



School of Health and Community Services
2013-2014

Social Services Worker

PROGRAM GUIDE

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Please note the following important information:

Durham College strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, timetable or campus location at any time. Please consult our website at www.durhamcollege.ca for the most current information.

June 2013

Welcome Students

A Message from the Dean

On behalf of the faculty and staff of the School of Health & Community Services, it is a pleasure to welcome you to Durham College.

We are committed to providing a high quality program to meet your educational needs. We wish you success as you embark on a challenging journey toward a rewarding career. We will do our best to support you in reaching your career goals. If you have any questions or need assistance please ask us for help to access the many services available to support your success.

We are pleased you have chosen Durham College. We look forward to working with you.



Susan Sproul
Dean, School of Health & Community Services

A Message from the Vice-President, Academic

Congratulations on choosing Durham College and taking a very important step in preparing for your future. Durham College is known for high quality programs, leading edge technology, an award winning library and a student-centered approach to learning. Supporting our mission that the student experience comes first, Durham College is committed to providing students with quality learning experiences and support in finding fulfillment in education, employment and lifelong learning.

Our programs are continually shaped by market needs and delivered by exceptional teachers with real-world experience. The program you have chosen has been designed to help you develop the necessary skills and knowledge to support your success in your chosen career path. Our dedicated and professional staff and professors are committed to helping you achieve your educational goals and your career aspirations.

Durham College strives to be accountable to students and employers through the preparation of work-ready graduates who will continue to live our “success matters” focus in their professional work environment.

We are pleased you have chosen to study at Durham College and we look forward to supporting your learning journey – work hard, have fun, enjoy your college experience and campus life.

I wish you much success with your studies.

A handwritten signature in cursive script that reads "Judy Robinson". The signature is written in black ink and is positioned above the typed name and title.

*Judy Robinson,
Vice President, Academic*

School of Health & Community Services

Social Services Worker

Program Faculty & Staff

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School of Health & Community Services Office

SW106 – Gordon Willey Building

Telephone: 905.721.3038

Fax: 905.721.3189

Website: <http://www.durhamcollege.ca/academic-schools/school-of-health-community-services>

Health & Wellness Centre

G127 (Main Campus) 905.721.3037

The above individuals may be contacted by dialing directly 905.721.2000, followed by the appropriate extension.

Mission, Vision and Values

Mission

The student experience comes first at Durham College.

Vision

Durham College is the premier post-secondary destination for students who succeed in a dynamic and supportive learning environment. Our graduates develop the professional and personal skills required to realize meaningful careers and make a difference in the world.

Values

Our values drive our organizational culture and behaviour in delivering our vision and mission.

We value:

Integrity and transparency – we behave and communicate sincerely and honestly.

Respect – we treat everyone with dignity, deliver superior service and offer a safe environment.

Equal access and diversity – we embrace diversity, ensure accessibility and champion all learners.

Personal and team accountability – we do what we say we will do and are creative and innovative in how we conduct our business.



The Student Experience Comes First at Durham College

Important to All

Students and staff at Durham College are committed to academic excellence by:

- Demonstrating respect for one another and property
- Maintaining a clean and safe environment
- Taking an active role in the learning process
- Providing and receiving support when necessary
- Attending classes and/or appointments regularly and on time
- Modeling skills, attitudes and expectations of the workplace

Support Staff

- Provide professional quality customer service to students and staff
- Direct students and staff to appropriate resources
- Support and assist students in their learning and career goals
- Promote services that enhance student success

Faculty

- To be positive, enthusiastic, patient and flexible
- To be in the class early and prepared to begin on time
- To keep current in academic and professional knowledge
- To be prepared for activities, exercises and demonstrations
- To be available and show willingness to help students
- To ensure that all students get equal assistance and time
- To perform evaluations according to established criteria and within a reasonable time frame
- To return and take up any assigned homework, assignments, tests and projects promptly
- To identify students requiring remedial assistance, and to direct those students to the appropriate services
- To write constructive and helpful statements when evaluating student assignments
- To use a variety of teaching, questioning, and assessment techniques
- To motivate and engage learners in active and collaborative learning
- To encourage student participation and feedback wherever possible
- To effectively use learning technology
- To outline professional responsibilities, career alternatives, and avenues for further education following graduation

- To prepare and adhere to course outlines available to students on the Durham College Website
- To adhere to Durham College policies, procedures and guidelines (including the Learning Management System Usage Policy)
- To place the safety and well-being of the student above all other objectives, including fulfilling education obligations

Students

- To be prepared for class and professional practice activities. This will include reading appropriate textbook assignments prior to class and completing any homework assignments
- To be in class and arrive on time
- To participate in class activities
- To demonstrate respect for all persons and the learning environment
- To be trustworthy, honest, and accountable for own behaviour
- To complete tests, assignments and evaluations as required, striving for excellence
- To demonstrate effective communication skills
- To understand all course requirements and to follow them
- To seek assistance immediately if unable to follow the subject requirements for any reason
- To read and adhere to Durham College policies, procedures and guidelines

Administration

- Meet or exceed standards of excellence
- Manage budgets and resources
- Support students and staff in meeting their responsibilities
- Support/direct approved operational procedures
- Communicate relevant information in a timely fashion
- Be current in their field of leadership in a college environment

Important Dates 2013 – 2014

Please note the dates of your semester examinations. **Please ensure that you do not schedule vacation or employment during these times.**

FALL 2013 SEMESTER

July 2, 2013	Fees are due for 1 st year students
July 16-17, 2013	Web registration - opens for 2 nd year students who have paid for fall semester - begins
July 18, 2013	Web registration - opens for 3 rd year students who have paid for fall semester – begins
July 23-25, 2013	Web registration - opens for 1 st year students who have paid for fall semester
July 19, 2013	Fees are due for 2 nd and 3 rd year students
August 5, 2013	Civic holiday - no classes
August 26, 2013	Registration for part-time students begins and window opens for timetable changes Oshawa only
August 26, 2013	Apprenticeship classes begin
August 29, 2013	Orientation for Pickering Learning Site
September 2, 2013	Labour Day - no classes
September 3, 2013	Orientation for first-year students Oshawa and Whitby
September 4, 2013	Classes begin for most programs
September 10, 2013	Last day for late program registration Last day for fall semester course additions or program changes
September 13, 2013	Last day to apply for fall graduation
September 17, 2013	Last day for full-time students to withdraw with a refund of fees paid, less a \$100 administration fee. ^{1, 2} Last day for refund eligibility when dropping to part-time course load Last day for part-time students to withdraw with tuition fee refund less a \$30 administration fee per subject ^{1, 2} Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for fall semester subjects Last day for submission of an application for fall semester subject credit / external transfer credit

September 25, 2013	Last day for student to withdraw from a fall semester course with no academic record. Courses dropped after this date, will be recorded on the academic transcript with a "W" to indicate withdrawal. ^{1, 2}
September 30, 2013	Student Health Insurance Plan "Opt-out" deadline
October 14, 2013	Thanksgiving – no classes
October 8, 2013	Deadline for submission of adjusted marks to clear INC grades from Spring/Summer 2013. INC designation reverts to the grade originally assigned or a grade of zero (0) if no grade is provided.
November 1, 2013	Fall Convocation
November 8, 2013	Last day to withdraw from a fall semester course with no academic penalty. After this date, all courses will be graded and recorded on the student's transcript. ^{1, 2}
November 15, 2013	Winter semester 2014 fees due date for September start students
November 19-20, 2013	Web registration – opens for fall start 2 nd and 3 rd year students for winter 2014 semester courses
November 26-28, 2013	Web registration – opens for fall start returning 1 st year students for winter 2014 semester courses
November 28, 2013	Scholarship Ceremony
December 4, 2013	Web registration – opens for January start 1 st and 2 nd years
December 6, 2013	Last day of classes for most programs
December 9 - 13, 2013	Fall semester final examinations/evaluations for postsecondary students. Students are reminded not to schedule vacation or employment hours during these times. Monday, January 6, 2014 and Tuesday, January 7, 2014 scheduled as tentative snow dates for the Oshawa campus.
December 19, 2013	Grades are available to view electronically as of 4 p.m. Note: official distribution date for the purpose of academic appeals is January 6, 2014
December 19, 2013	Full-time students may process timetable changes for the winter semester through MyCampus as of 4 p.m. Oshawa only.
December 24, 2013 to January 1, 2014 inclusive	College closed for the holiday season

January 2, 2014	Registration begins for Oshawa campus part-time students Orientation for January start International students
January 3, 2014	Orientation for all January start students
January 6, 2014	All apprenticeship and post-secondary classes begin Official grade distribution date for the purpose of Academic Appeals
January 10, 2014	Last day for winter semester course additions or program changes
January 11, 14 and 16	Dates for missed exams from the fall 2013 semester
January 17, 2014	Last day for full-time fall start students to withdraw from their program with a refund of winter tuition fees. ^{1, 2} Ancillary fees and school supply fees are not refundable. Last day for refund eligibility when dropping to part-time course load Last day to withdraw from part-time studies with tuition fee refund less \$30 administration fee per course. Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for winter semester courses Last day for submission of an application for fall semester subject credit / external transfer credit
January 31, 2014	Last day to withdraw from a winter course with no academic record. Courses dropped after this date, will be recorded on the academic transcript with a "W" to indicate withdrawal. ^{1, 2}
February 4, 2014	Deadline for submission of adjusted marks to clear INC grades from fall 2013 semester INC designation reverts to the grade originally assigned or a grade of zero (0) if no grade is provided.
February 17, 2014	Family Day - no classes
February 28, 2014	T2202As are available online via MyCampus as of 4 p.m.
February 24 - 28, 2014	Winter Break Week - for postsecondary and day release apprenticeship students
March 3 - March 7, 2014	Winter Break Week - for apprenticeship students (except for day release apprenticeship and OYAP)
March 10 - March 14, 2014	Winter Break Week - for OYAP students

March 10, 2014	Fees are due for Spring 2014 semester fees for September start - 3 semester programs
March 20, 2014	Last day to withdraw from January start courses with no academic penalty.
April 8-9, 2014	Web registration – opens for Fall start students with Spring/Summer 3 rd semester 2014 courses and January start programs
April 10, 2014	Web registration – opens for May start programs
April 17, 2014	Last day of classes
April 18, 2014	Good Friday - no classes
April 21-25, 2014	Winter semester final examinations/evaluations for postsecondary students. Students are reminded not to schedule vacation or employment hours during these times.
April 22, 2014	Last day to apply to graduate for courses ending April 2014
May 2, 2014	Grades available for post-secondary students to view. Note: official distribution date for the purpose of academic appeals is May 2, 2014
May 10,13&15, 2014	Dates for missed winter exams.
June 19 - 20, 2014	Spring Convocation

JANUARY START 2014

December 2, 2013	Fees are due for January start and returning January students. (PNII and Dental Hygiene)
December 4, 2013	Web registration – opens for January start 1 st and 2 nd year students
January 2, 2014	Registration for Oshawa campus part-time students begins
January 6. 2014	All apprenticeship and post-secondary classes begin
January 10, 2014	Last day for late program registration for January start. Last day for winter semester course additions or program changes

January 17, 2014	<p>Last day for full-time students, who started their program in January 2014 to withdraw from their program with a refund of fees paid less a \$100 administration fee.^{1, 2}</p> <p>Last day for refund eligibility when dropping to part-time course load</p> <p>Last day to withdraw from part-time studies with tuition fee refund less a \$30 administration fee per course.^{1, 2}</p> <p>Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for winter semester course</p> <p>Last day for submission of an application for fall semester subject credit / external transfer credit</p>
January 31, 2014	Last day to withdraw from a January start course with no academic record. Courses dropped after this date, will be recorded on the academic transcript with a "W" to indicate withdrawal. ^{1, 2}
January 31, 2014	January Start students only: Student Health Insurance Plan "Opt-out" deadline.
February 17, 2014 February 28, 2014	<p>Family Day - no classes</p> <p>T2202As are available online via MyCampus as of 4 p.m.</p>
February 24-28 2014	Winter Break Week - for postsecondary and day release apprenticeship students
March 3 - 7, 2014	Winter Break Week - for apprenticeship students (Except for day release apprenticeship and OYAP)
March 10 - 14, 2014	Winter Break Week - for OYAP students
March 10, 2014	Spring / Summer 2014 semester fees due date January Start students
March 20, 2014	Last day to withdraw from January course with no academic penalty
April 8-9, 2014	Web registration – opens for Fall start students with Spring/Summer 3 rd semester 2014 courses and January start programs.
April 10, 2014	Web registration – opens for May start programs
April 17, 2014	Last day of classes for most January-start programs
April 18, 2014	Good Friday - no classes
April 22, 2014	Last day to apply to graduate for courses ending April 2014

April 21 - 25, 2014	Winter semester and January start final examinations/evaluations. Students are reminded not to schedule vacation or employment hours during these times.
May 2, 2014	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.
May 2, 2014	Full-time students may process timetable changes for the spring/summer semester through MyCampus as of 4 p.m. Oshawa only.
May 10, 13 and 15, 2014	Dates for Missed Exams from Winter Semester 2014.
June 18, 2014	Deadline for submission of adjusted marks to clear INC grades from Winter 2014. INC designation reverts to the grade originally assigned or a grade of zero (0) if no grade is provided.
SPRING/SUMMER 2014 START – 14 Week Semester	
April 4, 2014	Fees are due for Spring / Summer 2014 semester fees
April 10, 2014	Web registration – open for May start programs
May 5, 2014	Most Spring/Summer classes begin Registration for Oshawa campus part-time students begins
May 9, 2014	Last day for late program registration Last day for most spring/summer semester course additions or program changes
May 16, 2014	Last day for full-time students, who started their programs in Spring/Summer semester to withdraw from their program with a refund of fees paid less a \$100 administration fee. ^{1, 2} Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for most spring semester courses. Last day to withdraw from most spring/summer semester courses with no academic record. Courses dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. ^{1, 2} Last day for application for spring/summer semester subject credit / external transfer credit
May 19, 2014	Victoria Day - no classes.
May 30, 2014	Student Health Insurance Plan “Opt-out” deadline.
July 1, 2014	Canada Day - no classes

July 2, 2014	Fees due for 1 st year fall semester students
July 15-17, 2014	Web registration – opens for 1 st year students who have paid for fall semester
July 18, 2014	Last day to withdraw from most Spring/Summer -14 week courses. After this date, all courses will be graded and recorded on the student's transcript. ^{1, 2}
August 4, 2014	Civic Holiday - no classes
August 8, 2014	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals

SPRING/ SUMMER 2014 SEMESTER - 7 WEEK TERM (S)

SPRING – 7 Week Term

April 4, 2014	Fees are due for Spring/Summer 2014 semester for 7-week programs/courses – May starts
April 10, 2014	Web registration – opens for Spring/Summer programs begins for 7 week programs/courses.
May 1, 2014	Orientation for all May start International Students
May 2, 2014	Orientation for all May start students
May 5, 2014	Most Spring/Summer classes begin. Registration for Oshawa campus part-time students begins.
May 9, 2014	Last day for late program registration. Last day for most spring/summer semester course or program changes. Last day for full-time students to withdraw from their Spring courses with no academic penalty
May 16, 2014	Last day for full-time students in Spring/Summer - 7 week terms to withdraw from their program with a refund of fees paid less a \$100 administration fee. ^{1,2}
May 19, 2014	Victoria Day – no classes
June 6, 2014	Last day to withdraw from Spring - 7 week course. After this date, all courses will be graded and recorded on the student's transcript. ^{1, 2}
June 20, 2014	Last day of classes for most Spring - 7 week courses.
June 27, 2014	Spring – 7 week course grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.

SUMMER – 7 Week Term

July 1, 2014	Canada Day – no classes
July 2, 2014	Summer – 7 week subjects begin.
July 2, 2014	Fees are due for 1 st year fall semester students
July 15-17, 2014	Web registration – opens for 1 st year students who have paid for fall semester
July 8, 2014	Last day for full-time students to withdraw from their summer courses with no academic penalty.
July 30, 2014	Last day to withdraw from Summer-7 week courses. After this date, all courses will be graded and recorded on the student's transcript. ^{1, 2}
August 4, 2014	Civic Holiday - no classes
August 15, 2014	Last day of classes for most Summer - 7 week courses
August 21, 2014	Summer – 7 week courses grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.
October 9, 2014	Deadline for submission of adjusted marks to clear INC grades from Spring/Summer 2014. INC designation reverts to the grade originally assigned or a grade of zero (0) if no grade is provided.

NOTES:

1. Official Withdrawal forms must be completed by the student and submitted to the Office of the Registrar. Failure to attend does not constitute a withdrawal late fees and academic records will apply.
2. The administration fee for international students will vary.

These dates represent the best information at time of publication. The College reserves the right to make changes subject to amendments to existing legislation, Collective Agreements, or as required by the College. Dates may vary slightly from program to program.

College Publications

At Durham College, several publications provide the information you need before you start classes.

Program Guide

Durham College's Program Guides are a handy reference guide for everything students might want to know about their academic program. The program-specific guides provide essential information related to the program of study, policies, program requirements, faculty contact information, important dates, grading criteria, etc., as well as a starting point to help students find and navigate their way through academic and student support services.

Program Guides are available electronically on the college website. It is important that students read this guide at the beginning of their studies as it contains pertinent information for academic success and will be useful throughout the duration of the program.

Note:

- This guide is not intended to be a complete statement of all procedures, policies, rules and regulations at Durham College.
- The College reserves the right to change or cancel any provisions, requirements or subjects at any time.
- Student Advisors and/or Faculty Advisors will assist in planning programs, but it is the student's responsibility to meet the academic requirements for completion of certificates and diplomas.

Continuing Education Course Book

Continuing Education publishes course calendars – Fall, Winter/Spring, listing courses for credit towards Post-Secondary Programs, and personal and professional development. In many instances the same course outlines are used for full-time and Continuing Education courses.

Courses may be accessed through classroom setting, correspondence (distance education) or online courses (Internet).

If you are unable to access a day-time course (timetable conflicts, repeat of a course, etc.) or want to get a head start on your next semester, discuss your options with your Student Advisor.

Please check our website for comprehensive information @ www.durhamcollege.ca.

Program Information

Social Services Worker

Program History and Philosophy

The Social Services Worker program, formerly known as Human Services Counsellor and Human Services Worker programs, was approved in 1990 and offered through Durham College's Continuous Education Division. In 1994, the program was launched as a full-time program as the college recognized the need for graduates to be able to work in a broad network of programs and services within the community and social services sectors.

In 2006, Durham College's Social Services Worker (formerly the Human Services Worker) program was approved by the Ontario College of Social Workers and Social Service Workers (OCSWSSW). Graduates are eligible for membership in the College upon successful completion of the program.

Social Services Worker graduates demonstrate an understanding of and ability to adhere to a number of values and guiding principles in their occupational practice. Such values and principles reflect:

- A belief in the fundamental dignity and potential of all people.
- A belief in the right to self-determination, including the right to determine, provide, and have access to appropriate social services.
- A belief in the right to access multi-language social services.
- A desire to promote justice, equality, and access to culturally appropriate services to all regardless of race, colour, national origin, religion, gender, age, physical or intellectual ability, sexual orientation, or socio-economic status.
- An empowerment of the service consumers and communities to identify and utilize their own strengths to address individual and systemic barriers to meeting their needs.
- Accountability to service consumers, communities, and society.

Professional Responsibility

Persons who have benefited from social services or related helping professions are often attracted to this field and career direction. However in order to maintain clear professional boundaries between clients and workers, it is strongly recommended that a person complete a minimum of one year of successful recovery and stabilization before registering in this program. This program or any courses in the Social Service Worker program should not be utilized as a component of the recovery process.

Description

The Social Services Worker program combines classroom work with practical experience to provide graduates with the skills, knowledge and attitudes required to work in the diverse and complex field of community and social services. The program focuses on the development of front-line interviewing and counselling skills that will prepare students to work with individuals and groups in a variety of social service settings. In addition to theoretical models, methods

and skills of social service work practice, students receive extensive training in group work, Life Skills methodology, crisis intervention and community organizing and development.

Throughout the program, students' classroom learning is complemented with 650 hours of field experience (supervised by qualified, professional practitioners) in a minimum of two different settings. The college has maintained relationships with well over 50 agencies in a wide range of community, and social service settings throughout the Durham Region.

Students will be prepared to work in diverse, urban communities. They will develop the ability to respond to individual and community issues of homelessness, poverty, substance abuse, mental illness, oppression, and social justice. An understanding of family systems, societal and cultural factors, and advocacy are integral components of the program of study.

Career Opportunities

Social Services Worker graduates may obtain employment in a wide variety of social service settings, including those associated with mental health, criminal justice, social justice, addictions, education and gerontology. Front-line social service workers can be employed by:

- mental health agencies
- community living associations
- abused women's shelters
- addiction agencies
- educational institutions
- seniors facilities
- social services agencies
- supportive living residences
- employment services

Higher Learning Opportunities

Graduates of the Social Services Worker program may be eligible to continue their studies in the following programs:

- Addictions and Mental Health Graduate Certificate Program at Durham College, Oshawa, Ontario
- Penology and Youth Graduate Certificate Program at Durham College, Oshawa, Ontario
- Bachelor of Professional Arts - Human Services degree program at Athabasca University, Athabasca, Alberta
- Advanced standing credit to the Bachelor of Human Services degree program at Griffith University, Queensland, Australia
- Advanced standing credit into the Bachelor of Arts (General and Honors) degree program at Brock University, St. Catharines, Ontario
- Advanced standing credit into a degree program at Trent University, Peterborough, Ontario

- Bachelor of Social Work degree program (Part-Time studies) at Ryerson University, Toronto, Ontario

For specific eligibility requirements for these programs, contact or visit the following school website: <http://www.durhamcollege.ca/programs-and-courses/pathways-further-your-education>

Social Services Worker Learning Outcomes

College Standards and Accreditation Council Program Standards

The College Standards and Accreditation Council (CSAC) states that each program standard for a postsecondary program includes the following elements:

Vocational standard

(the vocationally specific learning outcomes which apply to the program in question),

Generic skills standard

(the generic skills learning outcomes which apply to programs of similar length), and

General education standard

(The requirement for general education courses that applies to post-secondary programs).

The vocational and generic skills components of program standards are expressed in terms of learning outcomes.

Learning outcomes represent culminating demonstrations of learning and achievement. In addition, learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Synopsis of the Vocational Learning Outcomes

The CSAC Program Standards for the Social Service Worker Program are outlined as follows:

Upon successful completion of the Social Services Worker Program, the graduate will have reliably demonstrated the ability to:

1. Develop and maintain professional helping relationships which adhere to professional, legal and ethical standards aligned to social service work.
2. Identify strengths, resources and challenges of individuals, families, groups, and communities and assist them in achieving their goals.

3. Recognize diverse needs and experiences of individuals, groups, families and communities to promote accessible and responsive programs and services.
4. Identify current social policy, relevant legislation, and political, social and/or economic systems and their impacts on service delivery.
5. Advocate for appropriate access to resources to assist individuals, families, groups and communities.
6. Develop and maintain positive working relationships with colleagues, supervisors, and community partners.
7. Develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships.
8. Integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities.
9. Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination.
10. Implement the Life Skills methodology.
11. Utilize intentional counselling techniques to facilitate the interview and counselling process in a variety of settings, which may include Addictions, Mental Health, Seniors Facilities and Criminal Justice.
12. Apply knowledge of family dynamics when working with the client and/or family.
13. Demonstrate the principles of crisis intervention in the workplace.
14. Apply the understanding of pharmacotherapy.

Note: standards 1 – 9 are the same as the approved program standards for four-semester Social Services Worker Programs approved by the Ministry of Education and Training (MCU code 50721) for delivery by Ontario Colleges of Applied Arts and Technology College Standards and Accreditation Council, April 1996

Synopsis of the Generic Skills Learning Outcomes

Upon successful completion of the Social Services Worker Program, the graduate will have reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete project.
11. Take responsibility for one's own actions, decisions, and consequences.

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.



STUDENT COMMUNICATIONS

	SOCIAL MEDIA	WWW.DURHAMCOLLEGE.CA	DC MAIL	MYCAMPUS	DC CONNECT	DC MAIL AND/OR DC CONNECT	DC CARES EMAIL	PRINT	MEDIA	CALL-IN VOICE MESSAGE
EMERGENCY										
CAMPUS CLOSURE	✓	✓	✓	✓					✓	✓
IMPACT TO OPERATIONS			✓					✓		
THREAT ON CAMPUS	✓		✓	✓						
PROMOTIONAL										
OFFICIAL DURHAM COLLEGE EVENT	✓	✓								
DEPARTMENT, SCHOOL OR PROGRAM		✓		✓						
FEEDBACK										
PROVIDING FEEDBACK		✓		✓			✓			
INFORMATIONAL										
NOTIFICATIONS			✓					✓		
ACADEMIC										
COURSE-RELATED COMMUNICATIONS						✓				
FACULTY ABSENCE			✓		✓					
RESEARCH										
KPI SURVEYS			✓							

Credit Transfer Information

You may be eligible to receive credit for courses you have successfully completed at other colleges and universities.

If you feel any of the courses you have completed at other post-secondary institutions are eligible for credit transfer consideration, please make sure you apply! Your application should be submitted to us at the time of registration and no later than four weeks before the start of a course. In addition to the credit transfer application form, you must provide:

- an official transcript
- the course outline(s) for your previous studies; and
- a payment of \$16/course.

You are advised to stay in class until you have received approval for your credit transfer and to apply as early as possible to ensure the process is not delayed.

Credit transfer information can be found online at:

<http://www.durhamcollege.ca/info-for/international-students/attending-school-in-canada/credit-transfer-information>

* Please note: If you are taking the same Durham College course (with the same course code) but in a different program, you are not required to apply for credit transfer. Please meet with your student advisor for more information.

Prior Learning Assessment and Recognition (PLAR)

Use your work and life experience to gain college credit:

Prior Learning Assessment and Recognition (PLAR) is a process students can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning.

PLAR helps you focus on your accomplishments and plan towards personal and professional goals. PLAR is intended for students who are resuming their education rather than those continuing directly from secondary school. By using the PLAR process, you may be able to complete a college certificate or diploma program in less time. **Candidates who successfully meet the learning outcomes of a specific course may be granted credit based on the assessment of their prior learning.** Candidates must be at least 19 years of age or have earned a secondary school diploma.

The type of assessment method(s) used will be determined by subject matter experts and could include:

- A comprehensive written examination or test
- Observation or demonstration of skills
- An oral or videotaped presentation
- Portfolio submission or product assessment
- Or a different format determined by the subject matter

If you successfully demonstrate that you have met the learning outcomes, you will receive a graded evaluation that will be added to your transcript and used to calculate your GPA.

Candidate eligibility is outlined in:

<http://www.durhamcollege.ca/assets/Section~specific/Continuing~Education/documents/plar.pdf>

Pathways to Degrees

Pathways are academic routes that provide students with the opportunity to continue their education and further their credentials through established partnerships with colleges and universities across the province, country and globally. The academic pathways include college to college degrees and college to university degrees.

Benefits of pathways:

- Advanced standing at partner post-secondary institutions based on college diploma or advanced diploma (range of advanced standing: several courses to more than a year of study);
- Enhanced theoretical and experiential practice skills;
- Earning a degree in less time and less tuition costs; and
- Increased employment prospects following graduation.

Take the next step in exploring opportunities to enhance your learning and credentials by visiting Durham College's [Transfer Guide](#) to learn about the variety of options available for graduates, locally and globally.

For more information about credit transfer and pathway opportunities in Ontario, visit www.OnTransfer.ca

Essential Employability Skills

“Essential Employability Skills (EES) are skills that, regardless of a student’s program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning.¹” All 11 Essential Employability Skills must be met by the end of the program.

Students must be able to reliably demonstrate the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete project.
11. Take responsibility for one’s own actions, decisions, and consequences.

Course Outlines

For each course, a Course Outline that describes course learning outcomes, course content, learning activities, evaluation methods, timelines and support resources is available online.

This is a binding document. Any changes to the course learning outcomes or evaluations will be agreed upon by students and the professor and requires approval from the Dean of the School. For further details, please refer to the Course Outlines Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>). Course outlines are important documents. Please refer to them during the semester and keep them safely afterward. For students who go on to other post-secondary institutions or post diploma programs, these will be essential documents.

Please note that students are expected to download copies of their course outlines from MyCampus prior to the **first** class in each course. Instructions for downloading are located on MyCampus at www.durhamcollege.ca/mycampus .

General Education

As a requirement for graduation, according to the Ministry of Colleges and Universities, every Ontario college student in a 2-year Ontario College Diploma or a 3-year Ontario College Advanced Diploma program must have successfully completed a minimum of three General Education courses.

General Education courses are identified in the program of study by the prefix “GNED.” All 3 GNED courses may be elective courses (student’s choice) or a combination of elective and mandatory (program’s choice) courses which are deemed to be an important addition to that program of study.

General Education courses strengthen students’ capabilities in areas such as critical analysis and problem solving while exploring topics with broad-based personal and/or societal importance in one of the following five themes:

- GNED 1100 – Personal Understanding
- GNED 1200 – Arts and Society
- GNED 1300 – Civic Life
- GNED 1400 – Social and Cultural Understanding
- GNED 1500 – Science and Technology

For further information about course selection, academic credit, and a full listing of available electives with course descriptions for each please visit the General Education website at: <http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education>

Durham College

Academic Policies & Procedures

To view the Durham College Academic Policies & Procedures, please go to:
<http://www.durhamcollege.ca/about-us/corporate-links/governance/policies>

Program Specific

Academic Policies & Procedures

Specific policies which support the assumptions and beliefs of the Social Services Worker program have been developed. It is the student's responsibility to read and be aware of these policies.

The School of Health & Community Services reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes.

Test Expectation and Procedures

Students will be required to present their student I.D. card for all tests. If an I.D. card is not presented, the student may be asked to leave the room and may not be allowed to rewrite the test. Please ensure that you bring your DURHAM COLLEGE STUDENT I.D. card to all tests.

Section I

It is the students' responsibility to:

1. Check the test timetable carefully. **Ensure awareness of the time and place that the test/examination is being written.**

Students who have been identified by the CENTRE FOR STUDENTS WITH DISABILITIES office as having special needs will write tests and exams commencing at the scheduled time. If writing in the CENTRE FOR STUDENTS WITH DISABILITIES office, it is the student's responsibility to make appropriate arrangements and communicate them to the teacher.

2. Write all tests within the scheduled time. Should this not be possible, the student or student representative must notify the professor **prior to the test**. Failure to comply will result in a mark of "0" for the test missed.

The opportunity to write a missed test is at the discretion of the course professor. If a student is allowed to write a missed test, the alternative time is to be arranged directly with the professor of the course within a week of the missed test. Appropriate documentation (e.g. note from doctor, dentist, etc.) may be requested by the course professor in order to secure permission to write the test at a later date.

3. Keep only erasers, pens, pencils and Kleenex on the desk. All other articles must be removed from the desk. Any other required items will be supplied.
4. Stop talking upon entering the room. The test paper should not be turned over until directed to do so.
5. Be sure your name appears on all computer cards, booklets and papers.
6. Check the test paper to ensure that no pages are missing. Before handing in the paper, check to ensure all questions have been answered.
7. Complete the computer forms correctly. Answers appearing on the computer sheet will be used to determine the grade. The computer form cannot be altered by the professor.
8. Initial the class list at the beginning of the test to confirm attendance.

Section II

In order to ensure a quiet environment throughout the test, the following guidelines are in effect:

1. **No time extensions** will be granted for late arrivals.
2. If questions or problems arise during the test, the invigilator should be notified by a raised hand.
3. Students should not remain in the hall outside the room as talking in the hall is disruptive.

Written Assignments

1. All written papers are to be submitted as specified by the course professor. Unless otherwise directed by the professor, submissions made by other means than those written on the assignment instructions will not be accepted and will result in a "0" grade for the assignment.

Late assignments:

- Non-negotiated Late Assignment:

This is an assignment that has been handed in late, and there has not been a verbal, contractual agreement between the student and the professor to extend the time for the assignment to be handed in. This assignment is considered late and will be assigned a grade of "0".

- Negotiated Late Assignment:

This is an assignment that has been handed in late, but with the permission of the professor. It is the responsibility of the student to notify the professor no later than

24 hours prior to the submission date, if s/he is unable to submit the assignment as directed. The professor and student, through discussion, will have mutually agreed on the time/extension that the student will receive to hand in the assignment. The student's grade may be penalized at the rate of 10% per day (including due date of assignment) for each extra negotiated day.

- Extenuating Circumstances:

In the event of unexpected absence, students must contact the course professor by 9:30 am of the due date. The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. The student must provide appropriate documentation (e.g. note from doctor, dentist, etc.) to validate the absence and secure permission for the assignment to be submitted at a later time and/or date.

2. Students are responsible for keeping all marked assignments and course work for future reference.
3. In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to Academic Appeals section of the Durham College Student Handbook.
4. All assignments are to be written following the APA (American Psychological Society) format. A document prepared by the College library outlining APA format is a required resource and available from the library.
5. Written work submitted must be the product of student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in the DCSA Student Handbook. Refer to the section on Academic Dishonesty.

For complete details of academic and program policies refer to the Durham College Student Handbook.

Academic Integrity

Academic integrity refers to the pursuit of scholarly activity in an open, honest and responsible manner. Acts that undermine academic integrity, such as plagiarism, cheating and misrepresentation of work, contradict Durham College's core values.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of his or her efforts. Durham College has purchased a license with Turnitin.com, an online service to detect unoriginal work and citation errors. The Academic Integrity Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>) provide a comprehensive explanation of Durham College's expectations regarding academic integrity.

Requirements for Promotion

Evaluation and Promotion

Academic courses are evaluated using a variety of methods such as tests, essays, labs, written or verbal assignments, in-process activities, group work and/or final examinations. The evaluation criteria for each course are noted in its course outline. Students are advised to familiarize themselves with these criteria early in the semester. Please refer to the Grading and Promotion Policy and Procedures documents (<http://www.durhamcollege.ca/academicpolicies>) for a complete overview of grading and promotion practices.

Academic Probation

Students who are not progressing satisfactorily according to criteria published in their respective program guides may be placed on academic probation, at the discretion of the school Dean or designate. Such students may be allowed to continue their studies on a Letter of Permission (an academic student contract) which will specify conditions which must be met to continue in their programs. Students who do not meet the conditions of their academic probation may be required to withdraw from full-time studies.

Students must have a cumulative program G.P.A. between 1.8 and 1.99 to continue under academic probation.

Aegrotat

Aegrotat refers to a 'compassionate pass' in a course in which, due to **emergency circumstances** related to health and wellness, a student was unable to complete all of the evaluation requirements. Emergency circumstances that may warrant the designation of an Aegrotat include, but are not limited to: injury, illness and/or bereavement. Documentation supporting the request for an Aegrotat designation may be required.

The awarding of an Aegrotat credit is noted in a student's transcript as AEG and is therefore not included in the calculation of a student's grade point average. A student shall receive Aegrotat standing only once in a five year period.

Further information about Aegrotat standing can be found in the Aegrotat Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>).

Missed Final Examinations

A final examination is a discretely designed assessment administered in Week 15 of a 14 week semester. Students who, as a result of **non-emergency circumstances**, miss one or more final examinations during a single examination period may be eligible to apply to defer/reschedule the writing of these assessments.

To be eligible, students must have no less than a cumulative 1.5 GPA, apply for consideration using the appropriate forms and pay a fee. This privilege can only be used by a student once in a five-year period. External accreditation requirements, the availability of appropriate examination facilities and other constraints necessitate that not all courses will be eligible.

For more details, students should speak with their Student Advisor or review the Missed Final Examination Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>).

Field Placement

Eligibility

Students must obtain and maintain a cumulative GPA of 2.0 and successfully complete all prerequisites to be eligible for field placement. Any student on a Letter of Permission or who has an unresolved Student Alert (see www.durhamcollege.ca/policies) will not be assigned a field placement until the issue pertaining to the alert or letter of permission has been successfully addressed.

Criminal Reference Check

Students are required to get a criminal reference check, including Vulnerable Sector Screen **within 6 months** prior to commencing placement. Students are responsible for arranging and paying all costs associated with obtaining the criminal reference check in their primary residence (hometown). When requesting a criminal reference check, students must inform the police that the criminal reference check is required for work with vulnerable persons and is required for a student placement.

Procedures and regulations for obtaining criminal record search documents are controlled by the RCMP and Government of Canada. These procedures and regulations may change at any time without notification. Durham College will endeavor to notify students of any changes when they come to our attention. As of March 1, 2011, the following reflects the current procedures and regulations of the RCMP with regard to Vulnerable Sector Verifications. **The RCMP identified a means to enhance vulnerable sector checks to make searches more rigorous. In the interest of public safety, the enhancements were quickly implemented to protect vulnerable members of society. As a result of the enhancement, a Vulnerable Sector Verification now requires the submission of fingerprints whenever gender and the date of birth of an applicant match to an existing pardoned sex offender record. This is not an accusation of criminality, but a requirement for a thorough verification to confirm identity and protect personal privacy. This process will take at least 4 months.**

- Students with criminal charges or convictions, criminal charges pending or an unclear criminal record will be severely limited in placement and/or employment opportunities or be denied by the placement agency, and therefore may be unable to complete the program.

Health & Safety Requirements

Completion of a confidential College Health Information form is required prior to the start of field placement. Current certification in Cardiopulmonary Resuscitation (CPR-C) and Standard First Aid is required prior to the start of placement. All costs associated with CPR-C/Standard First Aid certification and inoculations, are the responsibility of the student.

Transportation

Students are responsible for their own transportation in order to complete field placement requirements. Durham cannot guarantee placements that are readily accessible by public transportation. Students are responsible for all costs associated with such transportation.

Selection Process

As some students may not be familiar with the mandate, working philosophy or populations served by various social services agencies, Program Faculty and the Program Co-ordinator reserve the right to have final say in the selection of the first Field Placement. Students will however have the majority of input in selecting their second and third Field Placement agency. Selection is based on discussions and assignments completed in Field Placement Preparation and Field Placement Seminar classes about career direction, location and opportunities for professional growth. Students will be required to successfully complete an interview with the selected agency prior to being offered a placement.

Students are expected to change placement agencies after completing their first field placement. Each student must have a minimum of two different field placement agencies while in the program (unless otherwise approved by the Program Co-ordinator). Field Placement II and III will be completed with the same agency. Faculty consultation, as well as support from the Field Placement Practicum Officer will be available to students to assist them with their research and planning for placement.

Conflict of Interest

Students are required to self-identify any conflict of interest they may have in their assigned field placement. Notification must be made in writing to the Placement Officer if the student has:

- Relatives or friends who are employed or volunteer (in any capacity) at a placement agency site;
- An employment or volunteer relationship at a placement agency site;
- Any other affiliation with a placement agency site which could place them in a position of conflict of interest while attending placement.

Student Conduct

Students are expected to dress professionally and appropriately for the placement setting. It is the student's responsibility to have respect for his/her peers and conduct him/herself in a professional manner. Students are not to use personal electronic devices while on placement. Students should ensure that personal property, including cell phones, is secured while on placement. **Students may not administer medication to any clients or participate in the application of physical restraints.**

Attendance

Students are expected to attend field placement two days a week, 8 hours per day (off-site), totalling 16 hours/week. In situations where the agency/organization work day is less than 8 hours, the student must make arrangements to make up these additional hours. In addition to the weekly hours in placement, students will be given credit for 1 hour each week to complete

their weekly journal. Students are not expected to attend placement on Statutory Holidays and will not be expected to make up these hours.

The scheduled hours for placement will be negotiated with the field placement agency supervisor, student and the college advisor. Placement hours are acceptable throughout the week (that includes weekdays and weekends). Although it is understood that the agency may require students to work some evenings and weekends, all shifts must be done outside of scheduled class hours.

Students are expected to attend placement punctually and actively participate in all activities assigned by their supervisor/delegate. Students will be allowed **one** sick day in placement per semester and will not be required to make up these hours. Any missed placement time, outside this one sick day, needs to be made up in consultation with the placement supervisor. **In the event of absence from placement, students are expected to contact the placement supervisor, according to agency procedures, and their college advisor before, or on the day of the scheduled placement, should an emergency occur.**

For seminar classes, students are expected to contact the seminar Professor before, or on the day of the scheduled class, should an emergency occur that may affect their ability to attend. In order not to penalize anyone who misses a seminar class because of a valid reason, students can miss up to two (2) 1-hour seminar classes. **Any absences beyond the two (2) 1-hour classes will result in a "FAIL" grade for Field Placement & Seminar.** Lateness and partial attendance will be deemed as an absence.

Attendance at seminar, as well as completion of the required hours and learning objectives in the field placement, will both be taken into consideration when determining a grade for all Field Placement & Seminar courses.

Placement Supervision

While in placement, students are assigned a College Advisor, whose responsibility is to facilitate the teaching effort of the Field Placement Supervisor, provide information about the field placement course, interpret policies, keep channels of communication open with the agency and determine a mid-term and final grade. Direct supervision, while on placement, is completed by a field placement supervisor who is an appropriately credentialed and experienced employee of the placement agency familiar with the Social Services field. The field placement agency employees are accountable for the safety of the students and the clients and therefore must be directly involved in decisions regarding safety (i.e., off property privileges for clients/with students). The student is not to be solely responsible in situations where an employee would normally be responsible.

Placement Evaluation

Field placement will be evaluated by a grade of pass or fail.

A student will be deemed a pass if he/she has:

- reliably submitted all required paperwork and weekly journals by deadlines
- received a minimum pass rating of “2” on ALL learning objectives at the placement final evaluation
- completed the required hours in field placement
- followed all agency and college policies
- meets the attendance requirement in seminar and completes the required assignments

A student will be deemed a fail if she/he has:

- failed to submit required paperwork and journals on time
- not achieved a minimum pass rating of “2” on one or more of the learning objectives at the placement final evaluation
- failed to complete the required hours in field placement
- failed to meet the attendance requirement and/or does not complete required assignments assigned in seminar

The College Advisor will meet at the agency with the student and field placement supervisor a minimum of two times during the semester to review progress towards the achievement of placement hours/learning objectives. The first meeting will be the mid-term evaluation (occurring during week 6 – 7 of field placement) and the second meeting will be the final evaluation (occurring during the final two weeks of field placement).

For the mid-term evaluation, the college advisor will contact the agency to establish a date and time for the student, field placement supervisor and college advisor to meet. This meeting will allow everyone to review the student’s progress to date, identify any areas of concern, and provide a guide for both the placement agency and the student for the second half of the semester to ensure student success in each learning objectives by the final evaluation.

The evaluation form is to be completed by the student and the field placement supervisor at least one week prior to both the mid-term and final evaluation meetings. This evaluation rubric form will be reviewed and discussed with the college advisor at both the mid-term and final evaluation meetings.

The student and agency supervisor will:

1. Complete the evaluation form **before** the evaluation meeting times by discussing each enabling objective (including personal student learning objectives) assigning a rating using the evaluation criteria outlined. Student and supervisor comments should be completed. **Please note: to achieve a rating of 2 or greater, an enabling objective needs to be demonstrated with consistency, and not just once with direction and supervision. Whenever a rating of zero or one is assigned, documentation on the evaluation form showing examples of the difficulty must be included.**

Unsatisfactory performance will also be documented by the College Advisor with a Student Alert form.

2. Review all necessary documentation (time sheets, journals, and supervision record) to ensure that they are up to date and initialed by the placement supervisor. This documentation should be in the student's placement binder.

The student should also be prepared to state how each of their individual goals, developed in the first week of placement, have been reached.

Evaluation Meetings

The evaluation meetings will take 45 minutes – 1 hour. At the evaluation meetings, the following will occur:

1. The college advisor will review the field placement documents (placement contract with goals, supervision record, time sheets, journals, evaluated learning objectives—ratings of 2, 3, and 4 are deemed as a “pass”).
2. The college advisor will ask the student and placement supervisor for their comments on the student's progress.
3. The student will summarize his/her overall placement experience.
4. The evaluation rubric will be signed by the student, placement supervisor and college advisor at each evaluation meeting.
5. The college advisor will take a copy of the evaluation form at mid-term and at the final evaluation meeting, he/she will retain the original and forward the completed final evaluation form, timesheets, and supervision record to the Program Coordinator for filing at the College.

Health Policies and Guidelines

1. ENTRY IMMUNIZATION FORM

A completed Entry Immunization Form (EIF) must be on file with your practicum/placement officer to be eligible to attend the practicum placement portion of your program. Students are not allowed to attend placement until the form is complete. The EIF indicates legislated requirements for your placement facility. These forms are made available to students following registration and acceptance into a program and must be completed as a condition of acceptance into placement. The form can take up to 4 weeks to complete and will require more than one visit to your health care provider. If you do not have access to a physician, the Campus Health Centre can help you complete your form. Please call the Campus Health Centre for an appointment.

An Informed Consent must be filled out at the Campus Health Centre for Immunization Exemption. Immune status is required via blood titre levels and a record of past vaccinations must be given for the Informed Consent to be processed. TB testing is mandatory.

2. TUBERCULOSIS SURVEILLANCE (TB skin testing)

All first year students and new entry students are required to provide proof of TB status as a part of the Entry Immunization Form. A Two-Step TB Skin Test is required. If a two-step TB test has been completed in the past, proof of this testing must be provided as well as a current yearly one step. If you are a known positive conversion, proof of a follow-up chest x ray must be submitted, in lieu of test.

3. INFLUENZA IMMUNIZATION (Flu vaccine)

For long term care placements students may require the flu shot. Please ensure you are immunized and keep a record. If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over. This may result in a grade of Fail for the student if she/he cannot meet the learning outcomes for that rotation.

4. ILLNESS

Durham College has a responsibility to the practicum agencies concerning infection and disease control. The student is responsible for assessing his/her ability to attend practicum/field placement. When reporting off due to illness, students are to comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your professor for further direction. If medical attention or a physician's note is required please contact the Health Centre or your family physician.

The following *must* be reported to the Health Centre prior to attending practicum placement for consultation and advice.

- a) Communicable Disease Contact: If you suspect you have been in contact with a communicable disease, contact the Disease Surveillance Officer in the Health Centre.
- b) Gastrointestinal/Diarrhea: If symptoms of diarrhea persist for longer than 24 hours, follow up through the Health Centre or a family physician is recommended.
- c) Respiratory: Respiratory symptoms that are reportable include a persistent fever of greater than 38 degrees and a new or worsening cough or shortness of breath. Reporting through the Health Centre or family physician of these symptoms is required for clearance to placement facility. (Source: Directive to All Ontario Acute/Non-Acute Care Facilities Under Outbreak Conditions, ACO-03-05. Oct. 22, 2003)

5. ACCIDENTAL INJURY

Any student sustaining an injury during class or at a practicum/placement must complete a Durham College Accident/Injury Report. Forms are available online by accessing the following link - <http://www.durhamcollege.ca/forms/accidentinjury/>. The accident/injury may need to be reported to WSIB. Please advise your Placement Officer or professor of your program within 24 hours of any accident(s).

Steps for Completing an Accident/Injury Report

- 1. Notify your Placement Officer and professor of the accident/injury immediately.
- 2. Complete a Durham College Accident/Injury Report within 24 hours following the injury - <http://www.durhamcollege.ca/forms/accidentinjury/>. The report must be completed by the injured person. If you require assistance completing the form, please contact your Placement Officer.
- 3. If the accident/injury occurs at a practicum/placement, also notify the placement agency of the injury, and then follow the agency's policy.

6. MANAGEMENT OF PERSONS WITH EXPOSURE TO BLOOD OR BODY FLUIDS

Definition of "Exposure":

Exposure encompasses situations such as, a break in the skin's integrity due to a needle stick injury, scratches, bites, lacerations and contact as a result of splashing with blood or other body fluids to which standard precautions apply.

a) Steps to Follow if an Exposure Occurs

- 1. Instruct the person to press cuts or punctures of the skin to make it bleed.
- 2. Wash the area with soap and water.
- 3. If eyes are splashed, rinse with tap water or saline with eye(s) open.
- 4. If mouth is affected, spit out suspected fluid and rinse with water.
- 5. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact.

b) Reporting and Post-Exposure Management

Students should report exposures immediately after they occur, as certain interventions may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

1. Notify their immediate supervisor (both site supervisor and Placement Officer)
2. Report immediately to emergency department of local hospital to determine risk level, treatment, counseling and suggested follow-up. Follow the policy of the agency in which the exposure occurred.
3. Complete a Durham College Accident/Injury Report within 24 hours following the exposure - <http://www.durhamcollege.ca/forms/accidentinjury/>. Relevant information includes the following:
 - Date, time, location (agency) of exposure
 - Job duty being performed by student/staff at the time of exposure
 - Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact
 - Description of source of exposure, including of known, whether the source material contains HIV, HBV
 - Details about referral to physician for assessment/treatment (date, time, location, name of physician in emergency department)
4. Follow-up counseling and on-going evaluations by a physician can be arranged if the student does not have a physician.

7. TRAVEL OUTSIDE CANADA

Please be aware that upon returning, if you are unwell, you are advised to consult with the Campus Health and Wellness Centre or your family physician. This is required to rule out transmission of dysentery or salmonella infection.

8. WORKERS SAFETY AND INSURANCE BOARD (WSIB)

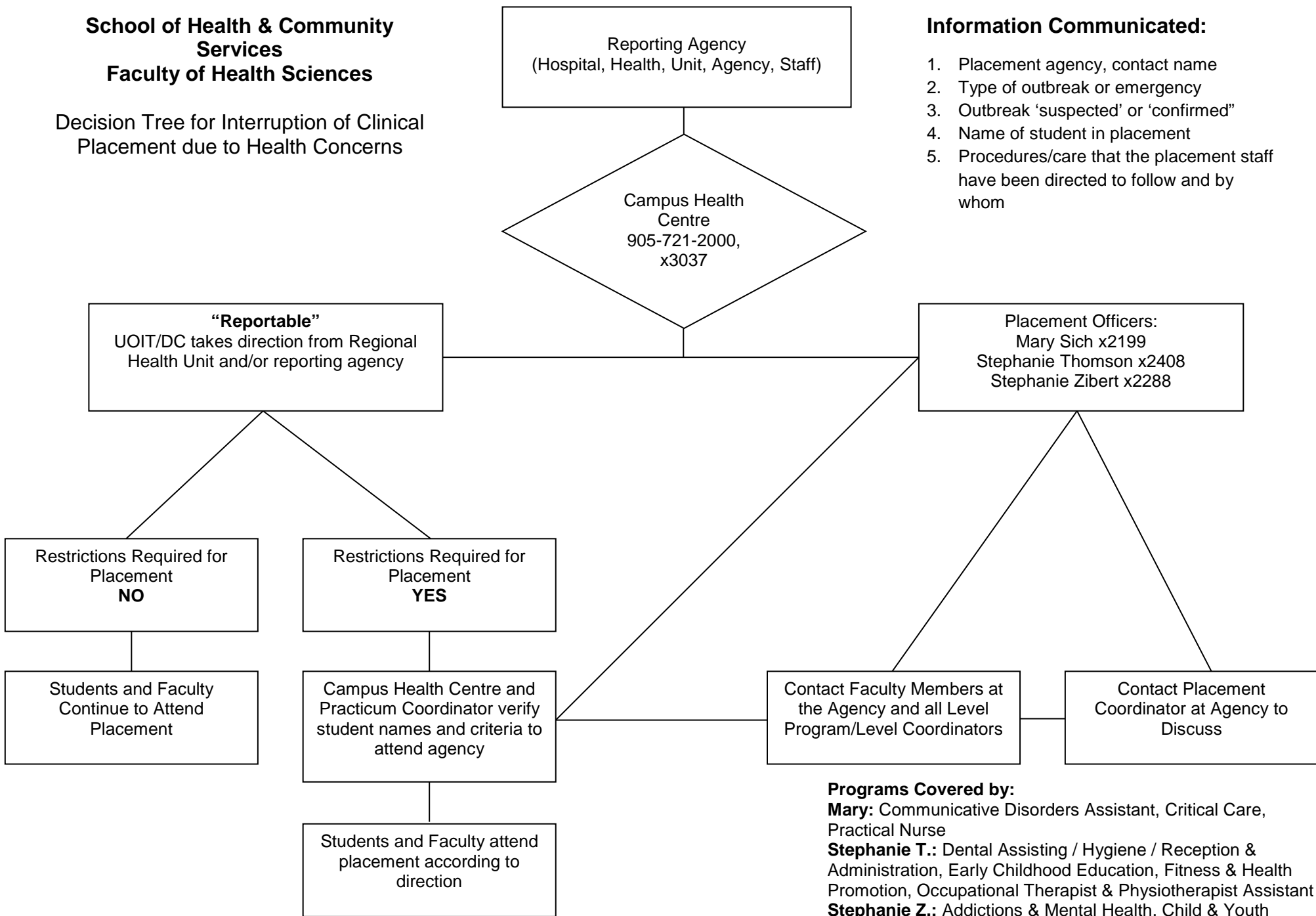
All students must complete a Workplace Education Placement Agreement for workers prior to commencing practicum. In case of accident, students may be covered by Worker's Compensation. Students who have practicum with employers outside the Worker's Compensation Act will be covered by private insurance purchased by the Ministry of Education and Training. Any accidents or injuries must be reported to the Placement Officer within 24 hours of the injury, and the forms will be completed by the student. If you require assistance completing the form, please contact your Placement Officer

**THE CAMPUS HEALTH CENTRE IS LOCATED
IN THE RECREATION AND WELLNESS COMPLEX
ROOM G-1030**

**THE HOURS OF OPERATION:
MONDAY – FRIDAY 9 am - 5 pm
FAX: 905-721-3133
PHONE: 905-721-3037
www.durhamcollege.ca/campushealthcentre**

**School of Health & Community Services
Faculty of Health Sciences**

Decision Tree for Interruption of Clinical Placement due to Health Concerns



Information Communicated:

1. Placement agency, contact name
2. Type of outbreak or emergency
3. Outbreak 'suspected' or 'confirmed'
4. Name of student in placement
5. Procedures/care that the placement staff have been directed to follow and by whom

Programs Covered by:

Mary: Communicative Disorders Assistant, Critical Care, Practical Nurse
Stephanie T.: Dental Assisting / Hygiene / Reception & Administration, Early Childhood Education, Fitness & Health Promotion, Occupational Therapist & Physiotherapist Assistant
Stephanie Z.: Addictions & Mental Health, Child & Youth Worker, Developmental Services, Personal Support Worker, Social Services Worker

Academic Advising - Student Advisor

Durham College is committed to the success of every student during their educational experience. There are many resources available to support students on this journey. Academic Advising is a comprehensive service that is aimed towards meeting students' needs, increasing student satisfaction, improving retention and enhancing the quality of academic life. Each school has a **Student Advisor** to facilitate academic success. These representatives can assist students to:

- identify career goals and make sound academic decisions.
- develop academic plans to promote success in the event of failed subjects or low grade point average (GPA).
- make decisions regarding full-time/part-time studies.
- review graduation requirements.
- set up academic plans with individual students upon request.
- find equivalent credits.
- transfer to another program.
- select electives and options; and
- access other college services to support student success.

While drop-ins may be possible for specific answers to short-term questions about courses, schedules, and procedures, it is advisable for students to set up one on one appointments with their Student Liaison. Appointments may be made in person or by phone. Please visit your School office for further information.

Your Student Advisor is:

Name: Cheryl Lovisa
Office #: Room SW106M, South Wing, Gordon Willey Building
E-mail address: cheryl.lovisa@durhamcollege.ca
Telephone: Ext. 6586
Appointment time available: 8:30am - 3:30pm, Monday - Thursday

Centre for Students with Disabilities

Phone: 905.721.3123

E-mail: disabilities@durhamcollege.ca

Web: www.durhamcollege.ca/csd

North Oshawa location: SW 116

Whitby location: Room 180

Pickering location: please contact the CSD at North Oshawa location

About the CSD

The Centre for Students with Disabilities (CSD) at Durham College provides services to students with disabilities to ensure that equal access is available to all aspects of the academic environment. These services are designed in accordance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. Our services are confidential.

Registering with the CSD

Students who identify or anticipate barriers to learning related to disability are encouraged to register with the Centre for Students with Disabilities.

The Centre for Students with Disabilities will review disability related documentation and prepare a record for the student verifying their registration with the CSD along with their individualised access plan. Possible supports that may be recommended by the centre include, but are not limited to, testing accommodations or adaptive technology. Students are advised to meet with their professors early in the term to discuss course design and access requirements to ensure equal access to learning.

Students who are approved for test accommodations will need to meet all timelines for test/exam sign-up facilitated by the Test Centre. The Centre for Students with Disabilities bears no responsibility for students missing Test Centre deadlines.

It is the student's responsibility to check their DC Mail email address frequently as all important CSD related information will be posted to student email accounts.

Student Academic Learning Services (SALS)

Success Matters start here! The staff and faculty at the Student Academic Learning Centre can help you achieve your educational goals. We can help you with writing, English (ESL), math, statistics, biology, chemistry, physics, and accounting.

STUDENT ACADEMIC LEARNING SERVICES (SALS)
Success Matters Start Here

WRITING SKILLS

- Academic integrity
- Avoiding plagiarism
- Editing skills instruction
- Getting started and organization
- MLA/APA referencing
- Research strategies

DC CONNECT/SALS COURSE

24/7 online access to SALS academic resources by registering at www.durhamcollege.ca/connect

LEARNING STRATEGIES

- Learning styles
- Listening and note-taking skills
- Math study skills
- Organization skills
- Study strategies
- Test and exam preparation
- Thinking and reading
- Time management
- Using technology

What do you need?

ENGLISH LANGUAGE SUPPORTS

- Assignment review
- Grammar and punctuation
- Listening and reading skills
- Presentation skills
- Speaking and pronunciation skills
- Vocabulary development

Subject Specific Supports

SCIENCE	MATH	BUSINESS
Anatomy	Algebra	Accounting
Biology	Applied Math	Economics
Chemistry	Calculus	Operations
Physics	Med Math	Programming
Physiology	Statistics	Statistics

COLLEGE PEER TUTORING

Meet with upper year students to review course material.

PEER WRITING TUTORS

Meet with senior students for tutoring in academic writing.



DURHAM COLLEGE
SUCCESS MATTERS

Meet with our integrated team of academic support specialists, visit us online at www.durhamcollege.ca/sals, and self-register for the DC Connect/SALS course at www.durhamcollege.ca/connect.

The Library

The Library is here to help you succeed!

Stop by for help to research a topic, complete an assignment, or when you just need a quiet place to study. The Library on the north side of the Polonsky Commons is easy to find. Both wired and wireless computer access is available along with 10 small group study rooms and the *Den* in the basement for group work. Although food is not permitted in the library, drinks in covered containers are allowed and you can buy a Starbucks coffee to go at the Library Café.

Students & faculty at the Whitby now have a small branch library at their location. They may also use the North Oshawa campus library in person, via internet, or request books to be sent to them at Whitby.

Most of the Library's resources are in digital format and are available 24x7 through the Library's web page. You can access them from on or off campus by logging in with your student number and computer password. The digital resources include e-books, magazines, journals, newspapers, statistical databases.

Visit the library virtually at www.durhamcollege.ca/library to:

- Research a Topic,
- Find books and articles,
- Renew materials,
- Request an interlibrary loan,
- Book a group study room,
- Get online help from a librarian
- Check on the hours the library is open

Your campus photo ID card is also your library card and is required to check out books and Reserves.

The librarians work closely with your professors to provide class presentations directly linked to your assignments. Additional sessions on using specialized resources are also offered throughout the year and help is also available on the library website. You may contact the Reference staff by phone or e-mail, and you are always welcome to visit our Reference desk in person. We look forward to helping you!

Check the website for library hours.

Circulation desk (905) 721.3082
Reference desk (905) 721.2000 ext. 2390

Scholarships, Bursaries and Awards

Scholarships: Scholarships are awarded to students who have achieved academic and personal excellence. Some scholarships are awarded solely on academic performance. Others are based on a combination of academic achievement and proven personal excellence including leadership and community involvement.

In-Course scholarships: In-Course scholarships are awarded to returning full-time students in post-secondary programs who have demonstrated academic excellence in their studies. Students must have been registered in full-time studies in the same program in consecutive years to be considered. In-course scholarships are solely based on GPA and no application is necessary unless otherwise noted. Recipients are notified via DC Mail.

Bursaries: Bursaries may be available to full time post-secondary students requiring additional financial assistance to cover their educational costs. When students' personal and family resources are not sufficient to cover costs they are expected to apply for OSAP. Before applying for a bursary, students should investigate all other forms of financial assistance. Other resources may include scholarships, family support, student line of credit and part time employment.

Durham College supports access to post-secondary education following these principles:

- No qualified Ontario student should be prevented from attending Ontario's public colleges and universities due to lack of financial support programs.
- Students in need should have access to the resources they need for their postsecondary education.

Durham College Access Bursary Program: This bursary is available to Ontario students offered admission to a full time, first year program at Durham College.

Durham College Upper Year Student Bursary Program: Students must complete the Student Financial Profile application for consideration for bursary funding.

Awards: Awards may be based on scholastic achievement and/or financial need. There may be other requirements for qualification such as membership in certain organizations, enrollment in specific programs, leadership abilities and/or community service. Students must be in good academic standing to be considered.

Eligibility: Students who are currently enrolled full-time at Durham College are eligible to apply for scholarships and bursaries. Many awards have specific guidelines and students are advised to read all information about the award before applying.

Application process: Information on all scholarship, bursaries and awards for registered Durham College students including application, submission and deadline details is posted on the

DC Student tab of the MyCampus section of the college website. Students are advised to check MyCampus regularly for updates.

Unless otherwise noted, all students must complete the online Student Financial Profile application for consideration for bursary and award funding. Information, application instructions and submission deadlines for the Student Financial Profile are found on the MyCampus website under the DC Student tab. The student is notified of the application results via DC Mail.

For further information on scholarships, bursaries and awards, please contact studentawards@durhamcollege.ca.

NOTE: Awards, amounts and availability are subject to change at the discretion of the Student Awards office or the donor. All awards are based on information available at the time of publication.

Awards Open to Students in All Programs

Title of Award	Award Value (\$)
Anne Sabat Award	\$400
Campus Living Centre Residence Award	\$250
Canadian Federation of University Women Oshawa and District Award	\$500
CAW Family Auxiliary 27 Award	\$250
Carpenters Union Local 397 Award	\$800
Durham College Access Bursary	Various amounts
Durham College Alumni Association Award	Various amounts
Durham College Bursary	Various amounts
Durham College Endowed Award	\$1000
Durham College Scholarship	\$500 or \$1000
Durham Region Chairman's Award	\$1000
Durham Region Chairman's Scholarship	\$1000
Durham Region Police Services Board Bursary Award	\$500
Greenbriar Foundation Award	\$1000
Harold "Pat" Dooley Bursary	\$1300
SA International Emergency Bursary	Various amounts
Lenovo (Canada) Inc. Access Awards	\$500
Lifelong Learning Award	\$1000
Lifelong Learning Bursary	\$1000
Lois and Gary Polonsky Award	\$1000
Lois Sleightholm Award	\$2000
McErlean Family Award	\$500
Marjorie Elizabeth Willoughby Award	\$3000
Ontario Aboriginal Bursary	Up to \$3000
Ontario First Generation Bursary	\$3000
OPG Employees' and Pensioners' Charity Trust	\$1000
Oshawa Double B Sports Club Bursary	\$800
Purdue Pharma Award	\$800
Retired Teachers of Ontario District 28 Award	\$500
Ross Mackie Award	\$4000
UA Local 463 Award	\$400
Wordham Family Award	\$3000
Your Student Association Award	\$400

School of Health & Community Services

Central East Community Care Access Centre Award	Practical Nursing and Personal Support Worker	2 at \$500 2 at \$750
Daryl and Cindy Austin Award	Any Health & Community Services program	\$750
Durham Filipino-Canadian Society and Dr. Gregorio Bayang Award	Dental Assisting/Dental Hygiene	\$800
Dwayne Moses Memorial Award	Social Services Worker	\$800
Durham Dental Hygiene Society	Dental Hygiene	\$500
George & Gennie Chaput Award for Excellence in Patient Care	Practical Nursing	\$1000
Joyce Marshall Bursary	Early Childhood Education	\$500
Stanley Lovell Memorial Award	Practical Nursing	\$1000
Nursing Faculty Memorial Award	Practical Nursing	\$500
Oshawa Community Credit Union Award	Alternates yearly between School of Business & Information Technology students and School of Health and Community Services, Nursing Program students	To be determined
Oshawa Folk Arts Council – Anne Racz Memorial Award	School of Health and Community Services	\$500
Oshawa Folk Arts Council – Jay Drygala Memorial Award	School of Health and Community Services	\$500
Victorian Order of Nurses Award	Practical Nursing - For outstanding commitment to patient care	\$500

Convocation Awards

Founder's Cup	\$200
Durham College Medal: Top Student – Three year Program	\$500
Durham College Medal: Top Student – Two year Program	\$500
Durham College Medal: Top Student – One year Program	\$500
Durham College Medal: Top Student – Apprenticeship Program	\$500
Governor General's Academic Medal and W. Bruce Affleck Memorial Scholarship	\$2000
President's Leadership Award	\$500

SOCIAL SERVICE WORKER

COURSE NAME	MOD	CODE	PREREQUISITE	COREQUISITES	LECT	LAB	ALT. DEL.	FIELD PLMT
					HR	HR	HR	.HRS
SEMESTER 1								
ISSUES AND ETHICS		COUN 1501			2	0	0	
PHARMACOLOGY & BEHAVIOUR		COUN 1504			4	0	0	
LIFESKILLS PRACTICE		COUN 2504			3	0	0	
G GENERAL EDUCATION ELECTIVE		GNE0 0000			3	0	0	
INTRODUCTION TO PSYCHOLOGY		PSYC 1000			3	0	0	
INTERVIEWING SKILLS I		SSW 1500			3	0	0	
FIELD PLACEMENT PREPARATION		SSWF 1000			1	1	0	
RECORD KEEPING & REPORT WRITING		WRIT 1502			1	1	0	
					20	2	0	
SEMESTER 2								
FIELD PLACEMENT I & SEMINAR		FWK 1507	SSW 1500 COUN 1501	COUN 1504 SSWF 1000 WRIT 1502	1	0	0	221
G GENERAL EDUCATION ELECTIVE		GNE0 0000			3	0	0	
G GENERAL EDUCATION ELECTIVE		GNE0 0000			3	0	0	
INTERVIEWING SKILLS II		SSW 2500	SSW 1500		3	0	0	
CRISIS INTERVENTION		SSW 2506	SSW 1500		3	0	0	
					13	0	0	221
SEMESTER 3								
LIFESKILLS THEORY		COUN 2505	COUN 2504		3	0	0	
FAMILY AND FAMILY SYSTEMS		COUN 3501	SSW 2500		3	0	0	
GROUP DYNAMICS		COUN 3503	SSW 2500		3	0	0	
FIELD PLACEMENT II & SEMINAR		FWK 2501	FWK 1507 COUN 2506		1	0	0	221
DEVELOPMENT ACROSS THE LIFESPAN		PSYC 2500	PSYC 1000		3	0	0	
					13	0	0	221

SOCIAL SERVICE WORKER

COURSE NAME	MOD	CODE	PREREQUISITE	COREQUISITES	LECT	LAB	ALT. DEL.	FIELD PLMT	
					HR	HR	HR	.HRS	
SEMESTER 4									
CULTURAL ISSUES		COUN 1502			2	0	0		
ADDICTIONS COUNSELLING THEORY AND PRACTICE		COUN 3502	WRIT 1502 FWK 1507	COUN 2502 COUN 1504 COUN 3501	2	0	1		
FIELD PLACEMENT III & SEMINAR		FWK 3501	FWK 2501	PSYC 2500 COUN 2505 COUN 3503	1	0	0	221	
ABNORMAL PSYCHOLOGY		PSYC 2501	PSYC 1000		3	0	0		
SOCIAL POLICY AND ADMINISTRATION		SOCI 1501			3	0	0		
					11	0	1	221	

NOTES:
ELE - ELECTIVE - Students may take one or many subjects, depending on the requirements of their program. **ELET** - represents a typical subject load and **IS** included in the total hours per week, to reflect the total hours per week required.
OPT1/OPT2/OPT3 - OPTIONS - Students choose subjects. **OPT1** subjects are included in total hours per week.
G - GENERAL EDUCATION - Subjects marked at the left margin with **G** are "General Education" subjects.

1 of the **GNED 0000** electives, the students are required to take must be Introduction to Sociology.

Course Descriptions

SEMESTER I

ISSUES & ETHICS

COUN 1501

This course introduces students to the professional, ethical and legal issues facing the Social Service Workers or Child & Youth workers. A process for ethical decision-making will be explored and this process will be applied to a wide variety of complex professional dilemmas.

PHARMACOLOGY & BEHAVIOUR

COUN 1504

This course provides students with an introduction to human hormonal and neurochemical processes as they relate to human behaviour and substance use and abuse. Students learn about the organization and functioning of the central nervous system, its relationship to motivation and behaviour and the effects of various “drugs.” The course focuses upon the “fundamental concepts” associated with the study of addictive behaviour and mental health and relates these to personal and societal biases regarding psychoactive drugs and drug use. The information gained in the course provides students with the ability to

assess the impact of drug use on psychosocial functioning.

LIFE SKILLS PRACTICE

COUN 2504

This experiential learning course is based on the Life Skills Coaching model. It allows students an opportunity to participate in a therapeutic group intended to promote personal growth through the development of some core interpersonal skills.

INTRODUCTION TO PSYCHOLOGY

PSYC 1000

This course introduces students to the vocabulary and principles of psychology. Students are encouraged to develop an understanding of the basic principles of human behaviour and gain insight into how and why people think, learn and behave. Other topics include research methods, physiology, perception, learning, memory, motivation, consciousness and social psychology.

INTERVIEWING SKILLS I

SSW 1500

This course provides students with an introduction to the basic theory and skills necessary for effective interviewing and counselling. A micro-skills approach to intentional counselling is

taken. Throughout this course, students use role-play situations to practice skills, concepts, and methods designed to develop concrete competencies in interviewing and counselling.

FIELD PLACEMENT PREPARATION

SSWF 1000

This course is designed to help prepare students for their initial placement experiences in the Social Services. Students will learn about the roles and responsibilities of social service workers, the various agencies and organizations in which they are employed, and the placement opportunities available that will help facilitate progression towards their professional goals and aspirations. Students will be introduced to placement search techniques, field placement learning objectives, roles of agency supervisors, and college advisors and also complete the necessary forms and paperwork required for field placement as well as participate in the selection process for field placement.

**RECORD KEEPING &
REPORT WRITING
WRIT 1502**

This course is designed particularly for students who work or will be working in the human services field. The focus will be on effective written and electronic communication skills. Students will be introduced to record keeping and report writing which will include documentation related to the human services field. Students will be encouraged to develop an approach to writing which is based on the writer's purpose, audience and the context of the communication. The importance of professional electronic communication will be introduced to the student.

SEMESTER II

**FIELD PLACEMENT I &
SEMINAR
FWK 1507**

Field placement allows students the opportunity to integrate Social Services Worker theory into practice. The student is required to complete the assigned hours of field work in a community setting which provides direct client service. Field Placement Seminar is a mandatory 1 hour timetabled class at the college. In the seminar class, the student will have the opportunity to

discuss issues pertaining to field placement.

**INTERVIEWING SKILLS II
SSW 2500**

This course is a continuation of Interviewing Skills I (COUN 1500). The micro-skills approach to intentional counselling is used. In addition, students are introduced to a variety of major theoretical perspectives on counselling. Emphasis is placed on experiential learning and students have the opportunity to continue to integrate theoretical concepts with their emerging counselling skills.

**CRISIS INTERVENTION
SSW 2506**

This course examines crisis intervention theory and its application. The material builds on the student's general knowledge of counselling and related issues and focuses on concepts central to crisis work. By way of introduction, students learn to distinguish between long-term counselling and crisis intervention. Following this, crisis related assessment techniques and relevant intervention strategies are studied. Potentially violent situations common to Social Service agencies are explored and the concept of professional burnout as a crisis issue is covered in

some detail. In conclusion, the course examines various dispositional crises, ranging from suicide to sexual assault.

SEMESTER III

**LIFE SKILLS II THEORY
COUN 2505**

This course covers theoretical and practical information on the dynamics of Life Skills coaching with particular emphasis on the Saskatchewan Newstart model and subsequent developments of the theory as demonstrated through the Life Skills publications of the Y.W.C.A. Key concepts relevant to Life Skills Coaching will be examined. As well, the process and dynamics of the Life Skills I group the student participated in will be reflected on via a private and confidential format to integrate the experience into a theoretical perspective. Once students have developed a working knowledge of the model, they will conduct a group session for their peers. Students will give and receiving feedback on their application of the theory so they can enhance their assessment skills for future professional growth.

**FAMILY & FAMILY SYSTEMS
COUN 3501**

This course is an introduction to viewing and working with families from a family systems and family therapy perspective. Students will learn to view human behaviour and behaviour problems as expressions of family interactions, dynamics and structures. Individual therapy will be contrasted with a family systems approach and the student will be introduced to the concept of “the individual in context”. Family dynamics will be explored as factors in the development and maintenance of various types of clinical problems including, psychopathology and mental health. The student will be introduced to assessment and treatment planning from a family therapy perspective.

**GROUP DYNAMICS
COUN 3503**

This course provides students with an overview of the concepts and principles relevant to therapeutic group work. There are three main areas of focus that will be covered; types of group work, the theoretical stages of group process and ethical techniques for enhancing therapeutic outcomes. The course examines group stage-related themes such as preparing members, forming group norms, establishing

member goals, addressing confidentiality and trust related issues, working with strong emotions and consolidation of learning. An experiential component of the course provides students with the opportunity to experience group process both as a group member and facilitator. Feedback on students’ involvement in group process will be provided by the professor and through related assignments

**FIELD PLACEMENT II & SEMINAR
FWK 2501**

Field placement allows students the opportunity to integrate Social Services Worker theory into practice. The student is required to complete the assigned hours of field work in a community setting which provides direct client service. Field Placement Seminar will be a mandatory 1 hour timetabled class at the college. In the seminar class, the student will have the opportunity to discuss issues pertaining to field placement.

**DEVELOPMENT ACROSS THE LIFESPAN
PSYC 2500**

This course introduces students to the study of development across the lifespan, from a developmental psychology perspective. Processes and milestones of the individual

from conception through adulthood are examined, with particular emphasis on behavioural and cognitive development. Students will be introduced to contemporary developmental psychology, its theories and controversies. The study of lifespan development allows students the opportunity to gain insight into their own development, learn how to assess “who they are”, “how they came to be this way”, and “what their future holds for them”. Moreover, students in health and community services programs will gain information that they can apply to their client populations.

SEMESTER IV

**CULTURAL ISSUES
COUN 1502**

This course will help the student to develop a better understanding of the concerns and issues of culturally diverse clients and their communities. They will gain appreciation for the diversity of cultures and subcultures and their interactions in Canadian society. The course will also provide the students with opportunities to look at their personal, as well as professional values, and relationships to clients of culturally diverse views.

**ADDICTIONS
COUNSELLING THEORY &
PRACTICE
COUN 3502**

“Addictions: Theory and Practise” is an advanced course and builds upon the skills and knowledge developed in several prerequisite courses. Students will be introduced to models of drug dependence, treatment methodologies derived from those models and current counselling practises with clients who present with substance abuse-related issues. The student will learn how to apply clinical assessment, referral and treatment planning principles, and counselling skills to a specific clinical population, i.e., substance abusers. The course is intended, not only to assist the student in developing skills with clients who present with addictions-related symptomatology, but also to hone generic counselling skills and practise.

**FIELD PLACEMENT III &
SEMINAR
FWK 3501**

Field placement allows students the opportunity to integrate Social Services Worker theory into practice. The student is required to complete the assigned hours of field work in a community setting which provides direct client service. Field

Placement Seminar will be a mandatory 1 hour timetabled class at the college. In the seminar class, the student will have the opportunity to discuss issues pertaining to field placement.

**ABNORMAL
PSYCHOLOGY
PSYC 2501**

This course is designed to introduce students to the field of mental health and the study of psychopathology. The course focuses upon the description, classification, evaluation and treatment of mental health disorders. In addition, students will study the use of the DSM classification system and evaluate the concept of “abnormality”.

**SOCIAL POLICY &
ADMINISTRATION
SOCI 1501**

Social Policy and Administration provides an overview of the Canadian social welfare system. The course begins by highlighting relevant historical factors and exploring significant aspects of the social welfare system that are unique to Canada. Then an array of current social issues will be addressed with an emphasis on the impact of relevant social policy. The course progresses to address strategies for service delivery. The various roles that are played by different

professionals and the interplay of the social welfare and other related systems will be clarified.