. Adopting a set of learning outcomes provincially would enhance program consistency. This would support clearer articulation between colleges while at the same time permitting individual institutions to respond to their unique regional needs.

5. In response to students' requests for a clearer, formalized transfer process among programs, the CASS Sub-sector Committee has been working towards this end for the past three years. We have examined the learning outcomes, content, and structures of all CASS programs. This process has helped to establish program standards that we agree to as a group.

F.   **Description of outcomes desired from project**

The goal of this project is to produce:

- A matrix of equivalencies that outlines transferability between courses and/or course clusters
- On-line access to this matrix on the BCCAT On Line Transfer Guide – Program Transfer
- An identified process to ensure updates to the matrix of equivalencies are provided on an on-going basis.

G.   Description of process to be followed to achieve these outcomes

The process will consist of:

- Contracting a Consultant to work in consultation with the CASS Subcommittee
- Developing guidelines for transferability decisions
- Developing a template for a transfer matrix
- Analyzing learning outcomes to determine equivalencies for course by course or course cluster transferability
- Developing a matrix outlining transfer
- Participating institutions validating draft matrix
- Human Services Articulation Committee adopting matrix
- Posting of matrix with BCCAT On Line Transfer Guide – Program Transfer
- Determining a process for annually updating transfer information

H.   Description of articulation committee endorsement/approval process of this proposal (e.g. attach motion, minutes)

This proposal was endorsed unanimously by both the CASS Sub-sector Articulation Committee and the larger Human Services Articulation Committee during their meetings held in Kamloops in June, 2004. The 14 public post-secondary institutions offering Community and School Support Programs endorsing the project at this meeting were:

- Northern Lights College
- College of the Rockies
- Malaspina University College
- Selkirk College
- College of New Caledonia
- Okanagan University College
- Camosun College
- University College of the Cariboo
- Capilano College

- Douglas College
- Kwantlen University College
- North Island College
- University College of the Fraser Valley
- Langara College (Although not in attendance, in full support of proposal – email attached)

The CASS Sub-sector Articulation Committee and the larger Human Services Articulation Committee passed the following motion of support:

> *"This sub-sector supports the application to BCCAT for funds through the Transfer Innovation Initiatives grant, through a letter of intent and subsequent request for proposal, to further facilitate and formalize the inter-institutional/inter-program articulation and transfer for students in our sub sector."*

In addition, The CASS Sub-sector Articulation Committee authorized Carolyn Robertson (Kwantlen University College); Kathy Handley (Northern Lights College); Diane Koch (Capilano College); and Beverley Currie (College of New Caledonia) to write a Letter of Intent and a full Descriptive Pathways Proposal for submission to BCCAT on its behalf.

I.   Attach detailed proposed budget (see accompanying Budget Guidelines)

Please see Attachment #1

J.   Deliverables for the Project (see document 'transfer Innovations Projects: Descriptions & Deliverables'. Attach sheet detailing which of these, or any others, will be achieved.

This project will result in:

▪   A negotiated provincial Transfer Matrix for CASS programs which will be posted online in the BCCAT transfer guide.

▪   Transfer Guide for instructors and institutions outlining:

➢   expected core learning outcomes for CASS programs
➢   the process for updating the Transfer Matrix annually
➢   criteria and process for establishing transfer of new courses or programs.

K.   Anticipated Timelines and Key Steps to Followed (attach calendar of events.)

Date of Interim Report: June 30, 2005

Date of Final Report: November 30, 2005

Please see Attachment #2: Calendar of Events

L.   Signature of Chair(s) of Committee or group applying for Project Funding

_____   _____
Carolyn Robertson, Chair   Beverley Currie, Chair
CASS Sub-sector   CASS Sub-sector
Human Services Articulation Committee   Articulation & Transfer Sub-committee

M.   Signature of Administrator at Contractor's home institution (see Request for Proposals p. 4, section 'Support from Home Institution(s)')

_____
Marcia Timbres, Dean
College Foundations Division
College of New Caledonia

IF PROPOSAL IS APPROVED, A DETAILED CONTRACT WILL BE PREPARED BETWEEN BCCAT AND MAIN CONTRACTTOR

Attachment #1: Proposed Budget*

Time Frame of Activities: April – November, 2005

Consultant:	31 days @ 250.00/day	
	(or equivalent)	7750.00
GST (7%):		542.50
Coordinator Expenses (clerical support, etc):		500.00
Travel:		600.00
Grant Administration		500.00

TOTAL: $ 9892.50

* In-kind contributions of participating institutions include proposal development, consultation with institutional administrators, minor printing, faxing etc.

Attachment 2 Calendar of Events

This calendar of events is based on BCCAT's approval of the proposal by February 3, 2005

Early April, 2005	Contract Consultant Transfer data to/orient Consultant Teleconference of Subcommittee/Consultant to identify key components of project
Early June, 2005	Transfer Guide Draft & Transfer Matrix Draft reviewed by Subcommittee Draft documents emailed to all CASS Articulation Sub-sector for feedback
Mid June, 2005	Draft Transfer Guide and Draft Transfer Matrix are presented at provincial Human Services Articulation meetings.
Late June, 2005	Feedback from articulation group is incorporated
September, 2005	Final version of Transfer Matrix and Transfer Guide are emailed to all CASS Articulation Sub-sector members
October, 2005	Electronic (interim) Posting of Transfer Matrix Final Report and financial reconciliation
November, 2005	Public access to electronic posting on BCCAT website