

## **EFFECTIVE: SEPTEMBER 2004** CURRICULUM GUIDELINES

B.   Department / Program Area:   Faculty of Child, Family and Community Studies Community Studies Community Studies Worker   Revision   Image: Community Studies Community Studies Date of Previous Revision: Date of Previous Revision: Date of     Subject & Course No.   Descriptive Title   Semester Credits     F:   Calendar Description: In this course on employment counselling, students will examine the process of employment counselling based on four areas of focus: Job loss counselling, career counselling, job search skills, and life skills. Students will have an opportunity to develop the practical skills necessary to assist people to obtain employment. They will also examine the social and psychological effects of unemployment.     G:   Allocation of Contact Hours to Type of Instruction / Learning Settings:     Learning Settings:   Learning Settings:     Learture   Number of Contact Hours: (per week / semester for each descriptor)     60 hours   None     Number of Weeks per Semester:   K:     Flexible delivery ranging over 6 to 15 weeks   Sto     L:   PLEASE INDICATE:   Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Atabasea University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.     Non-Credit   College Credit Transfer.	A.	Division:	Instruction	Effectiv	e Date:	Septemb	oer 2004		
If Revision, Section(s) Revised: Date of Previous Revision: Date of     Subject & Course No.   Descriptive Title     Semester Credits     F:   Calendar Description: In this course on employment counselling, students will examine the process of employment counselling based on four areas of focus: Job loss counselling, clore reconselling, job search skills, and life skills. Students will have an opportunity to develop the practical skills necessary to assist people to obtain employment. They will also examine the social and psychological effects of unemployment.     G:   Allocation of Contact Hours to Type of Instruction   H:se     /Learning Settings   Primary Methods of Instructional Delivery and/or Learning Settings: Lecture   Number of Contact Hours: (per week / semester for each descriptor)   is   uisite     Ø hours   None   is   uisite     Number of Weeks per Semester: Flexible delivery ranging over 6 to 15 weeks   K:   Maximum Class Size: 30     L:   PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University; college; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.	B.		Community Studies Community Social Service		n 🛛	New Cou	ırse	X	
F:   Calendar Description: In this course on employment counselling, students will examine the process of employment counselling based on four areas of focus: Job loss counselling, career counselling, job search skills, and life skills. Students will have an opportunity to develop the practical skills necessary to assist people to obtain employment. They will also examine the social and psychological effects of unemployment.     G:   Allocation of Contact Hours to Type of Instruction II:se //Learning Settings     Primary Methods of Instructional Delivery and/or Learning Settings:   H:se     Vectore   Number of Contact Hours: (per week / semester for each descriptor)     60 hours   is     Number of Weeks per Semester:   K:     Flexible delivery ranging over 6 to 15 weeks   K:     L:   PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasea University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.			WOIKEI	Revised Date of	:	I			
employment counselling based on four areas of focus: Job loss counselling, career counselling, job search skills, and life skills. Students will have an opportunity to develop the practical skills necessary to assist people to obtain employment. They will also examine the social and psychological effects of unemployment.     G:   Allocation of Contact Hours to Type of Instruction H:se / Learning Settings     Primary Methods of Instructional Delivery and/or Learning Settings:   H:se / Learning Settings:     Vecture   Number of Contact Hours: (per week / semester for each descriptor)   is uisite     60 hours   None     Number of Weeks per Semester:   K: Maximum Class Size:     Flexible delivery ranging over 6 to 15 weeks   30     L:   PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.     Non-Credit   College Credit Non-Traditional Colege Credit Non-Traditional College Credit N		Subject & Cou	Irse No.	Descriptive Title		Semester Cred	lits		
/ Learning Settings     Primary Methods of Instructional Delivery and/or Learning Settings:     Lecture     Number of Contact Hours: (per week / semester for each descriptor)     60 hours     Number of Weeks per Semester:     Flexible delivery ranging over 6 to 15 weeks     K:   Maximum Class Size: 30     L:   PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.     Non-Credit   College Credit Non-Transfer		employment c search skills, a assist people t unemployment	ployment counselling based on four areas of focus: Job loss counselling, career counselling, job arch skills, and life skills. Students will have an opportunity to develop the practical skills necessary to sist people to obtain employment. They will also examine the social and psychological effects of						
Learning Settings:     Lecture     Number of Contact Hours: (per week / semester for each descriptor)     60 hours     Number of Weeks per Semester:     Flexible delivery ranging over 6 to 15 weeks     I:   PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.     Non-Credit     College Credit Non-Transfer	G:			uction <b>H:se</b>					
for each descriptor)   is   uisite     60 hours   None     Number of Weeks per Semester:   K:   Maximum Class Size:     Flexible delivery ranging over 6 to 15 weeks   30     L:   PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.     Non-Credit   Non-Credit     College Credit Non-Trade   College Credit Non-Trade		Learning Settin		nd/or					
for each descriptor)   is   uisite     60 hours   None     Number of Weeks per Semester:   K:   Maximum Class Size:     Flexible delivery ranging over 6 to 15 weeks   30     L:   PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.     Non-Credit   Non-Credit     College Credit Non-Transfer   College Credit Non-Transfer		Number of Con	tact Hours: (per week / seme	ster					
Number of Weeks per Semester:   K: Maximum Class Size:     Flexible delivery ranging over 6 to 15 weeks   30     L:   PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.     Non-Credit   Non-Credit     College Credit Non-Tra   College Credit Non-Tra		for each descrip	-			is	uisite		
30     Flexible delivery ranging over 6 to 15 weeks     L:   PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.     Non-Credit     College Credit Non-Transfer		00 11001 3		1101	le				
Flexible delivery ranging over 6 to 15 weeks     L:   PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.     Non-Credit   Non-Credit     College Credit Non-Transfer   College Credit Non-Transfer		Number of Wee	eks per Semester:		ximum Class Size:				
Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.     Non-Credit     College Credit Non-Transport		Flexible delive	ry ranging over 6 to 15 wee						
Non-Credit   College Credit Non-Transa	L:	Malaspina Un Athabasca Uni	ina University College; Bachelor of Professional Arts in Human Services degree program at sca University; and Bachelor of Community Rehabilitation degree program at the University of						
			it						
X College Credit Transfer.		College C	redit Non-Tra						
		X College C	redit Transfer.						

		Page 3 of 3
N:	Course Co	ntent: The following global ideas guide the design and delivery of this course:
	1.	One's work and career satisfy multiple human needs. Throughout life, a career is a major
		source of identity and motivation.
	2.	Occupational wellness emerges when individuals match their interests, personality traits motivational patterns, and abilities with congruent work environments. Work and careed are integral components of one's wellness profile.
	3.	Career and occupational aspirations and capacities are developmental and evolve over the lifespan. Career changes are inevitable; some are predictable, some are developmental others are necessitated by crisis.
	4.	From a systemic perspective, employment and unemployment are the result of many variables; global, national and local economies, culture, gender, education, familia employment patterns and expectations. Understanding unemployment as an equity issue reduces the self-blame of the unemployed.
	5.	Individuals are unique in the ways they respond to job loss. Employment counsellors can assist individual needs and wants.
	6.	Job loss affects not only the mind, body, and spirit of the individual, but also the health o the families and the community. Thus, society is strengthened by the pursuit of life and career vitality among all of its members.
	7.	Occupational choice and motivation are affected by variables including environment education, aptitude, opportunity, and one's sense of personal power. Arriving at an employment goal is the beginning of a process of change and learning.
	8.	Career planning and job search skills can be learned. Individuals who are seeking employment find support, encouragement and renewed self-esteem through participation in groups with others looking for work.
	9.	Technical expertise and knowledge of the world of work is balanced with respect for th limits of knowledge, ability and professional role, a caring attitude, tolerance of a wid range of behaviours and cultures, empathy, and respect for the rights of others including their right to self-determination, and acceptance and understanding of diversity.
0:		f Instruction ractice, use of multimedia resources, student presentations
	Lecture, p	ractice, use of indefinitional resources, student presentations
<b>P:</b>	Textbooks <b>T.B.A.</b>	and Materials to be Purchased by Students
Q:		Assessment: This course will conform to Douglas College policy regarding the number and
		of evaluations.
	1. 2.	Practice reports Self-evaluation
	2. 3.	Field assessment
R:		ning Assessment and Recognition
		e is available for PLAR

**Bob Shebib** 

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean: Jan Lindsay

Registrar

© Douglas College. All Rights Reserved.