

DISCOVERY COMMUNITY COLLEGE

SCHOOL OF HUMAN SERVICES

Social and Community Service Worker

Curriculum Guide

Development Date: August 2022

Recent revisions: September 2022; December 2022; June 2023; July 2023.

Current revision: June 2025.

PURPOSE

This Social & Community Service Worker program is designed to provide students with the skills, knowledge and attitudes required to work as a personal service/support worker in a variety of community settings for adult populations. Graduates are prepared to work in areas such as community social service agencies, support services, group home settings, client homes, and day programs.

PROGRAM DESIGN

This program may be offered in these delivery formats:

- In person in the classroom at a DCC campus with work experience placements in the community.
- A combination of in person classroom learning and in person online learning (synchronous) with work experience placements in the community.

All online delivery of courses is synchronous – students attend scheduled classes virtually with instructor(s) and classmates. Whether courses are to be delivered in class or online will be described in the student contract and schedule.

Course list	Weeks	Hours	Delivery methods
GO 901 Get Oriented	1.0	20	In class or online
IT 701 Introduction to Microsoft Computer Skills	3.0	60	
ES 501 Employability Skills	1.0	20	
Foundational Certificates for SCSW*	2.4	48	In class
Communication for Supportive Care	3.6	72	In class or online
Personal Growth	1.2	24	
Human Development – Late Adulthood	2.4	48	
Mental Health for Supportive Care	3.8	76	
Professional Growth	1.8	36	
Supportive Care Theory and Application	2.2	44	
Enhanced Supportive Care and Practice	6.4	128	
Activity, Lifestyle & Fitness	1.2	24	
Work Experience – Practicum	4.0	100	
Totals	34.0	700	

*The Foundational Certificates course includes:

- FoodSafe level 1 (8 hrs)
- First Aid with CPR C/AED (16 hrs)

- Provincial Violence Prevention (8 hrs)
- Gentle Persuasive Approach (8 hrs)
- Learning Hub Certification (8 hrs)

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 social and community service worker, particularly the range of responsibilities and competencies required.
- Use communications skills to facilitate effective working and personal relationships with individuals with co-workers and individuals who require support.
- Describe adult human development.
- Compare and contrast typical and abnormal adult human development.
- Analyze and use best practices in support of a variety of common mental health issues and psychiatric illnesses.
- Describe and use best practice for supporting persons living with common illnesses in the community.
- Use practical first aid, CPR, violence prevention, gentle persuasive approach, and person being served safe handling skills.
- Use standard office systems and financial processes appropriate in the classroom and in the workplace.

Career Occupation

The Social and Community Service Worker program prepares students for career occupations as social and community service workers who may assist clients to deal with personal and social problems. They may be employed by social service agencies, mental health agencies, group homes, shelters, and substance abuse centres (NOC 2021 42201).

METHODS of 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.

The passing grade for all courses is 70%, or a pass in courses that are graded with a pass/fail. Students are required to pass all courses at each level of the program before moving on to work experience. Each course within a program must be passed to graduate.

ADMISSION REQUIREMENTS

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Applicants must meet the following requirements prior to acceptance into the program.

- Grade 12 graduation from BC secondary school or equivalent*, or equivalent* from another school system, or be a mature applicant (19 years of age on the first day of class).
- Satisfy **one** of the following language proficiency requirements:

- Completion of three years of full-time secondary (grades 8-12), or two years if the grades are 10, 11, 12, in English, in a country where English is one of the principal languages **.
 - *This may be demonstrated by providing a high school transcript, completion of a BC Adult Graduation program, or providing international education credentials recognized through WES, ICES, or IQAS.*
- Completion of two years of full-time post-secondary education, in English, in a country where English is one of the principal languages ** (includes international education credentials recognized through WES, ICES, IQAS.)
 - *Language development courses (i.e., ELL courses) cannot be included in this calculation.*
- Provide verified results for one of the English language proficiency tests listed below. Test results must be dated no more than two years before the start date of the program.

Mature student applicants.

- If the applicant is 19 years or older at the start of the program and is a Canadian citizen or permanent resident who cannot access their educational records or provide sufficient evidence of secondary or post-secondary education as described above, then:
 - Provide attestation that they have completed at least three years of full-time instruction in English in a country where English is one of the principal languages, and
 - Complete an Accuplacer English Assessment (Next Generation Reading, Writing, WritePlacer) with these minimum scores:
 - Reading 230
 - Writing 230
 - WritePlacer 4

English language proficiency tests.

- International English Language Testing System (IELTS academic, IELTS general, IELTS academic online)
 - Overall score of 5.5 minimum
- Test of English as a Foreign Language (TOEFL iBT or TOEFL iBT Home Edition)
 - Overall score of 46 minimum
- Canadian Academic English language Assessment (CAEL or CAEL Online)
 - Overall score of 40 minimum
- Canadian English Language Proficiency Index Program (CELPPIP General or CELPIP Online)
 - Scores of listening 6, speaking 6, reading 5, writing 5 minimum
- Duolingo English test (DET)
 - Overall score of 95 minimum
- Pearson test of English (PTE) academic
 - Overall score of 43 minimum
- Cambridge English qualifications B2 first exam (FCE)
 - Overall score of 160 or “C” minimum
- Cambridge linguaskill
 - Overall level of B2 minimum
- LanguageCert academic
 - Overall level of B2 minimum
- The Michigan English test (MET)

- Overall level of B2 minimum
- iTep academic
 - Overall score of 3.5 minimum
- Eiken
 - Placement of Grade Pre-1 minimum

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

*Equivalent:

For detailed information about equivalencies please speak with your DCC Admissions Advisor.

**Countries list:

For the list of countries where English is one of the principal languages speak to your DCC admissions advisor.

Important Note:

The Social & Community Service Worker program is not equivalent to, or recognized as, a BC Health Care Assistant Program. Graduates are not eligible for registration with the BC Care Aide & Community Health Worker Registry (BCCACHWR).

PRACTICE EXPERIENCE REQUIREMENTS

Work experience 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 are encouraged to assist in finding work experience placements.

The activities that the student will undertake during the work experience are described in the work experience course outline and/or in the work experience training plan.

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

Criminal Records Check

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Students must obtain a criminal record check under the terms of the Criminal Records Review Act and the Ministry of Justice process for educational institutions.

To accomplish the criminal record check (CRC) with the Criminal Record Review Program (CRRP) of BC, DCC will provide the link for the applicant to log in to the CRRP to complete their criminal record check request, as well as instructions to complete the next steps.

The status of the CRC does not automatically prevent an applicant from attending this program. However, any CRC that reveals “relevant” offences may limit work experience options.

A satisfactory criminal record check is one that shows no convictions for any offences reviewed under the Criminal Records Review Act by the Ministry of Justice of British Columbia, as well as no outstanding criminal charges.

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 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.

GENERAL INFORMATION

Course information will be given to students at the beginning of each course.

For online learning students will require a suitable device such as a laptop computer (preferably using Windows operating system), and access to internet services. We recommend a laptop with a keyboard (not just a touch screen) and additional devices such as a cell phone or tablet to use as a reading device for digital textbooks.

This program is offered in a cohort instructor led learning format. Primary methods of instruction include lectures, demonstrations, discussion, practice, individual guidance, and small group instruction. We use MS Teams and Moodle to host content, evaluate, and guide students; and MyLab IT to host some content.

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.

Schedules

Schedules may vary, and students must be prepared to attend in person and online classes as scheduled. Schedules will be distributed at the beginning of the program. Class times may be subject to change. Students must be able to attend all classes: either in the campus classroom or in the online classroom, and at a host facility for work experience.

Resources and Equipment

The required textbooks and e-books for this program will be distributed as needed during the courses. The instructor will provide other resources such as online handouts, study aids, and other electronic resources as needed.

Classes will take place either in the virtual online classroom or in a campus classroom. DCC uses Office 365 Teams environment as the online platform. All students will receive a free license and access to student software while enrolled in this program.

Student Competencies

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.

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

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.

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.
