Transfer Innovations Project:

Social Service Worker Programs
Transfer Guide Matrix
And Report

Prepared by Phyllis Nash, M.S.W., R.S.W.
November 30, 2006

For
The Social Service Worker Sub-Committee
of the
Human Services Articulation Committee of British Columbia

Table of Contents
1. Acknowledgements

2. Report on the Transfer Matrix Project
   ➢ Introduction p. 4
   ➢ Barriers and Issues for Transferability of SSW programs p. 4
   ➢ Methodology p. 6
   ➢ Characteristics of the Matrix p. 8
   ➢ Updating the Matrix p. 9
   ➢ Interpretation of the Matrix p. 9
   ➢ Reading the Matrix p. 10

3. The Matrix p. 11

Acknowledgements
This project could not have been done without the cooperation and support of the Social Service Worker programs in the Community Colleges of British Columbia. Instructors patiently responded to requests for more information, course outlines, clarification, corrections, and proof reading. It also could not have been done without their trust in the author. I am very grateful for that.

The excellent models provided by the Early Childhood Education and Community and School Support Worker Articulation Committees were of great help in the development of the Social Service Worker matrix.

Thanks to the advisory committee for the project who supported the project from its conception and provided the vision. The members are Louise Abbott, College of the Rockies; Lana Coldwell, College of New Caledonia; Connie Kaweesi, Northern Lights College; and Gloria Wolfson, University College of Fraser Valley.

A special thanks to the School of Social Work and Human Services at the University College of Fraser Valley and specifically, Gloria Wolfson for applying for and administering funds for this project.

Lastly, thanks to BC Council on Admissions & Transfer who made this project possible by providing the funding.

Report on Social Service Worker Transfer Matrix Project
Introduction:

The purpose of this document is to identity the transferability of Social Service Worker (SSW) certificate and diploma level courses/programs among B.C. post secondary institutions. The matrix is necessarily complicated due to the wide variety of programs in British Columbia that educate students to use generalist skills to meet the needs of a wide variety of vulnerable populations and to address a range of social problems. One distinct advantage for students is the opportunity to select the program that would best help them address their goals.

The Social Service Worker programs in the province vary considerably in course, practicum and seminar requirements. A question for the author of this report became when is a Human Service Worker program, a Social Service Worker (SSW) program and when is it another type of program such as Community Living or Child and Youth Care or perhaps essentially a Liberal Arts program? The conclusion was that there seemed to be some core elements in social service programs including preparing students for generalist as opposed to specialist practice, a course that introduced students to the profession of Social Work, and an emphasis on social work ethics as a basis for practice. Another observation is that knowledge content is often covered in courses that address skills while skills/values are often demonstrated in courses that appear to be essentially knowledge courses. Placing courses on the grid became a subjective exercise. A course was not placed in several places on the matrix because the document needs to be viewed as a useful and credible transfer guide. One exception to this rule became necessary as eight of Langara Colleges courses are identified on the BC Transfer Guide as equivalent to Social Work 200A & 200B. In all other cases, courses were assigned to only one course type position on the matrix based on what seemed to be the essence of the course as described on the course outline provided by the College. The general learning outcome has been used as the imperative in categorizing courses. In assessing the knowledge, skill and values of any given student a review of course outlines would be necessary as well as reference to the transfer guide.

Barriers and Issues for Transferability of SSW programs

SSW programs began to appear forty years ago (mid to late 1960s) in BC in the then new Community College system. The programs initially were in response to the provincial need for financial assistance workers for the then Ministry of Social Welfare. At almost the same time, non-profit social service providing agencies recognized a need for skilled workers at the paraprofessional level of practice.

A number of factors contributed to the nature of these programs.

DACUM processes were carried out for both sectors and a series of competencies for each sector was identified in the mid 1970s. DACUM stands for “Developing a CurriculUM”. Essentially the outcome of these processes was a document outlining a series of activities carried out by Social Service Workers. Each of these activities was broken down into a number of tasks associated with each activity. Focus groups of social
service employers met throughout the province to develop the lists of activities. The Social Service programs used the DACUMs as guidelines in developing their curriculums. However, each incorporated these guidelines in unique ways.

Each program responded to the vision of locally formed advisory committees. The make-up of these committees varied hugely around the province. Major local employers and other stakeholders such as professional representatives and client groups made up the advisory groups. The visions of these groups varied considerably depending on whether the influence and needs identification lay with the mandated agencies or with the local non-profit employers. Thus, some programs educated Social Service Workers for specific roles responding to quite specific populations while others prepared students for generalist roles. The advisory groups also had influence in whether or not the local Social Service Worker program was seen as a preparation for further education (a base for degree education) or an end in itself or a combination of both.

Social Service Worker Programs were developed by professional Social Workers. Fundamental to the profession is commitment to a core value system that suggests a knowledge and skill base but does not define one. The result is that the required courses in SSW programs vary considerably although there are five content areas that are common to the majority of programs. One core to all of the programs is two courses initially developed by the School of Social Work at the University of Victoria early in the 1970s. To facilitate the transfer of SSW students to degree programs all Colleges (with SSW programs) eventually adopted versions of Social Work 200A & 200B. Since that time all of the Universities offering Social Work offer/require equivalent courses. As well, the University of Victoria took a more liberal approach than was usual at that time to pre-requisite requirements for Social Work education by awarding six (6) block transfer units for each year of a College SSW program. These units were not assigned to specific courses or course configurations resulting in an implicit support for the unique make up of SSW programs. In a sense this provided evidence that the specific content of SSW programs was not significant in the overall learning outcome for students.

All of the Social Service Worker programs have adopted Guidelines: Values and Competencies for Social Service Worker Programs in British Columbia 2003. The document developed over a period of two years off the corners of instructors’ desks as no funding was available to produce this document. It reflects the common outcomes of Social Service Worker programs as opposed to providing standards for the development of programs. Generalist Social Work is based on social systems theory. The social systems principle of “equifinality”, the notion that there are many means to the same end or “more than one way to skin a cat” is evident in the development of SSW programs. All of the SSW programs in British Columbia have adopted the guidelines but all of the programs are unique in applying the knowledge, skills and values competencies to different specific target groups or different social problems.

It is a challenge to attach the competencies to specific courses. Program curricula were established well in advance of the competency profile. The competency profile reflects the commonality of program outcomes and does not reflect the distinctions between
programs or their unique natures. Further, it can be argued that specific competencies are addressed in every course, critical thinking is an example.

Equivalency, the basis for transferability, is another challenge. One college will offer one counselling/interviewing course while others offer several. One college will have 60 classroom hours for a course while an apparently equivalent course is 45 hours at other colleges. The comparison of levels of competency is part of the challenge in determining equivalency. It is not clear how to define the difference that is assumed when a student takes a second or third counselling course. The depth and breadth of the skills is indefinable and the learning is part of a continuum that moves from certificate, diploma, bachelor degree and master degree. A course will be university transferable in one college because it is offered by liberal arts faculty and a seemingly equivalent program’s course offered by professional social workers with similar credentials to their colleagues with liberal arts credentials is not transferable in spite of the fact that the text, assignments and outcomes are essentially identical. This fact is confusing and frustrating to students and faculty in Social Service Worker programs.

The measurement of attitudes and values was a third challenge. Although they are fundamental to Social Service Work programs, the way in which they are measured is often unclear. How does a student demonstrate “self-reflective practice”, “respect” and “genuineness”? Certainly, the subjective nature of such evaluations is problematic.

The final challenge was the assignment of courses in what was categorized on the matrix as “methods”. Essentially method courses are those that cover knowledge/value content that provides the “how” and “why” of practice. These courses provide students with an orderly process within the ethical practice of Social Service Work to provide help or to bring about change in individuals, groups and communities. These methods are based on a wide range of practice theories that maybe generalist or specific in nature and may be focused on generalist practice or on the needs of a specific situation or on the needs of a specific target population. Many of these courses have some skill development embedded but the essence is the rationale for a specific practice and the strategies for that practice.

**Methodology**

The work to develop a transfer matrix began in 2001 when a group of instructors at the articulation meeting in Prince George expressed concern that the Social Service programs in the province needed a set of standards that defined them and set them apart from the growing number of specialized Human Service programs becoming established in the province. Shortly after this meeting, the author of this report attended the Alberta articulation meeting for Social Work Diploma programs in Alberta. This group generously shared a draft document *Competencies and Standards for Social Work Diploma Programmes in Alberta, Draft 2001*. While the purpose of this document was quite different than that of the instructors in British Columbia, it was very useful as a basis for the development of a similar document. *Guidelines: Values and Competencies for Social Service Worker Programs in British Columbia 2003* were developed with the
view of clarifying the nature of SSW programs and as a foundation for a transfer mechanism amongst SSW programs. The process cemented the will of the instructors of these programs to work together to achieve this goal.

The Social Service Worker sector of the Human Service articulation group agreed to apply for funds to develop a transfer matrix at the articulation meeting in 2004. The application for funding from BCCAT was completed in September 2005. The funding was approved later in the fall of 2005 and Phyllis Nash, a retired SSW instructor from Selkirk College, was contracted to develop the matrix and complete the report.

The advisory group for this project was selected at the 2005 articulation meeting. The members included Louise Abbott, College of the Rockies; Lana Coldwell, College of New Caledonia; Connie Kaweesi, Northern Lights College; and Gloria Wolfson, University College of Fraser Valley. They met with Phyllis by teleconference in January 2006. Essentially it was agreed that Phyllis would gather the course outlines for all of the Social Service Worker certificate and diploma programs offered by post-secondary institutions in British Columbia (14 in all) and develop a model that reflected the relationship between course types and competencies as defined in the guidelines. Once this task was completed the transfer matrix was developed reflecting the equivalency of outcomes of SSW certificate/diploma programs. The equivalency of courses was determined by considering a wide range of variables including course objectives, goals, text books, course descriptions, and assignments. Essentially the course was considered to be equivalent if the learning outcomes were assessed as similar. This was largely a subjective process based on the author’s extensive experience in Social Service Worker programs in the Community College system that included a high level of familiarity with a broad range of texts used in the discipline, the Guidelines: Values and Competencies for Social Service Worker Programs in British Columbia 2003, transfer relationships between Social Service Worker programs and Social Work programs as well a background in curriculum development. Phyllis’s assessment was then tested against the assessment of each of the participating programs to establish the validity of her evaluation. The use of email facilitated regular discussion with the participating Colleges.

The matrix and the Draft College Project Report was then discussed with the committee of the whole of Social Service Worker programs at the Human Service Articulation meeting at UCFV on June 6th and 7th, 2006 in Abbotsford, BC. Surprisingly, to the author, there was little or no disagreement about the matrix model or the placement of courses on the matrix. At that time the matrix was accepted as a transfer guide with minor editorial changes suggested. A consensus, after some discussion, lead to the inclusion of the number of practicum hours for each of the practicum course on the matrix. Finally, there was agreement about the process of developing the matrix, a process for making changes in the future and the essential definition of Social Service Worker programs. For inclusion on the matrix (in other words identified as a Social Service Worker program) a program must require courses equivalent to Social Work 200 A & 200B, include methods of practice and practicum courses.
The matrix was amended to correct typos and to include changes in the programs that were initiated over the summer of 2006. The most significant change came from Thompson Rivers University as it moved from a one year certificate offering to a two year diploma program. However, other programs such as that at College of the Rockies and Malaspina University College introduced additional courses in response to local needs. All of these changes demonstrate the dynamic nature of Social Service Worker programs as they respond to their Communities and the need for the matrix to be viewed as a living document that is updated on a regular basis.

**The Characteristics of the Matrix**

The comparison of course outlines and programs resulted in the following observations. All of the programs offered courses equivalent to Social Work 200A & 200B. In most cases the Colleges offered core courses that included methods (helping theory and intervention strategies), interpersonal communication, interviewing/ counselling courses and practicum courses. A course was considered to be a counselling /interviewing course only if the students were required to demonstrate skills on video tape. Some courses that are labeled counselling courses seem to address theory and therefore were assessed to be methods courses. All of the colleges offer additional courses that are essentially knowledge and skill development. The most common of these are life span and family dynamics courses, closely followed by a group skills course. With the exception of one College, all of the programs had University Transfer requirements in English and Psychology and often several other courses including Sociology, Women’s Studies, Human Development [often a Psychology course(s)] and other liberal arts requirements. Most colleges offered courses to prepare students for specific target groups such as those with addictions, and for specific populations such as aboriginal people. There is a wide variety of these courses often giving specific programs their unique characters reflecting the needs of the local area.

Courses designated as Social Service Worker courses are listed as equivalent to University Transfer Courses (generally psychology and sociology courses) on the matrix if they cover the same content, use similar text books and require similar assignments. It needs to be noted that in most cases Universities do not accept these courses as equivalent for their purposes. Students need to be cautioned to check with the receiving institution if they plan on transferring to a University School of Social Work or any other University program. Colleges vary hugely in the transferability of their required courses. It should be noted that this is in large part due to the process of accreditation of Schools of Social Work that requires a background in liberal arts as a pre-requisite to studying the discipline of Social Work.

**Updating the Matrix**

The decision for updating the matrix grew out of discussions of the Social Service Worker Sub-Group at the 2006 Human Services Articulation meeting. It is also a requirement of BCCAT that the matrix be updated as opposed to courses being submitted to that body for inclusion in the matrix. Therefore an updated matrix will be submitted to
BCCAW annually. The process is somewhat cumbersome but does result in checks and balances being in place that will maintain the credibility of the instrument.

Each year the chair of the Social Service Worker Sub-Group (SSWSG) will update the matrix. The process will be as follows:

1. A SSW program introducing a course that is already offered by other SSW programs will request a review of the course outline by two of those programs and a recommendation that it appears equivalent. The outline and the two written recommendations are submitted to the Chair of the SSWSG for approval by the articulation group and inclusion into the matrix.

2. A SSW program introducing a course that is already offered by only one SSW program will carry out the same process as outlined in #1 but requiring only one recommendation.

3. A College that is introducing a new Social Service Worker program will submit the program description and course outlines to the Chair of the SSWSG for discussion and approval by the SSWSG subcommittee and once it is accepted the courses will be placed into the matrix by the Chair.

4. A College offering a new course addressing a specialized target group will submit it to the Chair of the SSWSG for inclusion on the discussion. If the course is seen as an appropriate SSW course the Chair will add the course type to the matrix. A thorough consideration of offered courses needs to be done to ensure that equivalency does not exist with other courses. There is a danger that the matrix could become useless as either a guide to students or as a transfer guide if there is too much emphasis on the uniqueness of courses and programs and not enough on the equivalency of outcome.

Note: A deadline needs to be set each year for submissions to the Chair of the SSWSG so that the process is manageable.

**Interpretation of the Matrix**

The matrix is a transfer guide for Social Service Worker programs. It will, however, not totally eliminate the need for receiving institutions to do a review of the courses completed at the sending institution. There is very little movement between programs during year 1 of a certificate SSW program as the uniqueness of each program makes it difficult. Class size limitations and pre-requisites for practicum courses are another
deterrent. It is doubtful that year 1 of any given diploma program will totally match year 1 of a receiving institution when a student is transferring. The transfer guide will be helpful in determining a program of studies for the incoming student with the least necessity to repeat content but students cannot expect to enter year 2 of a receiving institution without completing some “make-up” courses to match the program at that institution. There is also a significant difference in pre-requisite requirements and the student must meet the admission requirements of the receiving institution. It is likely that the student will need to go through the admissions process and may be placed on a waiting list if there are more applications than seats in the program. Students must speak directly with SSW Program Coordinator/Chair at the receiving institution as each program has unique criteria and expectations.

SSW credit does not equal University Transfer Credit. Therefore it is essential for students to understand that courses that appear on the matrix as equivalent within a SSW program may not, and often will not, be recognized as equivalent to a University Transfer course when applying to a degree program at a University.

Upon admission to a SSW/Human Service diploma program, transfer credit will be granted for specific courses, subject to the following:

- Not all courses listed on the matrix are offered in all SSW programs and if a course is not required by a receiving institution it will not be seen as a substitute for a required course in that institution
- Courses that were completed more than 5 years prior to the transfer date may not receive credit
- Minimum passing grades for courses will be defined by the sending institution (typically a P or a D). However, most programs require a higher grade for prerequisite courses and may have program requirements that specify minimum grades. This is particularly true of practicum courses. Students need to be cautioned that they may be required to repeat or replace courses completed with a C or lower grade (in some cases the required grade may be a B).

**Reading the Matrix**

The matrix is organized with the participating institutions listed in alphabetical order across the top. The matrix is organized into five sections based on the type of course and the general competency area. The course types are listed on the left hand side. A receiving institution will be able to read across a given course type to determine equivalent courses amongst the institutions.
# Transfer Guide Matrix

Social Service Worker Programs

In Community Colleges

In British Columbia
Social Services Worker Matrix Preamble:

The matrix is a transfer guide for Social Service Worker programs in British Columbia. Upon admission to a SSW/Human Service diploma program as a transfer student, transfer credit will be granted for specific courses as outlined in the following matrix, subject to the following:

- Not all courses listed on the matrix are offered in all SSW programs and if a course is not required by a receiving institution, it will not be seen as a substitute for a required course in that institution;
- Courses that were completed more than 5 years prior to the transfer date may not receive credit;
- Minimum passing grades for courses will be defined by the sending institution (typically a P or a D). However, most programs require a higher grade for prerequisite courses and may have program requirements that specify minimum grades. This is particularly true of practicum courses. Students need to be cautioned that they may be required to repeat or replace courses completed with a C or lower grade (in some cases the required grade may be a B);
- SSW credit does not equal University Transfer Credit; Courses that appear on the matrix as equivalent within a SSW program may not, and often will not, be recognized as equivalent to a University Transfer course if a student applies for admission to a degree program.

This matrix will not totally eliminate the need for the receiving institutions to review courses a student completed at the sending institution. Each program is distinct and unique with no first and/or second year exactly consistent between any two post-secondary institutions. The transfer guide will be helpful for students and SSW program administrators in determining a course of studies in the case of transfer.

The matrix is organized with the participating institutions listed in alphabetical order across the top. The matrix is organized into five sections based on the general category of course type and the general competency area. The specific course types are listed on the left hand side. A receiving institution will be able to read across a given course type to determine equivalent courses at the other post secondary institutions.

Students need to be aware of the following to facilitate transfer:
- Speak directly with the SSW Program Coordinator/Chair at the receiving institution to discuss the specifics of your proposed transfer. Each institution offering a SSW program has admission and completion/graduation requirements that are unique to that institution.
- Apply early to the receiving institution as you will be required to meet its admission standards and will be subject to that institution's class size limitations and practicum placement pre-requisite requirements. In some cases, students who meet the admission requirements may be placed on a waiting list as most post-secondary institutions have a “first come, first serve policy.”
<table>
<thead>
<tr>
<th>Transfer Guide Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Service Worker Programs</td>
</tr>
<tr>
<td>In Community Colleges</td>
</tr>
<tr>
<td>In British Columbia</td>
</tr>
</tbody>
</table>
## Transfer Matrix

| Course type | COL | OLG | U | D | A | L | M | C | N | N | O | L | N | S | T | N | O | O | T | R | E | L | F | T | L | C | R | R | L | E | D | O | N | I | A |

## Core SSW Courses

### Introduction to Social Work
- **SSWK 171**
- **HSWR 113**
- **CSW 1100**
- **SSRV 1115/1117/1132**
- **SOCW 201A**
- **SOCW 201A**
- **SSW 160**
- **SSW 295**
- **SSWK 256**
- **SOCW 160A**
- **SSW 160A**
- **SSWP 200**
- **SSWK 110**

### Introduction to Social Policy
- **SSWK 151**
- **HSWR 116**
- **CSW 1200**
- **SSRV 1120/1118**
- **SOCW 201B**
- **SOCW 201B**
- **SSW 192**
- **SSW 192**
- **SSWK 212**
- **SOCW 201B**
- **SSW 210**
- **SOCW 201B**
- **SSW 192**
- **SSW 192**
- **SSWP 212**
- **SSW 210**

### Methods

**Level 1**
- **SSWK 195/221**
- **CYFS 212**
- **CCS 110/221**
- **SSRV 1132**
- **ADCT 101**
- **SOWD 110/210**
- **SSW 170/172**
- **HSW 100/206**
- **HSW 151**
- **HSW 151**
- **HSW 151**
- **HSW 151**
- **HSW 200**
- **HSW 200**
- **HSW 200**
- **HSW 200**

**Level 2**
- **SSWK 255**
- **CCS 410**
- **SSRV 1232/1219**
- **ADCT 104/105**
- **SSWD 210**
- **HSW 170/172**
- **HSW 100/206**
- **HSW 151**
- **HSW 151**
- **HSW 151**
- **HSW 151**
- **HSW 151**
- **HSW 151**
- **HSW 151**
- **HSW 151**
- **HSW 151**

**Level 3**
- **SSWK 295**
- **CCS 2422**
- **ADCT 203/204**
- **HSW 191**
- **HSW 191**
- **HSW 191**
- **HSW 191**
- **HSW 191**
- **HSW 191**
- **HSW 191**
- **HSW 191**
- **HSW 191**
- **HSW 191**
- **HSW 191**
- **HSW 191**
- **HSW 191**

### Interpersonal Communications

**Level 1**
- **SSWK 145**
- **CYFS 121**
- **SSRV 1116**
- **CYC 252A**
- **HSW 161**
- **HSW 161**
- **HSW 161**
- **HSW 161**
- **HSW 161**
- **HSW 161**
- **HSW 161**
- **HSW 161**
- **HSW 161**
- **HSW 161**
- **HSW 161**
- **HSW 161**

**Level 2**
- **SSWK 196/99**
- **HSWR 118/180**
- **CSW 1240/160**
- **SSRV 1135/100**
- **SSER 281/282**
- **ADCT 205/45**
- **SSW 170/90**
- **HSW 172/180**
- **HSW 250/240**
- **HSW 172/180**
- **HSW 250/240**
- **HSW 172/180**
- **HSW 250/240**
- **HSW 172/180**
- **HSW 250/240**

### Practicum

**Level 1**
- **SSWK 196/99**
- **HSWR 118/180**
- **CSW 1240/160**
- **SSRV 1135/100**
- **SSER 281/282**
- **ADCT 205/45**
- **SSW 170/90**
- **HSW 172/180**
- **HSW 250/240**
- **HSW 172/180**
- **HSW 250/240**
- **HSW 172/180**
- **HSW 250/240**
- **HSW 172/180**
- **HSW 250/240**

**Level 2**
- **SSWK 296/99**
- **HSWR 119/180**
- **CSW 2340/170**
- **SSRV 1231/175**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**

**Level 3**
- **SSWK 296/99**
- **HSWR 119/180**
- **CSW 2340/170**
- **SSRV 1231/175**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**
- **HSW 230/228**

---

**Note:** Hours of practicum in bold
| Course type                                      | COL | COL | DOL | LAN | MAL | NIC | NOR | OKE | SEL | TOL | URE |
|------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Of New-   |     |     |     |     |     |     |     |     |     |     |     |     |
| College  |     |     |     |     |     |     |     |     |     |     |     |     |
| The Rock |     |     |     |     |     |     |     |     |     |     |     |     |
| ledge    |     |     |     |     |     |     |     |     |     |     |     |     |
| onion     |     |     |     |     |     |     |     |     |     |     |     |     |

Additional Skill Development Courses Offered by Some College SSW Programs

<table>
<thead>
<tr>
<th>Observing and Recording</th>
<th>CYCF 102</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour Management</td>
<td>SSWK 282</td>
<td>HSWR 120K</td>
<td></td>
<td></td>
<td></td>
<td>PSYCH 250 (E)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Skills</td>
<td>CVFS 103</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CPSC 101 (E)</td>
<td>SSW 109/110</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Knowledge/Skills Based Courses Offered by College SSW Programs

<table>
<thead>
<tr>
<th>Community Development</th>
<th>SSWK 242</th>
<th>HSWR 117</th>
<th>SRRV 1118</th>
<th>SSSR 250</th>
<th>ADCT 280</th>
<th>SSW 290</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>SOWK 380 E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family – Level 1</td>
<td>SSWK 241</td>
<td>CVFS 108</td>
<td>CFCS 333</td>
<td>SRRV 1121</td>
<td>SSSR 211</td>
<td>ADCT 201</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SOWK 206</td>
</tr>
<tr>
<td>Level 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SOWK 206</td>
</tr>
<tr>
<td>Group Skills</td>
<td>SSWK 241</td>
<td>CVFS 106/107</td>
<td>CFCS 130</td>
<td>SRRV 113/12</td>
<td>ADCT 102</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SOWK 301 E</td>
<td></td>
</tr>
<tr>
<td>Human Development/Life Span</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SOWK 206</td>
</tr>
<tr>
<td>Program/Contract Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SOWK 206</td>
</tr>
<tr>
<td>Program Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SOWK 206</td>
</tr>
<tr>
<td>Social Problems</td>
<td>SOWK 206</td>
<td>CVFS 210</td>
<td>SRRV 1219</td>
<td>SSSR 152</td>
<td></td>
<td>SOWK 191</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SOWK 162</td>
</tr>
<tr>
<td>Community Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SOWK 206</td>
</tr>
</tbody>
</table>

13
<table>
<thead>
<tr>
<th>Course type</th>
<th>Aboriginal Studies</th>
<th>Addictions</th>
<th>Child and Youth</th>
<th>Conflict Resolution</th>
<th>Disability Issues</th>
<th>Employment</th>
<th>Grief and Loss</th>
<th>Health Care</th>
<th>Inner City</th>
<th>Mental Health</th>
<th>Multicultural Studies</th>
<th>Sexual Abuse</th>
<th>Women’s Issues</th>
<th>Law &amp; Social Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SSWK 263</td>
<td>ADCT 105/226</td>
<td>HSD 369/ SSER 260</td>
<td>FN 100 Or A203</td>
<td>ANTHR.112</td>
<td>HUMS 177</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>ADCT 103</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100</td>
<td>SOWK 493 E</td>
</tr>
<tr>
<td></td>
<td>CFCS 1260</td>
<td>ADCT 105/226</td>
<td>FN 100 Or A203</td>
<td>FN 100</td>
<td>HUMS 250</td>
<td>HSW 166</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>HU 164/167</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100/ WRET 160</td>
<td>SOWK 493 E</td>
</tr>
<tr>
<td></td>
<td>CSSW 2322</td>
<td>ADCT 103</td>
<td>HSD 369/ SSER 260</td>
<td>FN 100</td>
<td>HUMS 250</td>
<td>HSW 166</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>HU 164/167</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100/ WRET 160</td>
<td>SOWK 493 E</td>
</tr>
<tr>
<td></td>
<td>CSSW 2322</td>
<td>ADCT 103</td>
<td>HSD 369/ SSER 260</td>
<td>FN 100</td>
<td>HUMS 250</td>
<td>HSW 166</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>HU 164/167</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100/ WRET 160</td>
<td>SOWK 493 E</td>
</tr>
<tr>
<td></td>
<td>CSSW 2462</td>
<td>ADCT 103</td>
<td>HSD 369/ SSER 260</td>
<td>FN 100</td>
<td>HUMS 250</td>
<td>HSW 166</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>HU 164/167</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100/ WRET 160</td>
<td>SOWK 493 E</td>
</tr>
<tr>
<td></td>
<td>CSSW 2462</td>
<td>ADCT 103</td>
<td>HSD 369/ SSER 260</td>
<td>FN 100</td>
<td>HUMS 250</td>
<td>HSW 166</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>HU 164/167</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100/ WRET 160</td>
<td>SOWK 493 E</td>
</tr>
<tr>
<td></td>
<td>CSSW 2462</td>
<td>ADCT 103</td>
<td>HSD 369/ SSER 260</td>
<td>FN 100</td>
<td>HUMS 250</td>
<td>HSW 166</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>HU 164/167</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100/ WRET 160</td>
<td>SOWK 493 E</td>
</tr>
<tr>
<td></td>
<td>CSSW 2462</td>
<td>ADCT 103</td>
<td>HSD 369/ SSER 260</td>
<td>FN 100</td>
<td>HUMS 250</td>
<td>HSW 166</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>HU 164/167</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100/ WRET 160</td>
<td>SOWK 493 E</td>
</tr>
<tr>
<td></td>
<td>CSSW 2462</td>
<td>ADCT 103</td>
<td>HSD 369/ SSER 260</td>
<td>FN 100</td>
<td>HUMS 250</td>
<td>HSW 166</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>HU 164/167</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100/ WRET 160</td>
<td>SOWK 493 E</td>
</tr>
<tr>
<td></td>
<td>CSSW 2462</td>
<td>ADCT 103</td>
<td>HSD 369/ SSER 260</td>
<td>FN 100</td>
<td>HUMS 250</td>
<td>HSW 166</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>HU 164/167</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100/ WRET 160</td>
<td>SOWK 493 E</td>
</tr>
<tr>
<td></td>
<td>CSSW 2462</td>
<td>ADCT 103</td>
<td>HSD 369/ SSER 260</td>
<td>FN 100</td>
<td>HUMS 250</td>
<td>HSW 166</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>HU 164/167</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100/ WRET 160</td>
<td>SOWK 493 E</td>
</tr>
<tr>
<td></td>
<td>CSSW 2462</td>
<td>ADCT 103</td>
<td>HSD 369/ SSER 260</td>
<td>FN 100</td>
<td>HUMS 250</td>
<td>HSW 166</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>HU 164/167</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100/ WRET 160</td>
<td>SOWK 493 E</td>
</tr>
<tr>
<td></td>
<td>CSSW 2462</td>
<td>ADCT 103</td>
<td>HSD 369/ SSER 260</td>
<td>FN 100</td>
<td>HUMS 250</td>
<td>HSW 166</td>
<td>SOWK 392 E</td>
<td>HUMS 250</td>
<td>SOWK 394 E</td>
<td>HU 164/167</td>
<td>CSSW 2363</td>
<td>ADCT 202</td>
<td>WMST 100/ WRET 160</td>
<td>SOWK 493 E</td>
</tr>
</tbody>
</table>
### Required and Elective Liberal Arts Courses

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>ENGL 101/111</td>
<td>Psych 101/102</td>
<td>BUSM 200</td>
<td>ENG 115/121</td>
<td>Psych 100/101</td>
<td>Psych 102</td>
<td>Psych 111</td>
<td>SOC 111</td>
<td>SOC 216/213/226 Electives</td>
<td>SOC 299</td>
<td>SOC 262</td>
<td>SOC 213</td>
<td>SOC 110</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Eng 110</td>
<td>Eng 100</td>
<td>Eng 110</td>
<td>Eng 115/126</td>
<td>Eng 110/111</td>
<td>ENG 101/151</td>
<td>1 UT elective</td>
<td>SOC 111</td>
<td>3 UT elective</td>
<td>Psych 215</td>
<td>6 UT electives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>SOC 101/102</td>
<td>BUSM 200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>BUSM 200</td>
<td>BUSM 200</td>
<td>BUSM 200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>BUSM 200</td>
<td>BUSM 200</td>
<td>BUSM 200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*15 UT credits required for diploma*