

DISCOVERY COMMUNITY COLLEGE

SCHOOL OF HUMAN SERVICES

Community Support Worker with Cooperative Work Experience

CURRICULUM GUIDE

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PURPOSE

This Community Support Worker Diploma Program is designed to provide students with the skills, knowledge, and attitudes required to work in a personal support role in a variety of community settings. Graduates are prepared to work in areas such as community social service agencies, support services for all ages, group home settings, and in the public school system as support personnel for differently abled children and youth.

PROGRAM DESIGN

The Community Support Worker diploma program with Cooperative Work Experience is offered over 91 weeks: 48 weeks of classroom courses plus 43 weeks of cooperative work experience placement that includes 2 weeks of classroom preparation and conclusion.

The program is comprised of:

- Introduction to Microsoft Computer Skills [3 weeks]
- Community Support Worker – Personal Support [15 weeks]
- Community Support Worker – Education Assistant [15 weeks]
- Community Support Worker – Community Mental Health [15 weeks]
- Community Support Worker – Cooperative Work Experience [43 weeks]

Introduction to Microsoft Computer Skills

The focus in this short program is on helping students to learn and practice their computer skills.

Introduction to Windows (6 hours)

MS Outlook (8 hours)

MS Word (30 hours)

MS PowerPoint (16 hours)

Community Support Worker – Personal Support

The focus in this program is on the personal care of self and others and preparation for the profession of Community Support Worker. Typical human development is examined.

Communication (interpersonal) (76 hours)

- learn and use the communications skills that will facilitate effective working and personal relationships with individuals that require assistance and with members of the care team; these skills will also provide a behavioural foundation for conflict management and negotiation

Personal Growth (24 hours)

- use life skills as problem solving behaviours appropriately and responsibly in the management of personal affairs
- take care of your physical, intellectual, emotional, and spiritual needs
- plan personal growth and manage change

Life Span Development (48 hours)

- learn the theory and concepts of human development from prenatal to elderly
- describe the parameters of typical physical, emotional, intellectual, moral, spiritual development throughout the human life span

Mental Health (40 hours)

- understand the historical and current context of human services in Canada, with an emphasis on mental health and substance-related problems

Supportive Care (76 hours)

- use care aide skills and knowledge, adaptive devices, and personal care plans to care for and support individuals that require support

Professional Growth (36 hours)

- gain a comprehensive overview of the range of responsibilities and competencies in the profession
- know the relevant governing legislation and community agencies
- become competent lifelong learners and highly ethical professional practitioners

Community Support Worker – Education Assistant

The focus in this program is on children and youth who require support in the community, and especially in the school setting.

Communication (relationship building) (48 hours)

- build and establish relationships with children and youth
- learn the skills needed to participate in effective team building in the school setting

Child Development (28 hours)

- an introduction to theories of child development from birth to adolescence

Mental Health (60 hours)

- special emphasis on challenges experienced by exceptional children and youth in the school setting
- learn how to provide appropriate support for the differently abled child or youth (this course is integrated with Life Span Development)

Life Span Development (48 hours)

- learn and apply your knowledge of the physical, cognitive, emotional, social, and moral development of children and youth
- emphasis on knowledge of special needs and health conditions that may affect the development of children or youth (this course is integrated with Mental Health)

Education/Teaching Assistant (116 hours)

- provide support for children and youth in a school setting
- application of adapted and modified teaching strategies and their relationship to the different learning styles of individuals
- learn techniques and skills that are needed to work with students who have mental, physical, and learning/behaviour challenges within the classroom setting

Community Support Worker – Community Mental Health

The focus in this program is on adults who require assistance in a community and or supportive environment.

Communication (supportive) (76 hours)

- learn to interact with individuals who require assistance in ways that actively support
- use communication skills that support and empower differently abled adults to live self-directed lives

Life Span Development (48 hours)

- identify the challenges and recognize the conditions affecting the life span development of adults
- provide appropriate support

Mental Health (140 hours)

- apply your knowledge of conditions affecting the mental health of adults and use your knowledge of broad range of psychiatric illnesses and development challenges to support adults who are differently abled

Professional Growth (36 hours)

- review your employability skills and practice job research techniques
- update your résumé and cover letter, review the developed portfolio, and use employment related skills or business skills to attain and maintain your career

Community Support Worker – Cooperative Work Experience

Cooperative work experience is designed to provide students with workplace experience and new or improved employment skills by integrating related classroom learning with practical work experience.

Students are required to assist in finding their cooperative work experience placement(s).

Students may have to (or want to) travel outside of their home community to attend their work experience placement. Students must be able to attend their placement as scheduled; this may be on days, evenings, or weekends. Students will be required to supply their own transportation to their placements and to assume any other related costs.

Students on a cooperative work experience are paid by their placement host.

Students must have successfully completed all the courses in the Community Support Worker program prior to attending the cooperative work experience placement.

A *Community Support Worker with Cooperative Work Experience Diploma* is awarded upon successful completion of the full program. The three modules (semesters) may be completed in any order and applicants may start at the beginning of any one of them. Individual program certificates will also be awarded upon successful completion of each program. These individual certificates (and transcripts) will be available at the end of each student's complete program of study.

Schedule

Classes are scheduled for 20 hours per week. Class schedules vary and will be given to students during their admission to the program. Class times and schedules may change.

Cooperative work experience schedules may include class sessions as well as work placement and attendance at both is mandatory. Work experience placement may be scheduled on days, evenings, and weekends, and may vary in length (e.g. 8- or 12-hour shifts).

Total program hours prior to cooperative work experience	960 hours
Total program hours cooperative work experience	860 hours

Total program hours 1,820 hours

Methods of Instruction

Primary methods of instruction will include demonstrations, discussion, practice, individual guidance, and small group instruction.

Cooperative Work Experience placement

Students are encouraged to assist in finding practicum placements.

Placements will be at a variety of sites in the community. Please note that students may have to travel outside of their home community to attend their work experience placement. Students must be able to attend their placement as scheduled; this may be on days, evenings, or weekends. Students will be required to supply their own transportation to their placements and to assume any other related costs.

Students must have successfully completed all the courses in the program prior to attending their cooperative work experience. While on their practicum students must portray a professional image.

There may be off-site field trips arranged during the program as opportunity and resources allow. Students will be required to supply their own transportation for these.

ADMISSION REQUIREMENTS

Applicants must meet all of these requirements prior to acceptance into the program:

- Grade 12 graduation from BC secondary school or equivalent (ABE, GED) or equivalent from another school system OR be a mature applicant (19 years of age on the first day of class)
- If a mature applicant then provide proof of completion of grade 10 English from a BC secondary school or equivalent from another school system OR complete a Discovery Community College English assessment
- Signed consent for a criminal records check under the Criminal Records Review Program (CRRP)
- Applicants who are non-native English users (who have not completed grade 10 English as described above) must provide proof of satisfactory English proficiency as follows (either IELTS or TOEFL or an equivalent test):
 - IELTS overall band score level 6.0 and a minimum score of 6.0 in each of speaking, listening, reading, writing
 - TOEFL total score 60-78 and minimum individual scores of Reading 13-18, Listening 12-19, Speaking 18-19, Writing 21-23

Applicants interested in working with a school district upon graduation from the Community Support Worker program should note that many school districts require graduation from grade 12 for employment.

Applicants must meet with a DCC official and complete required documents.

Criminal Record Checks

Discovery Community College will submit each applicant's criminal record check (CRC) on-line to the Criminal Record Review Program (CRRP). The status of the CRC does not automatically prevent an applicant from attending this program. However, any CRC that reveals "relevant" offences may make limit work experience options.

Some work experience hosts may require their own RCMP criminal record check. It is the Student's responsibility to provide this directly to the host. We recommend that students apply to the RCMP for their criminal record check at the start of their first semester. If the criminal record check reveals information that raises concerns relevant to the placement the host may decline the placement.

Immunizations

Some work experience hosts require that students have a negative TB skin test or chest x-ray. It is the student's responsibility to book this test at least six weeks before their first work experience. Not having this test may restrict your choice of work experience host.

You should have a negative skin test dated within six months of the work experience placement. If you had a positive skin test (10 mm of induration or greater) at your last test, then a negative chest x-ray within one year of the placement is required.

RECOMMENDED STUDENT CHARACTERISTICS

Students must be genuinely concerned for and interested in helping and supporting people in need. You should be self-motivated, responsible, sensitive; and responsive to your own and others' needs. You should also be willing to engage in reflection on your own personal and professional development and in appropriate and relevant self-disclosure with class participants. Students must be willing and able to participate in class activities and discussions as speakers and active listeners. You should enjoy reading and study, and be able to write and record your thoughts and information gathered.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, graduates will possess the skills, knowledge, attitudes, and behaviours that will enable them to:

- Explain key concepts related to an overview of the profession of support worker, particularly the range of responsibilities and competencies required.
- Use communications skills to facilitate effective working and personal relationships with individuals who require support and co-workers.
- Interact with individuals in ways that actively support the differently abled person's ability to cope with daily concerns of living, and with emotional and psychological development.
- Know the skills necessary to manage the common tasks of living and use this knowledge and these skills to effectively manage their own lives as well as to coach individuals to use the same when appropriate.
- Learn about human development throughout the life span (prenatal to elderly) including the expectations and limits of the various stages of life; use this knowledge to identify behaviours associated with interrupted lifespan development.
- Gain an overview of mental health throughout the human lifespan and examine behaviour within a broad range of psychiatric illnesses, cognitive impairments, and developmental disabilities; focus on resources available within our community.
- Provide support for teachers and other professionals in the school setting and participate in the care and support of differently abled children and youth; assist them to learn educational, social, vocational, recreational, and personal life skills.

STUDENT COMPETENCIES

In order to meet program goals and learning outcomes, students will participate in a problem solving, case study, learner centered approach to education. You will be supported in this learning environment as a responsible, self-determining person, able to engage in cooperative, collaborative, team oriented learning.

Elements of performance and learning activities will include:

- Care of yourself and fostering of your physical, intellectual, emotional, and spiritual growth
- Care of your client and support of individuals needs
- Professional practice in a safe, ethical manner that recognizes the boundaries established by various community support agencies
- Professional communication with clients, families, colleagues, and members of the care team
- Knowledge of community mental health issues and principles of rehabilitation
- Knowledge of human development throughout the lifespan
- Knowledge, skills & techniques needed to work with children/youth with mental, physical, and learning/behavioural challenges within the classroom setting.

Competencies within these areas are integrated throughout the teaching and learning activities of this program.

RESOURCES

The required textbooks are listed in each course description and will be distributed as needed during the courses. The instructor will provide other resources such as handouts, web site addresses, etc. Computers are available for student use during regular College business hours (times may have to be booked). You will be learning in a well-equipped classroom.

ASSESSMENT and EVALUATION

Student progress and success will be assessed regularly throughout the program. This will be accomplished using a variety of evaluation tools. Assessment items used are fully described in course outlines.

Final transcripts will record all marks for courses within the program.

The passing grade for all courses is 70%. Students are required to pass all courses at each level of the program before moving on to the work experience.

REVISIONS

Information contained in this curriculum guide is correct at the time of publication. Content of courses and programs is revised on an ongoing basis to ensure relevance to changing educational, employment, and marketing needs. The instructor will endeavour to provide notice of any changes to students as soon as possible.