



Douglas College Course Information

Date: 28 October 1997

A: Division: Instructional Division

B: Dept.: Child, Family and Community Studies

Program: Community Support Worker

New Course: X

Revision of Course Information form:
Dated:

C: CSWK 471

D: Facilitating Employment and Independent Living

E: 3

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description: This course examines the practical skills required to create employment opportunities and facilitate independent living skills. It critically examines past and present practices and explores the values and attitudes needed to work effectively in inclusive employment and community settings.

Summary of Revisions: (Enter date & section)
Eg: Section C,E,F

G: Type of Instruction: Hours per Semester

Lecture\Practice:	60	Hrs.
Laboratory:		Hrs.
Seminar:		Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other:		Hrs.
Total:	60	Hrs.

H Course Prerequisites:
Enrollment in C.S.W. Program

I: Course Corequisites:
Nil

J: Course for which this Course is a Prerequisite:
Nil

K Maximum Class Size:
30

L: College Credit Transfer
College Credit Non-Transfer

M Transfer Credit: Requested:
Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.
S.F.U.
U. Vic.
Other:

Non-Credit

(Robert Logelin) Course Designer(s)

Dean

Vice-President, Instruction
Registrar

N. Textbooks and Materials to be Purchased by Students:
(Use Bibliographic Form):

1. Butterworth, J., Gandolfo, C., M., Hagner, D., Marrone, J., and Van Gelder, M. (1996). *Employment Specialist Training Manual*. Boston MA: Institute for Community Inclusion. (Course Text)
2. Racino, J., Walker, P., O'Connor, S., and Taylor, S. (1993). *Housing, Support and the Community*. Baltimore, MD: Paul H. Brookes. (Recommended).
3. Schalock, R. (Ed.), *Quality of Life II: Application to Persons with Disabilities*. Washington, D.C.: American Association on Mental Retardation. (Recommended).

Sections O, P, Q

Major Concepts: *global ideas that guide the design and delivery of the course*

1. The core of supporting people into community and employment begins with the understanding that people with disabilities are equal Citizens of Canada. As such, people are entitled to the rights and responsibilities that Canadian Citizenship holds. Inherent in this view is the belief that people with disabilities can work and that people with disabilities should work.
2. Personal competence (i.e. the ability to take effective action) is the desired outcome. Therefore, the promotion of self advocacy and the exercise of individual choice, power, and control are the guiding principles of the employment and independent living practitioners.
3. Community access and employment success of most people is often the result of effective teamwork and communication. Well defined methods and strategies for working together are critical to successful community involvement and employment opportunities.
4. Effective supported employment practitioners need to have a comprehensive understanding of the planning processes that support individuals towards their employment goals. This includes an understanding of person centered career and life planning and a knowledge of assessment and planning tools.
5. Employment opportunities and long term attachment to the work force are the result of careful cultivation and nurturing by supported employment practitioners. Practitioners require knowledge of the business community and labour market, in order to promote job seekers, and address employer needs.

6. The ability to motivate job seekers, employers, and unions is critical to positive employment opportunities and quality outcomes. It has been said if you are not in the motivation business, you are in the wrong business.
7. Practitioners need the skills to work closely with employers to meet the employer's needs and to match those with the skills of the individual. The supported work professional requires specific skills in the areas of job placement strategies, skill training, job development, job match, site analysis, task analysis, creating natural supports and co-workers.

Evaluation:

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding the number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.

Grading is Mastery or Non-mastery.