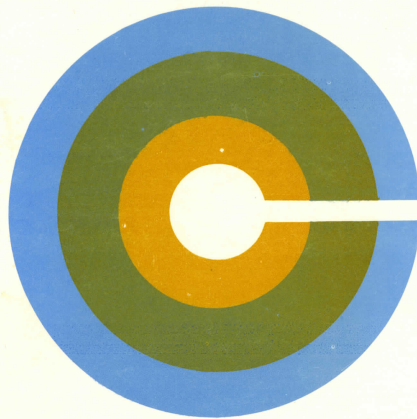


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**PROGRAM REVIEW REPORT  
on the  
HUMAN SERVICE WORKER  
CERTIFICATE PROGRAM**



**Cariboo College**

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**PROGRAM REVIEW REPORT  
on the  
HUMAN SERVICE WORKER  
CERTIFICATE PROGRAM**

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**OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION**

**AUGUST, 1991**

## SUMMARY

Cariboo's one-year Human Service Worker Certificate Program offers training in three specialty areas (Corrections Worker, Community Support Worker for Special Populations and Social Service Worker). Graduates are well-prepared for entry-level employment in a steady to slowly expanding job market. The Human Service Worker Program Evaluation Committee is of the opinion that the Cariboo College program provides exemplary training, and in terms of structure and curriculum is, provincially, an acknowledged leader in its field.

Anticipated growth in human services employment fields, increasing demand for career upgrading and ever-increasing emphasis on educational credentials in service sector occupations indicate both challenges and opportunities for the Human Service Worker Program to meet society's changing needs. HSW Certificate coursework (both core and specialization) now provides substantial credits towards the first year of a Bachelor of Social Work degree; the proposed introduction of a Child/Youth Care Diploma in 1992 will extend the program to diploma level. Among the challenges will be the design and articulation of coursework serving the dual needs of practice as emphasized in the certificate and diploma, and conceptual education as emphasized in the BSW. An equally important task will be to ensure the integration of HSW and BSW faculty, building on their diverse, yet not incompatible, strengths.

Given the constraints imposed by a one-year course of study, employers recognize recent graduates of all three streams as highly qualified. Perhaps, of even greater importance, employers perceive Cariboo graduates to be well-motivated and willing to adapt to job needs.

Program weaknesses stem from difficulties in screening of applicants (both in terms of academic readiness and personal suitability for HSW careers), and from high proportions of course offerings provided by part-time instructors. Access to well-qualified applicants is denied by a first-come, first-served admissions procedure which allows less suitable candidates to occupy their places. Students do not always seem to have appreciated the limitations of the jobs for which they are qualified on graduation, or (despite the highly positive comments of most employers) to have fully comprehended the "value added" dimension of the program.

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## INTRODUCTION

The evaluation of the Human Service Worker Program was begun in early March, 1991. Several meetings on questionnaire design and evaluation issues were conducted between the Office of Institutional Research and Vicki Bruce, Co-ordinator Human Service Worker Programs; Marilyn Martin, Co-ordinator, Community Support Worker Program for Special Populations; and Wally Norton, Co-ordinator, Corrections Worker Program. Questionnaires were mailed to the HSW Advisory Committee on March 8, to faculty on March 14, and to former students of the program (1986-1990) on March 13 and 14. Questionnaires were constructed for each of the specialities within the program: Corrections Worker, Community Support Worker for Special Populations, and Social Service Worker. Follow-up letters were sent to the former student group on April 5. Employers of Human Service Worker graduates were mailed questionnaires on April 10, and the current student body (class of 1991) was surveyed on the following dates: Community Support Worker, April 26; Corrections, May 3; Social Service Worker, May 17. Finally, practicum supervisors in the Community Support Worker Program were sent questionnaires on May 10, and those in Corrections and Social Service on May 21.

Telephonic follow-up of non-respondents was conducted between April 23 and May 10. The cut-off date for all responses was June 14. The Evaluation Committee met to analyze the questionnaire summaries and other data on June 17 & 18, 1991.

## BACKGROUND

The Human Service Worker Program is designed to prepare men and women for employment in a variety of human service positions which require less than a baccalaureate degree as academic preparation. As there are continuing employment opportunities for persons with a certificate in human service work, training at this level prepares individuals to perform various helping services in a broad range of social agencies.

The Corrections Worker graduate will likely find employment in minimum to maximum security institutions for youth and adult offenders, as well as in farm, forestry and wilderness camps or youth detention centres.

The Social Service Worker graduate will most likely find employment in social welfare agencies such as the Ministry of Social Services and Housing, in institutions providing care for children or adults, or in a growing variety of private agencies. Opportunities exist for jobs that involve work with types of groups such as First Nations people (children and adolescents), or with people involved in various "problem situations", such as persons with alcohol or drug related problems, or person coping with marital, family, or insufficient income problems.

The Community Support Worker for Special Populations graduate will work with adults and children who are challenged by a physical/mental handicap or developmental delay. They will assist these individuals in learning educations, social, vocational, recreational, and personal life skills. Another area of employment may be in supported work programs, schools, educational/vocational day programs, workshops, infant or childhood development programs, respite care, and residential homes for mental health clients or the physically and/or mentally challenged.

## ADMISSIONS DATA AND PERFORMANCE STATISTICS

### Admissions Requirements:

a) General Requirements:

1. Citizenship: Applicants must be Canadian citizens or have landed immigrant status.
2. Age: Applicants to the Corrections Worker and Social Service Worker Program must be at least 19 year of age.

b) Educational Requirements (Corrections Worker and Social Service Worker):

1. B.C. Grade 12 or equivalent.
2. 67% on combined English 12 and Government Exam (within the last 5 years),  
  
OR, Level 3 on the composition section of the Language Proficiency Index (within the last 2 years),  
  
OR, Completion of English 050.
3. Nelson-Denny Test. Applicants must complete this test prior to the admission interview and must attain at least a standard of the 40th percentile. Applicants attaining a standard of less than the 40th percentile will be required to upgrade reading skills before being granted admission to the program.

c) Educational Requirements (Community Support Worker for Special Populations):

1. B.C. Grade 12 or equivalent.
2. 67% on Combined English 12 and Government Exam (within the last 5 years),  
  
OR, Level 3 on the composition section of the Language Proficiency Index (within the last 2 years),  
  
OR, Completion of English 050.
3. Nelson-Denny Test. Applicants must complete this test prior to the admission interview and must attain at least a standard of the 30th percentile. Applicants attaining a standard of less than the 30th percentile will be required to upgrade reading skills before being granted admission to the program.

d) Personal Suitability Requirements:

1. Applicants must be in good physical health to be admitted to the program. Applicants must complete a general medical examination to ascertain fitness. As this program requires students to complete practica that involve lifting, participation in leisure, and/or emergency restraint and response, applicants may be denied admission to the program.

Correction Worker applicants are also required to successfully complete a physical abilities test. Applicants will be advised to begin physical fitness training if they do not pass this physical abilities test and will be required to successfully complete the test prior to being granted admission to the program.

2. Immunization. Applicants must have up-to-date immunization for diphtheria, tetanus, measles, and rubella as well as a negative tuberculin screening.
3. Admission Interview. This is a small group interview which provides prospective students with information about the Human Service Worker Program. In addition, applicants participate in discussions and are asked questions by the interview panel to ascertain applicants' readiness for admission. All applicants are asked the same questions. Applicants will be contacted by the Program Co-ordinator to arrange the time of the admission interview. Interviews are only granted once applicants have completed all other admission requirements and have submitted the required documentation. Admission interviews generally take place from April to June of each year. Applicants are asked to refer to the admissions information package for further details regarding admission interviews.
4. References. Applicants must submit two letters from employers, volunteer supervisors, or community professionals that comment on the applicant's suitability for, or performance in human service work. Reference letters must be written by individuals who have known the applicant within two years prior to application to the program. Individuals applying to the Community Support Worker specialty must also visit one facility/home for the handicapped and submit a letter verifying this visit.
5. Criminal Record Check. Applicants who are nineteen (19) years of age or older will be required to undergo a criminal record check. Applicants under 19 years of age who turn 19 during this program will be required to submit to a criminal record check at that time. Applicants with a criminal record may be refused admission to this program.



Finally, a student who has withdrawn or failed to successfully complete another Human or Health Services program at Cariboo or any post-secondary institution may be required to give permission for the program co-ordinator to contact the co-ordinator or chairperson of the previous program to confirm reasons for withdrawal or failure.

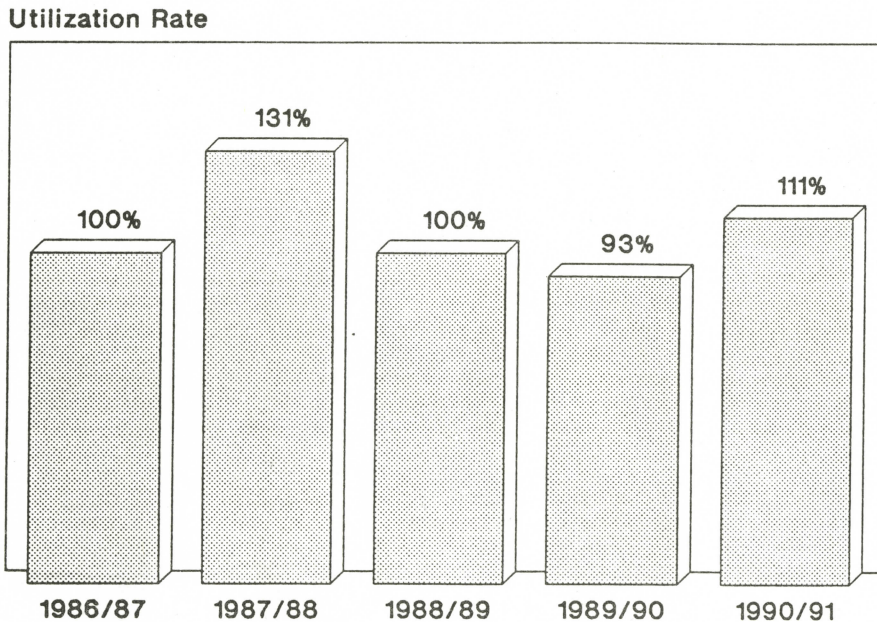
**Program Capacity/Program Demand over past five years:**

Corrections Worker,  
 Community Support Worker,  
 Social Service Worker: 65 funded FTE;  
 72 actual FTE, 24 per program.

**FTE Utilization Rates: Human Service Worker Program**

	1986/87	1987/88	1988/89	1989/90	1990/91
Funded FTE	45.2	45.2	45	65	65
Actual FTE	45.4	59.3	45	60.3	72
Utilization Rate	100%	131%	100%	93%	111%

**FTE UTILIZATION RATES:  
 Human Service Worker Programs**



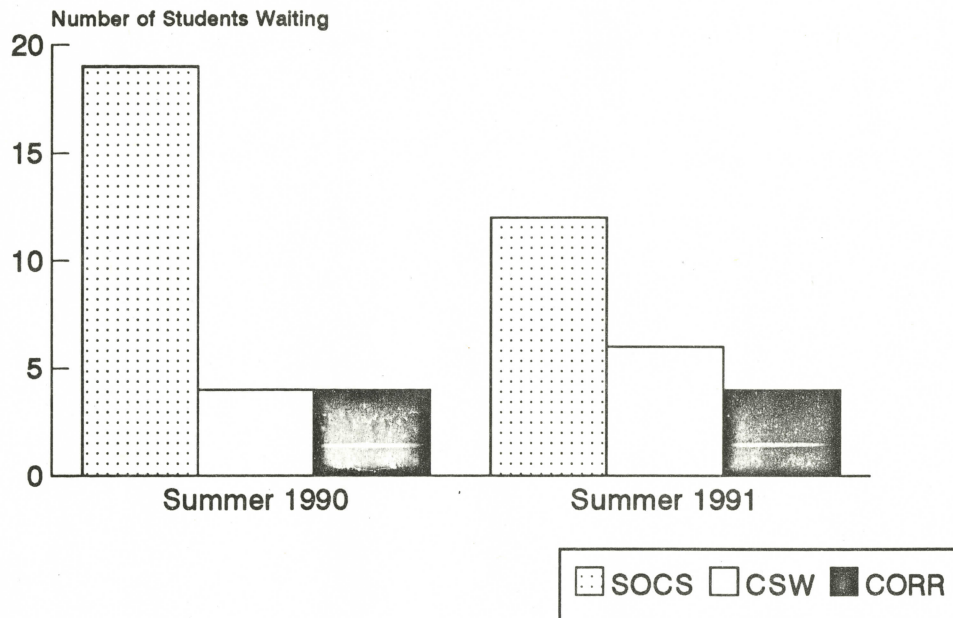
Source: MAETT

**Program Demand:**

The Human Service Worker Program has never experienced a shortage of applicants, and always over-fills its intakes by an average of 10%-12%. Waiting lists are common: some students have had to wait up to 18 months for admission to the program.

Waiting list figures for Fall, 1990 and 1991:

**Program Demand: Number of Students in Waiting List  
Summer 1990 and Summer 1991**



\* As at August 28, 1991

**Gender Ratio:**

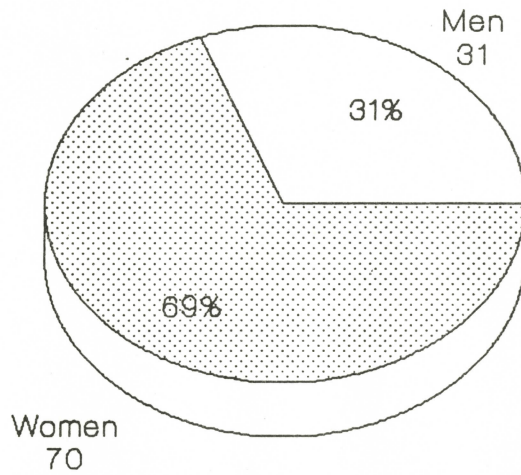
Of 101 former Social Service Worker students surveyed (1986-1989 cohorts), 70 were women and 31 men, for a ratio of 7:3 in favour of the females.

Of 69 former Corrections Worker students surveyed (1986-1989 cohorts), 28 were women and 41 men, yielding a ratio of approximately 3:2 in favour of the males.

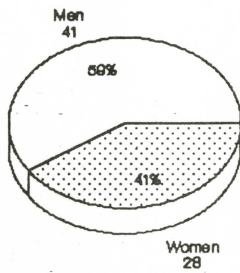
Of 81 former Community Support Worker students surveyed (1986-1989 cohorts), 69 were women and 12 men, for a ratio of almost 6:1 in favour of the females.

# Gender Distributions

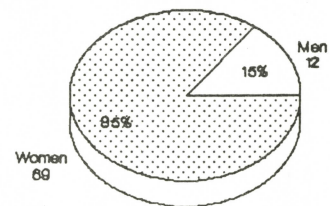
## Social Service Worker Program



## Community Support Worker Program



## Correction Worker Program



**Grade Distribution:**

Grade distributions for selected courses between 1987-1990 appear on the following pages. As core courses, HUMS 155 (Orientation to Field Work) and HUMS 157 (Social Problems in Canadian Society) have been selected. HUMS 155 has produced 30% A grades, 44% B grades, 10% C grades, 3% D grades, and 13% DNC/F/W's between 1987 and 1990. In HUMS 157 the distribution is as follows: A's--15%, B's--58%, C's--17%, DNC/F/W's--11%. Grade distributions for Social Service Worker English 150 (1986-1988) and Corrections Worker English 160 (1987-1990) are also illustrated.

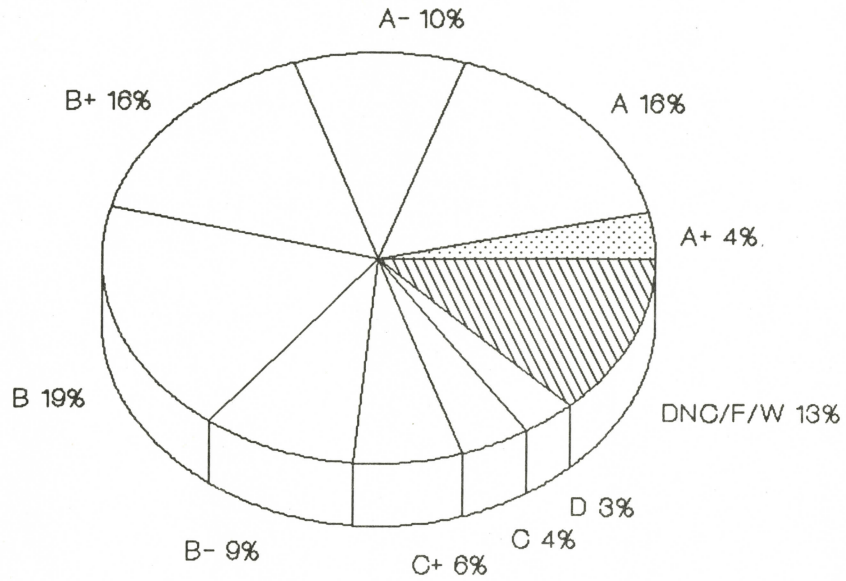
**Completion & Attrition Rates:**

Selected course completion rates also appear on subsequent pages for Social Service Workers in HUMS 151 and HUMS 155, for Community Support Workers in HUMS 151, and for Correction Workers in HUMS 151, HUMS 152 and HUMS 155. A preliminary inference that might be drawn from the data is that Corrections Workers seem to have performed the best of the three groups in HUMS 151, with a completion rate of no less than 90% over the period 1987-1991; Community Support Workers have also achieved a successful completion rate of no less than 80% in this course; and Social Service Workers have performed more erratically, achieving success rates ranging from just under 100% in 1986 to 50% in 1988. Further investigation of the causes behind this inconsistency may be in order.

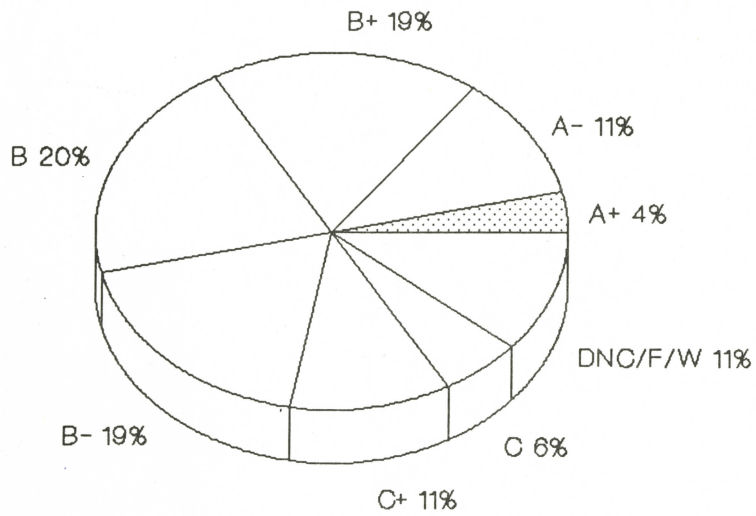
**Graduation Numbers:**

Program completion numbers and percentages for the Social Service Worker and Community Support Worker cohorts of 1988 and 1989 (i.e. those who completed the Spring practica in June, 1989 and June, 1990) indicate completion rates ranging from 45% to 79% in Social Service Worker and 55% to 60% in Community Support Worker. Data on Corrections' completions are currently not available. A chart illustrating completion rates for the SSW and CSW options appears on page 12.

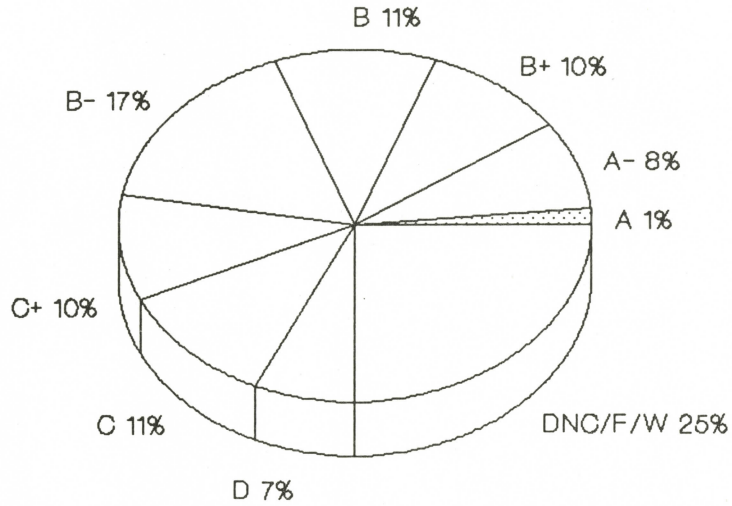
**Grades Distribution: HUMS 155**  
**Social Service Worker, 1987 - 1990**



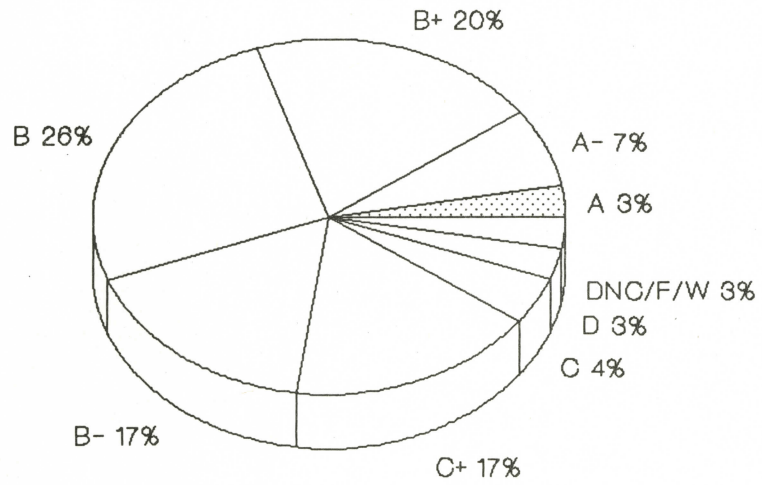
**Grades Distribution: HUMS 157**  
**Correction Workers, 1987 - 1989**



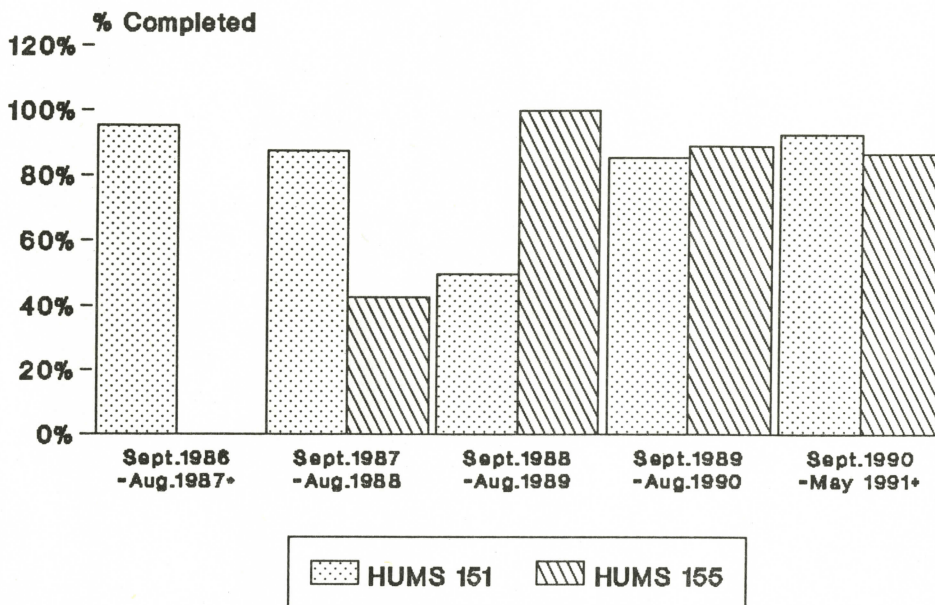
**Grades Distribution: English 150  
Social Service Worker 1986 - 1988**



**Grades Distribution: English 160  
Correction Worker 1987 - 1990**

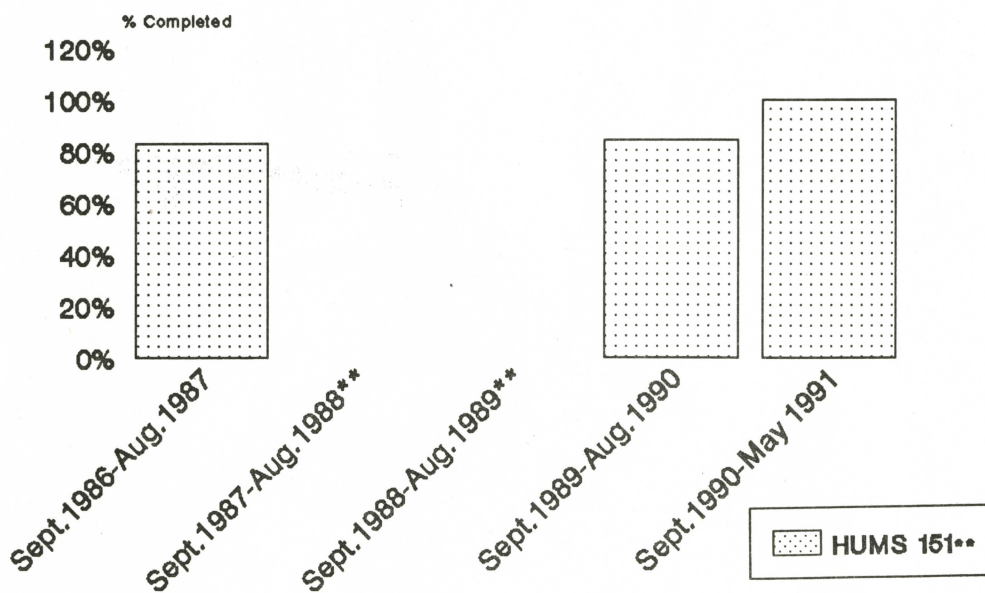


**SELECTED COURSE COMPLETION RATES**  
Human Services: Social Service Worker



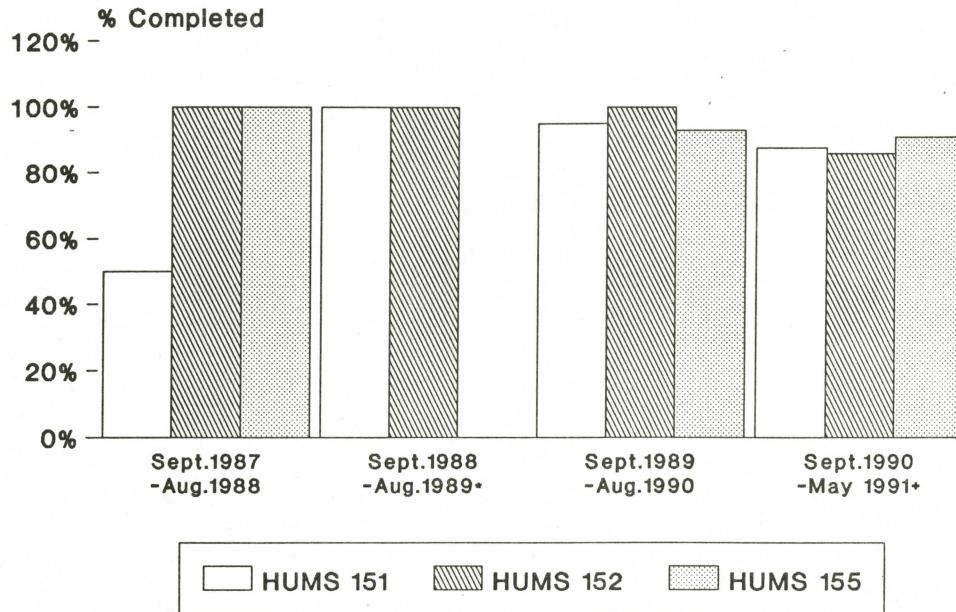
Note: \* HUMS 155 grades not available  
+ As of May 5, 1991

**SELECTED COURSE COMPLETION RATES**  
Human Services: Community Support Worker



\*\* No grade data available for the course.

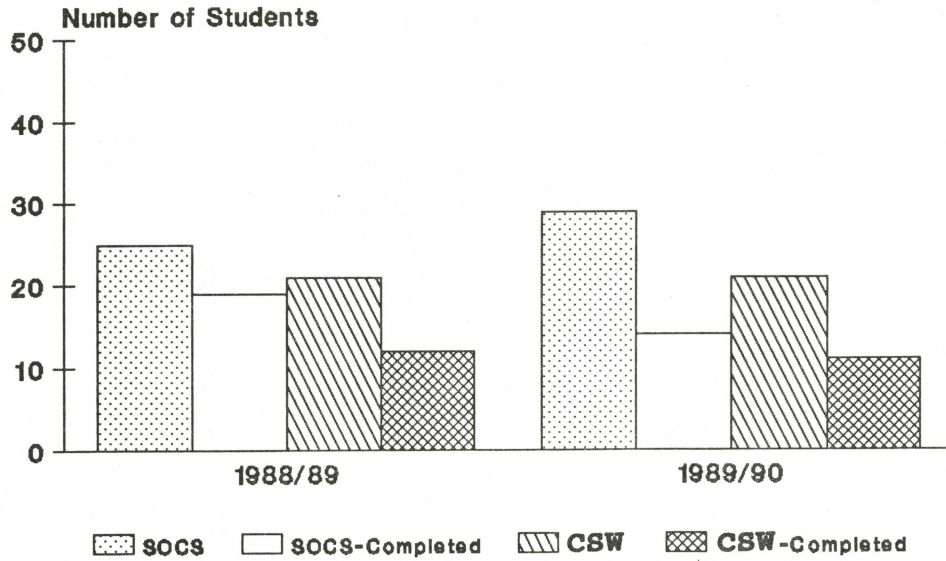
## SELECTED COURSE COMPLETION RATES Human Services: Correction Workers



Note: \* HUMS 155 grades not available  
 + As of May 5, 1991

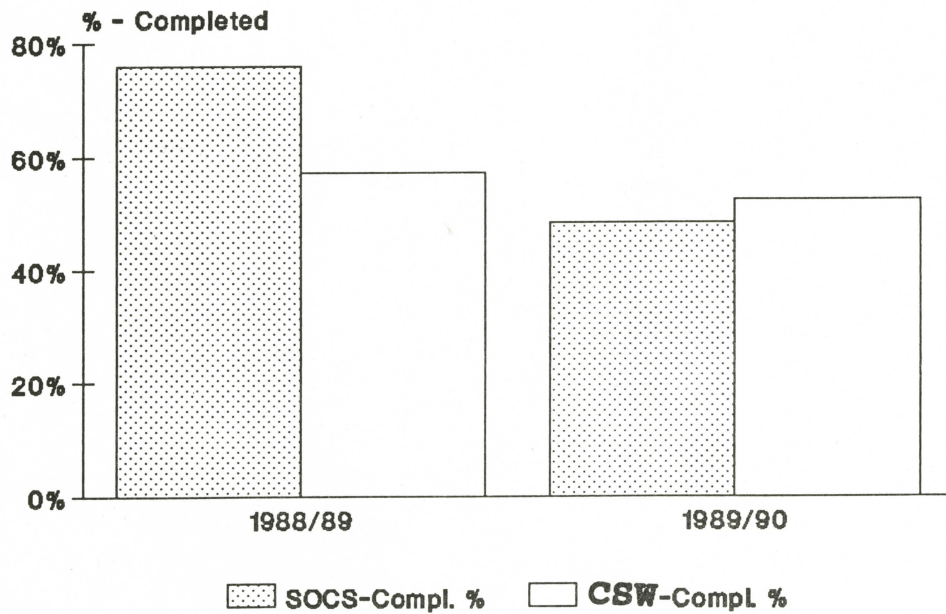


### Human Service Worker Program Attrition Measured by completion of practicums against original program enrolments



All enrolments Kamloops campus only.

### Human Service Worker Program SOCS, CSW Completion Rates



DISCUSSION OF QUESTIONNAIRE RESPONSES

1. Advisory Committee:

All nine Human Service Worker Advisory Committee members completed their questionnaires for a response rate of 100%.

2. Employers:

Of 31 employers surveyed, 20 responded for a response rate of 65%.

3. Faculty:

Fourteen faculty were identified as being full-time or full-time temporary and integral to the program. All 14 completed the questionnaire for a response rate of 100%. The breakdown of faculty by speciality was as follows:

Community Support Worker:	2 (14%)
Corrections Worker:	3 (21%)
Social Service Worker:	5 (36%)
Others (Chairperson, English and Psychology Instructors):	4 (29%)
	<hr/>
Total	14(100%)

4. Former Students:

(a) Community Support Worker:

Of the 80 former Community Support Worker students surveyed, 33 replied for a response rate of 41%.

(b) Corrections Worker:

Of the 69 former Corrections Worker students surveyed, 21 replied for a response rate of 30%.

(c) Social Service Worker:

Of the 101 former Social Service Worker students surveyed, 31 replied for a response rate of 31%.

5. Current Students:

(a) Community Support Worker:

All 17 Community Support Worker students remaining in the 1990 intake were surveyed for a 100% response rate.

(b) Corrections Worker:

Thirteen Corrections students of the 1990 intake were surveyed. Three were absent.

(c) **Social Service Worker:**

Twenty-five Social Service Worker students participating in the Spring practicum were surveyed. One was absent.

6. **Practicum Supervisors:**

(a) **Community Support Worker:**

Of the 12 practicum supervisors surveyed, 9 replied for a response rate of 75%.

(b) **Corrections Worker:**

Of the 16 practicum supervisors surveyed, 5 replied for a response rate of 31%.

(c) **Social Service Worker:**

Twenty practicum supervisors were surveyed with 19 replying for a response rate of 95%.

**TABULAR SUMMARY OF QUESTIONNAIRE RESPONSE RATES**

The categories and quantities of responses are tabled below:

Recipient	# Sent	# Completed and Returned	% Return
Advisory Committee	9	9	100%
Employers	31	20	65%
Faculty	14	14	100%
<b>Practicum Supervisors:</b>			
CORR	16	5	31%
CSW	12	9	75%
SOCS	20	19	95%
<b>Students:</b>			
<b>Former:</b>			
CORR	69	21	30%
CSW	80	33	41%
SOCS	101	31	31%
<b>Current:</b>			
CORR	13	13	100%
CSW	17	17	100%
SOCS	25	25	100%
<b>TOTAL</b>	<b>407</b>	<b>216</b>	<b>53%</b>

**Former Students Returned by Post Office (all years): 63**

**Former Students Non-Respondents: 102**

As at June 14, 1991

## QUESTIONNAIRE DATA

The following trends were detected in the questionnaire responses:  
(questionnaire item numbers in parentheses)

### **1. Advisory Committee:**

Human Service Worker Advisory Committee members expressed positive views of their relationship with the Certificate programs. Instructional quality (20), the program's development of positive work habits (8), and the program's development of team work and social skills (9) received the most favourable responses. The Advisory Committee indicated concerns, both in the numerical responses and in written comments, as to whether the program admits appropriately prepared students (6), as well as on funding (16), equipment (17), and facilities (18).

### **2. Employers:**

Employers identified the work habits, dependability, social skills, professional conduct and attitude and willingness to adapt and learn as particular strengths of Cariboo College Human Service Worker Program graduates hired in the last three/four years (9), and expressed high satisfaction with the program and its graduates (10). Writing and decision-making skills were seen as the weakest aspects of HSW graduates on the job. One respondent requested that the program incorporate more emphasis on First Nations clients and issues. Also mentioned was the possibility of adding to the curriculum components on family crisis resolution, drug and alcohol addiction, and child and youth care.

### **3. Faculty:**

#### **Community Support Worker:**

Community Support Worker faculty were generally satisfied with all aspects of the program, with the following exceptions:

(1) Reservations were expressed not so much about availability of resources for curriculum development, as about availability of time: a 9-10 month instructional year leaves very little leeway even for curriculum maintenance; in addition, the multiple functions performed by the CSW co-ordinator in the last year and the resultant heavy dependence on part-time faculty have not been in the interests of a consistent program. (2) Concern was expressed about the inappropriateness of the current admissions screening for the program.

#### **Corrections Worker:**

Accompanying highly positive comments on the curriculum (4), and its fostering of job-related skills (12), were clear faculty concerns that there are insufficient full-time faculty to sustain a fully effective program. While there appeared to be confidence in their capabilities, it was recognized that part-time instructors could not make the same contributions to overall program objectives as their full-time counterparts. In addition, concerns were expressed over the appropriateness of applicant screening and of the services provided by Counselling to assist entrants not ideally suited to the careers for which the Human Service Worker Programs are designed.

**Social Service Worker:**

Faculty in the Social Service Worker stream expressed perceptions that the program does an excellent job of developing employment-related skills and viewed the relationship between the program and the Advisory Committee as excellent. However, they also expressed a desire to carry out curriculum study and possible revision (such as identifying and eliminating inappropriate repetition of content) and strongly protested the lack of time and resources to carry out that task. In addition, their assessment of the Library and Computer Services was luke-warm and there was considerable dissatisfaction with the effectiveness of competency testing, again focusing on the Nelson-Denny test.

**4. Former Students:**

**Community Support Worker:**

Satisfaction with the overall effectiveness of the program was high. Fifteen of twenty-five respondents reported that their present jobs were, to a great extent, related to their CSW program training, while only one reported no relationship. Of the 32 respondents, 82% were working full or part-time while 15% were full or part-time students. Some concern was expressed about workload, practicum evaluation, and choice of text books.

**Corrections Worker:**

Responses from former students tended to be quite positive. Strongest satisfaction was expressed for the program's contribution to personal development (12), knowledge (13), skill development (14), and verbal skills (16). A majority of respondents reported employment in positions not requiring their Cariboo College certificates. Nevertheless, a large majority reported that their studies at the College had played an important role in helping them obtain jobs. Among course offerings, ENGL 150, PSYC 159 AND PSYC 169 received the least favourable ratings in a number of categories.

**Social Service Worker:**

Former students gave highest praise to the program's role in promoting personal development, verbal communication skills, professional conduct and knowledge acquisition. Positive comments focused on the program's role in promoting personal development. Negative comments focused on the heavy workload, on difficulties with part-time instructors, and on apparent difficulties stemming from imperfect screening of program applicants.

**5. Current Students:**

**Community Support Worker:**

Current students were generally appreciative of the program, but some expressed concerns about the high stress level and heavy workload. HUMS 151, HUMS 164 and HUMS 165 received low ratings from many students. However, the questionnaire was administered at a time of high anxiety while students were completing their final practicum assignments, and the scores may have been influenced by that fact as well as by a mix of personality factors associated with flaws in the ability to screen out applicants whose chances of success are perceived to be low.

**Corrections Worker:**

Responses from current students (13 of 13 questionnaires distributed) indicate particular satisfaction with program information and registration package (6), the Registrar's Office (10), the program's contribution to career preparation (18), career advising by faculty (13) and skill development (16).

Among course offerings, HUMS 151 generated low numerical outcomes. However, only a single written comment referred to it (in a complaint about three hour classes) and no such pattern is present among CSW and SOCS students, nor was such a pattern noted in the responses of former Corrections students.

Several students complained about classroom facilities (heating, cooling and noise in the portables) in several courses during the winter semester. One respondent expressed the desire to have faculty with degrees or teaching certificates but it was unclear whether the desire was for better delivery of the material or for better credentials.

**Social Service Worker:**

Current students praised the effectiveness of the program in promoting personal development (14) and professional conduct (17) while expressing reservations about available job opportunities (at decent salaries) after graduation. Many viewed the workload as excessive and several suggest that the program should be offered in a two-year format. Several comments noted the importance of adding computer skills to the curriculum. A related complaint was that too many courses (particularly in the winter semester) were taught by a single instructor and that different approaches and viewpoints were needed.

**6. Practicum Supervisors:**

**Community Support Worker:**

The nine respondents rated the general preparedness of practicum students very highly. The shorter practicum length (six weeks rather than nine) was generally viewed as an advantage, although some comments mentioned disadvantages. Better writing skills and basic computer literacy were mentioned as desirable areas of improvement. More visits to practicum sites by College supervisors were requested.

**Corrections Worker:**

The five responding Corrections Practicum supervisors were quite satisfied with the current format of the practicum and the program. One respondent emphasized the need for physical fitness for correctional work.

**Social Service Worker:**

With the exception of writing skills and theoretical knowledge, practicum supervisors had favourable views of all aspects of student preparedness and performance in the practica, and were especially complementary regarding students' willingness to learn and their interpersonal skills. Requests were made for greater communication with the instructor to ensure agreement on the characteristics practicum supervisors were to monitor. Several commented that the six week final practicum period was barely long enough.

## EMPLOYMENT PROSPECTS

### Types of Employment:

**Community Support Workers** work with adults and children who are challenged by a physical/mental handicap or developmental delay. The CSW graduate will likely find employment in supported work programs, schools, residential homes for mental health clients, and charitable organizations.

**Corrections Officers** maintain security and attend to the daily welfare of persons awaiting trial or serving sentences in penal institutions or youth detention centres. Their work can lead to more specialized positions and into senior management.

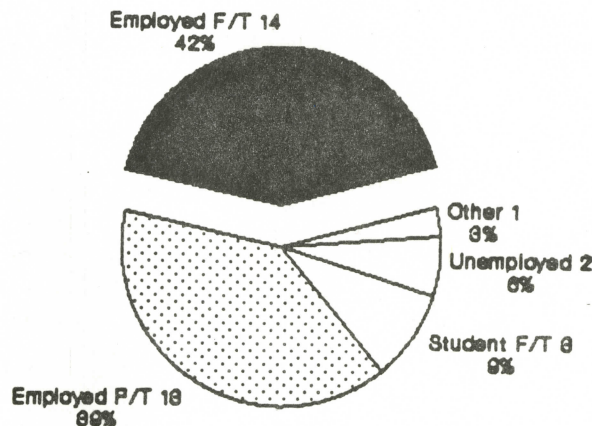
**Social Service Workers** may be employed by welfare agencies, housing authorities, group homes, correctional institutes, school boards, adoption agencies and retirement centres. They may work with the poor, troubled youth, the unemployed, victims of crime, the sick, the disabled, or with families. Job titles include "social worker", "financial aide worker", "adoption agent", "family counsellor", "parole officer", and "welfare case worker". They may act as advocates for their clients for needed services, particularly where health and social services are limited, and may initiate legal action for their clients. Women constitute over 60% of all social workers.

### Employment Rates:

#### **Community Support Worker:**

Of 33 former student respondents (1986-1990), 14 (or 42%) reported being employed full-time, and 13 (39%) part-time. Three respondents (9%) were full-time and two (6%) were part-time students. Only 2 (6%) of the former students replied that they were unemployed.

#### **Employment Rates: Community Support Worker**

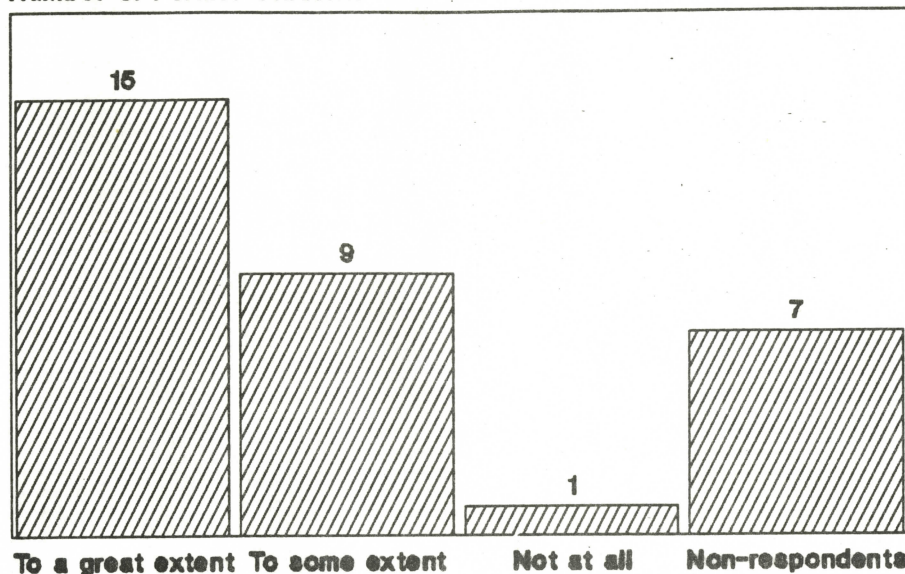




Fifteen (47%) of the former Community Support Worker students reported that their jobs are closely related to their training, 9 (28%) to some extent, and 1 (3%) not at all; 7 did not respond.

### Relationship between Training & Job Community Support Worker

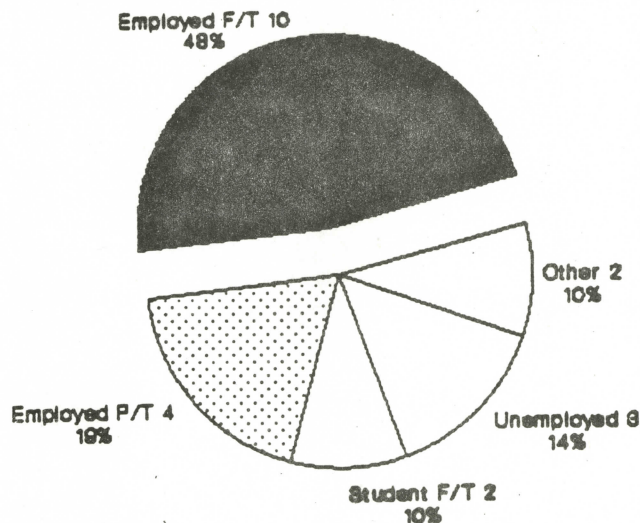
Number of Former Students



#### Corrections Worker:

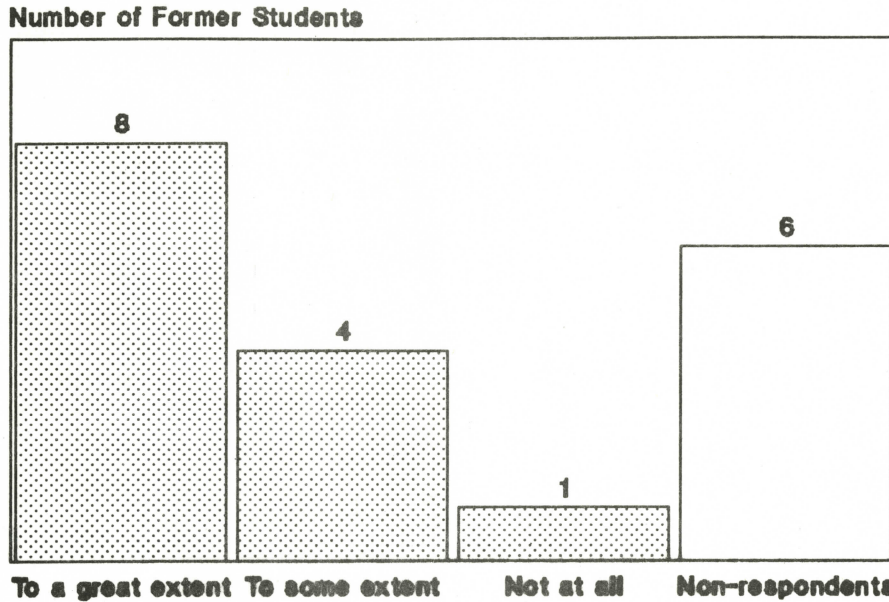
Of 21 former student respondents (1986-1990), 10 (or 48%) reported being employed full-time, and 4 (19%) part-time. Two respondents (10%) were full-time and 2 (10%) part-time students. Three (14%) of the former Corrections Worker students were unemployed at the time the questionnaire was issued and 2 (10%) were involved in household duties.

#### Employment Rates: Corrections Worker



Eight (42%) of the former Corrections Worker students reported that their jobs are related to the training they received at Cariboo College to a great extent. Four (21%) responded that their job only related to their training to some extent and 1 (5%) not at all; 6 (29%) did not respond.

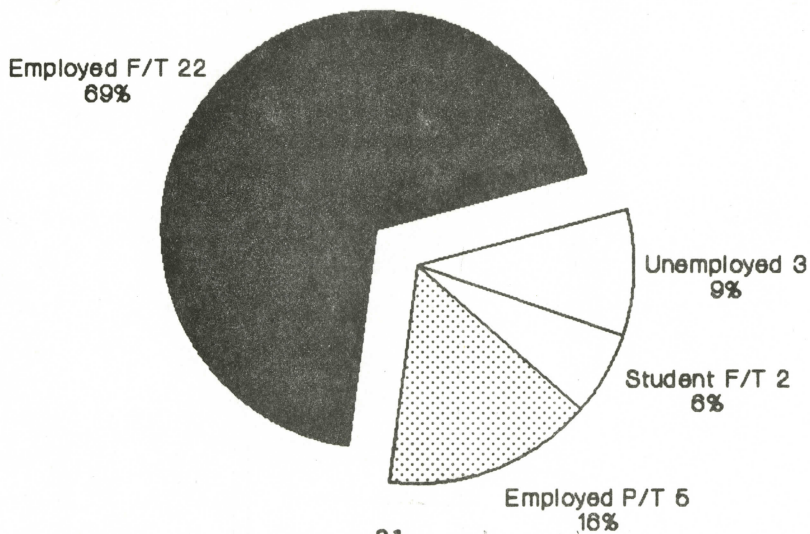
### Relationship between Training & Job Correction Worker



#### Social Service Worker:

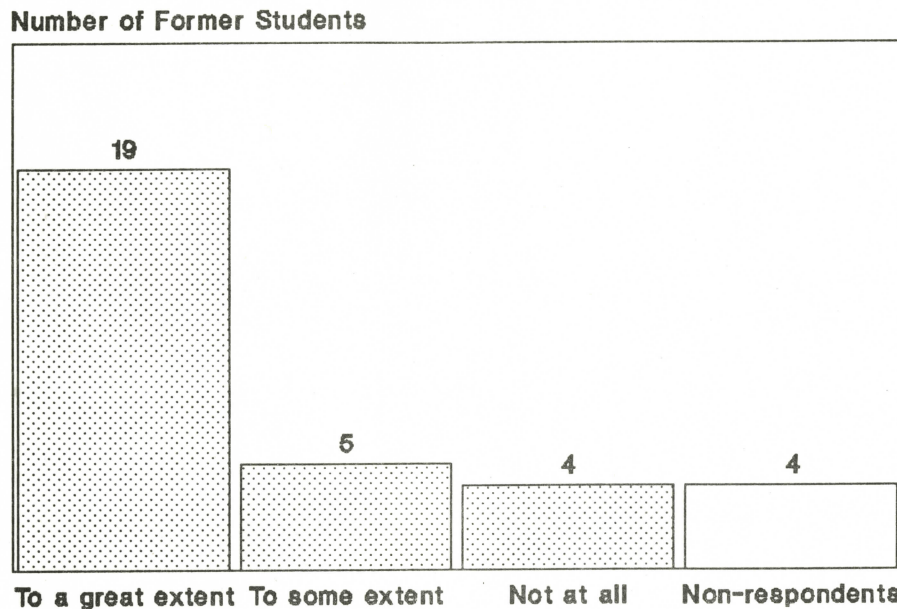
Of 32 responding graduates between 1986 and 1990, 22 (69%) reported being employed full-time, and 5 (16%) part-time. Two (6%) of the respondents were full-time and 10 (31%) part-time students. Three (9%) of the respondents were unemployed and looking for work.

#### Employment Rates: Social Service Worker



Nineteen (59%) of the Social Service Worker graduates replied that their jobs are related to the training they received at Cariboo College to a great extent, 5 (16%) to some extent, and 4 (12%) felt their training and their job were not related at all; 4 (12%) did not respond.

### Relationship between Training & Job Social Service Worker



#### Current Salaries:

In 1986, the average employment earnings for all workers in this occupation was \$15,200, and \$23,800 for the 40% who worked full-time for the whole year.

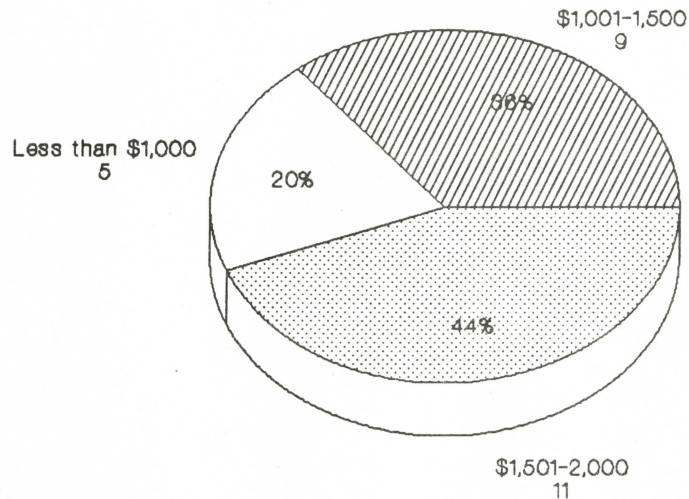
Rates of pay vary in the private security industry. For Correctional Officers in 1987, they ranged from \$1,925 to \$2,321 per month in provincial and federal institutions, or \$23,100 to \$27,852 per annum. Supervisors' earnings are higher depending on their level of responsibility.

In B.C., the average salary for Social Workers ranged from an average of \$20,000 for all workers to \$26,000 for the 54% employed full-time for the whole year, according to the 1986 Census. Entry-level salaries in 1989 for Social Workers with the B.C. Government ranged from \$25,700 to \$32,400; intermediate to senior positions ranged from \$28,00 to \$39,900.

**Community Support Worker:**

Of the 25 former Community Support Worker students who divulged information on their current salary, 11 (44%) were earning between \$1,501-\$2,000 a month, 9 (36%) were earning \$1001-\$1,500 a month and 5 (20%) were earning less than \$1,000 a month.

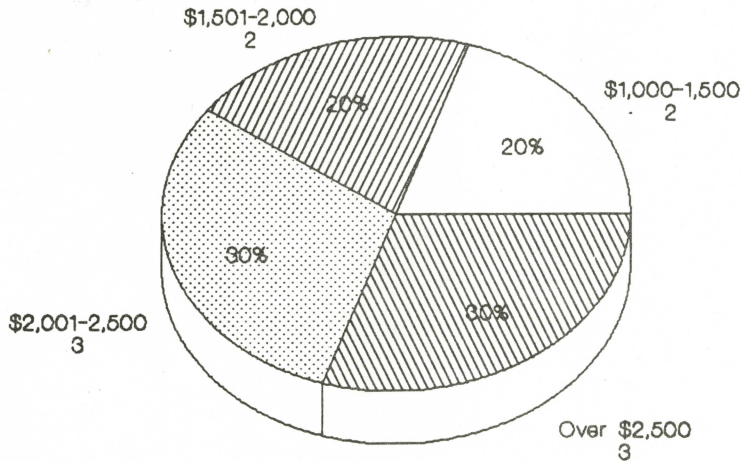
**Current Monthly Salary of Former Student Community Support Worker**



**Corrections Worker:**

Of the 10 former Corrections Worker students who divulged information on their current salary, 3 (30%) were earning over \$2,500 a month, 3 (30%) were earning between \$2,001-\$2,500 a month, 2 (20%) were earning \$1,501-\$2,000 a month and 2 (20%) were earning \$1,000-\$1,500 a month.

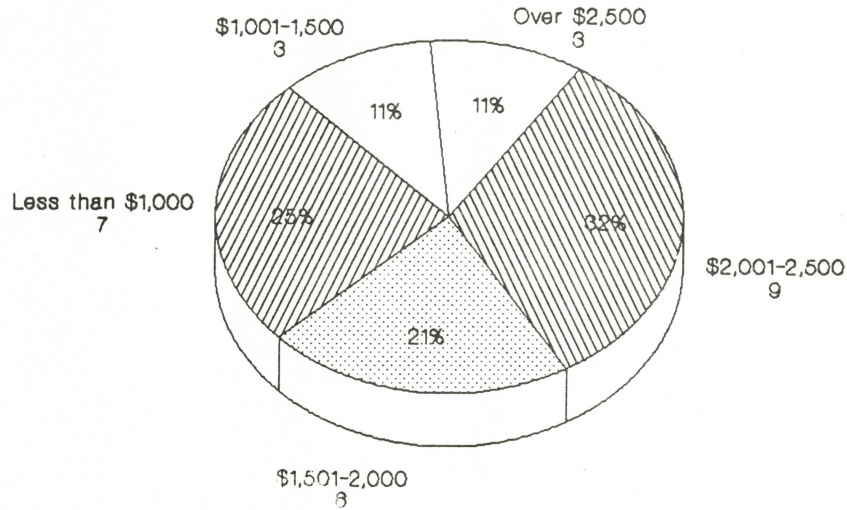
**Current Monthly Salary of Former Student Correction Worker**



**Social Service Worker:**

Of the 28 former Social Service Worker students who divulged information on their current salary, 3 (11%) were earning more than \$2,500 a month, 9 (32%) were earning between \$2,001-\$2,500 a month, 6 (21%) were earning \$1,501-\$2,000 a month, 3 (11%) were earning \$1,001-\$1,500 a month, and 7 (25%) were earning less than \$1,000 a month.

**Current Monthly Salary of Former Student Social Service Worker**



**Job Opportunities Projection:**

**Corrections Worker:**

The employment outlook for guards and related security occupational groups calls for faster than average growth over the next eight years. This contrasts with the 1970's trend of average employment growth. Employment in 1987 was close to 10,000, making this group one of the larger occupations in B.C. Hirings to replace personnel retiring and leaving for other reasons are expected to be above average and will constitute about three quarters of the estimated 5,120 openings in this group in the period 1987-1995.

The proportion of women in this occupation has almost tripled since 1971 to 20% in 1986. This trend is expected to continue as more institutions and firms hire women.

**Social Service Worker:**

Employment in the occupation of Social Service Worker grew more than the all-occupation average from 1971-1986 so that it is now a very large group in B.C. However, the outlook to 1995 is for slower than average growth, with 1,360 opportunities arising over this period.

About half of the Social Service Workers are employed with the government, primarily the provincial government, with another 44% employed in private and volunteer welfare and health services. Economic downturns do not affect employment--demand may increase during poor economic times; however, this occupation is sensitive to government spending.

**B.C. Employment Trends & Projections:**

	<u>1981</u>	<u>1987</u>	<u>1995</u>
Number Employed	4,230	5,250	5,830
	Annual growth 1987-1995: 1.3%		

**Further Education Opportunities:**

Social Service Workers may continue their education to obtain a Bachelor of Social Work (B.S.W.) degree, and then a Master's degree (M.S.W.) if desired. U.B.C. offers a four-year B.S.W. and a one year M.S.W. with concentrations in family, health, and socio-economic needs. The University of Victoria offers a B.S.W. Program for those interested in working in rural, northern community settings in Canada; this is available through Distance Education.

The University Colleges of the Cariboo and Okanagan now offer a B.S.W. in conjunction with the University of Victoria.

Parole Officers require a Bachelor's degree in Sociology, Psychology, Social Work or Criminology, and a Master's degree is becoming increasingly important. Probation Officers need two years of college in Social Work, Criminology, Psychology or Sociology, plus five years' experience as a minimum requirement (most hold university degrees). Bachelor's programs in Sociology and Psychology are available at all B.C. public universities, with S.F.U. being the only one offering Criminology Degree Programs.

## STRENGTHS OF THE PROGRAM

The following strengths may be identified in the Human Service Worker Certificate Program:

1. **Faculty:** HSW faculty are to be commended for their **dedication and commitment**. Co-ordinating, instructing, liaising, maintaining curriculum and supervising practica are particularly onerous and exhausting duties in what are essentially one-person operations.
2. **Advisory Committee:** The Advisory Committee is to be commended for its **active interest and participation** in maintaining the program.
3. **Graduate Employment Rates:** Graduates evince high employment rates: former Community Support Worker students report 81% employment, former Corrections Worker students report 67% employment and former Social Service Worker students report 85% success.
4. **Graduates' Success as Employees:** For the most part, graduates feel that they have been well prepared for the work force; employers generally echo these sentiments.
5. **Curriculum:** The Cariboo College HSW curriculum is recognized provincially as the pre-eminent model for integrated coring and its mix of "applied theory" and practical relevance. The design and administration of its practica are noteworthy. Faculty have also pioneered "laddering" of certificate courses into the Bachelor of Social Work.

**AREAS WHICH CAN BE IMPROVED**  
**(WITH RECOMMENDATIONS)**

This section highlights areas of the Human Service Worker Certificate Program which the data suggest can be improved. Recommendations are prioritized, with admissions/screening and staffing being the main areas which the Program Evaluation Committee identifies for improvement. The majority of recommendations focus on short-term action-plan items but in addition touch on longer-term policy and planning.

**A. HSW CERTIFICATE - ALL PROGRAMS (Community Support Worker, Corrections Worker, Social Service Worker)**

**1. ADMISSIONS/SCREENING:**

Given the concerns expressed by Advisory Committee members, faculty, some employers and former students about deficiencies in program applicants writing skills and personal suitability, the HSW Program Evaluation Committee recommends that:

- a) the HSW faculty raise Language Proficiency Index requirements for admission from Level III to Level IV;
- b) the HSW faculty develop improved admission interview/screening mechanisms allowing access to qualified applicants while deselecting those unsuited to the program or to careers for which the program is designed;
- c) the HSW faculty explore alternatives to the Nelson-Denny test as a screening device.

**2. STAFFING/PERSONNEL:**

Having noted the following points:

--the extremely low program costs as compared to system average costs for similar programs; for example, in 1988-89 the cost per student contact hour (\$/SCH) for the Cariboo HSW programs was \$1.61, as compared with a system mean of \$3.81 (see Appendix B);

--the high percentage of part-time instruction:

Fall Semester, 1990:	39.5% (all options);
Winter Semester, 1991:	81.25% (CORR);
	93.7% (CSW);
	43.75% (SOCS);
Spring Semester, 1991:	50% (all options).

The percentage of part-time instruction for Winter, 1991 was inflated by the release time granted to the HSW co-ordinator for duties as Acting Associate Dean; even so, normally, Winter semester part-time instruction runs to 70% for Corrections, 75% for Community Support Worker and 40% for Social Service Worker.



--the prospective inception of the Mental Health Worker option and the Child/Youth Care Diploma in 1992;

--the fact that the current HSW chairperson's appointment is in contravention of the Collective Agreement,

the Committee recommends that:

- a) the Vice-President, Instruction, give priority to replacement of part-time instruction with a new full-time instructional position;
- b) the Dean, Arts and Education, and the Associate Dean, Social Work, ensure that in selecting BSW faculty, consideration be given to candidates' interests and capacity to teach in HSW courses;
- c) the Vice-President, Instruction, continue assigning career, rather than vocational, workloads to HSW faculty.

3. PROGRAM PLANNING:

The Committee was very impressed by the "laddering" linkages between the HSW and BSW Programs, with the leadership the HSW faculty have demonstrated provincially in curriculum building, and with the seriousness with which program planning is undertaken. It accordingly recommends that:

- a) the Vice-President, Instruction, the Dean of Arts and Education, and the Associate Dean, Social Work, ensure that HSW program planning and development needs are accorded as much attention as those of the BSW program, and that the distinct identity of the HSW program be maintained;
- b) the HSW faculty continue to investigate 2-year (diploma) program options, as indicated in the Three-Year Plan, considering both their direct value and their potential as bridges to the BSW;
- c) the HSW faculty, in accordance with the MAETT's Health/Social Service Review Project (1991), investigate offering electives and extension courses as a means of broadening its offerings;
- d) the HSW faculty hold annual in-services for each specialization, inviting part-time faculty and Advisory Committee members.

4. ADVISING (PROGRAM AND CAREER):

As a means of clarifying the purpose and function of the program and of orienting students to the workload and standards of conduct that will be expected of them, the Committee recommends that:

- a) the HSW faculty, in addition to implementing enhanced screening, play a larger role in program and career advising of applicants;

- b) the HSW faculty prepare for distribution an HSW program handbook incorporating the program's mission statement, goals and objectives, and the professional code of conduct expected of the students;
- c) the Vice President, Instruction, ensure that Student Success Seminars (STSS 101, 102) are offered not only in the Fall and Winter but during the Summer Semester as preparation for HSW candidates admitted for the Fall Semester.
- d) at orientation, the HSW faculty ensure that students understand the function of each course, and particularly of personal development courses, in HSW career preparation;
- e) the HSW faculty use employer visits to the classroom as a means of emphasizing the relevance of course content and process.

5. COUNSELLING:

Community Support Worker and Social Service Worker faculty and students were generally aware and appreciative of the career advisory and counselling services provided by the Counselling Department (Corrections less so). The Committee is pleased by this positive relationship and recommends that:

- a) the HSW faculty continue to consult with the Counselling Department to develop improved counselling services for HSW students.

6. FACULTY PROTECTION:

Given the potential that human relations oriented courses hold for disagreement over and appeal of student evaluations, the Committee recommends:

- a) the HSW faculty develop an explicit statement of student responsibilities and standards of professional behaviour to be distributed with, or as part of a departmental handbook;
- b) the Vice-President, Administrative Services, in consultation with the College's counsel, develop a statement of policy and a set of procedures for the College's responsibilities toward students and student responsibilities to the College and its personnel.

7. CURRICULUM:

English/Communication Skills:

Given the insistence from most employers on the need for better graduate writing and communication skills, the Committee recommends that:

- a) the HSW faculty implement "writing across the curriculum" procedures, incorporating the development of writing skills into all HSW coursework;
- b) the HSW faculty continue its investigation of the appropriate English coursework, and determine whether an academic English 110 or a more rigorous English 150 would be better training for HSW students.

8. STUDENT WORKLOAD:

A repetitive litany from some, but not all, current and former students was the heaviness of the program workload and the stress it induced. Some of these complaints may be explained by the fact that several HSW clientele are academically and emotionally unprepared for the long hours of instruction and study demanded by the program; nevertheless, the Committee recommends that:

- a) the HSW faculty examine HSW Certificate workloads in the light of these complaints, considering such alternatives as extending the program or introducing electives;
- b) the HSW faculty continue to examine ways to ensure flexibility in the admission and continuation of students in the program, including part-time students and those requiring more than one year to complete the program.

9. COMPUTER FAMILIARIZATION:

Given the comments of employers and Advisory Committee members and the shift to computerized office facilities, the Committee considers it highly advantageous that HSW graduates have some knowledge of and experience of computer operation. It accordingly recommends that:

- a) the HSW faculty arrange for computer orientation and basic training for each entering class;
- b) the HSW faculty increase student exposure to the use of computers in HSW careers, taking into account both current practice and foreseeable trends.

10. FACILITIES:

Many of the student comments on facilities drew attention to the poor ventilation, erratic heating, and general scruffiness of classrooms--particularly in the portables--assigned to the HSW Program. The completion of the new Arts/Education building in September, 1991, should remove most of these complaints. The Committee recommends that:

- a) the Vice-President, Administrative Services, ensure that the HSW Program be housed, as far as possible, in the new building;

b) the Vice-President, Administrative Services, plan for continuing expansion of access to computers for all Cariboo programs--for example, by placing some in the Library--while ensuring that computing facilities are equitably allocated across programs.

**B. HSW CERTIFICATE - COMMUNITY SUPPORT WORKER:**

**1. ADMISSIONS/SCREENING:**

Substantial numbers of former CSW students have pointed out the desirability of having some training in First Aid, given the "challenged" nature of many of their clientele. The Committee endorses this and recommends that:

a) the HSW faculty add First Aid as a prerequisite for admission to the CSW Program.

**2. INSTRUCTION:**

CSW practicum supervisors express concern about lack of direction from program faculty on the tasks and behaviour characteristics they should be monitoring in those supervised. The Committee therefore recommends that:

a) the Vice-President, Instruction, provide funding to the Department for orientation sessions for practicum supervisors.

**3. CURRICULUM:**

The Committee noted that substantial work has been done in the last few years in the area of curriculum revision, and commends the CSW instructors for their efforts. However, it also notes some ongoing student dissatisfaction, and recommends that:

a) CSW instructors continue their efforts to eliminate unnecessary duplication of curriculum material as they have done in designing HUMS 152.

**4. LIBRARY RESOURCES:**

CSW faculty identify paucity of library resources as an area that needs to be addressed. Accordingly, the Committee recommends that:

a) CSW instructors identify via an inventory of existing resource materials, the gaps in CSW-related holdings in the Cariboo College Library, and systematically set about filling those gaps and updating library holdings.

**C. HSW CERTIFICATE - CORRECTIONS WORKER:**

**1. CURRICULUM:**

Given the problems that some Corrections students report having experienced in HUMS 151 (Interpersonal Relationships), the Committee recommends that:

- a) the HSW faculty ensure that Corrections students are aware of the importance of personal awareness courses (such as HUMS 151) in career preparation, and employ more role-playing for this contingent in particular;
- b) the HSW faculty explicitly address in classes the cognitive dissonance students experience when simultaneously confronted with professional standards for confidentiality and class requirements for openness.

**D. HSW CERTIFICATE - SOCIAL SERVICE WORKER:**

**1. ACCESS:**

Given the problems of workload identified in Item #8 (above), and given the dubious academic preparation and extensive family commitments of some Social Service Worker candidates, the Committee recommends that:

- a) the HSW faculty set aside four seats per year in the Social Service Worker option for students who may wish to extend their learning over two years.

Several employers and Advisory Committee members suggested the possibility of making the Social Service Worker option more accessible to First Nations candidates. The Committee endorses this and recommends that:

- b) the Vice-President, Instruction, in conjunction with the Dean, Arts and Education, the Associate Dean, Social Work, and the HSW Department, develop plans to implement a First Nations Social Worker stream, possibly in conjunction with the Kamloops Indian Band.

**2. PRACTICUM:**

Although most practicum supervisors were agreed that a six-week practicum is appropriate, in some cases it has been departmental practice to extend practicum time to nine weeks when necessary. The Committee endorses this practice and recommends that:

- a) the HSW faculty continue its practice of permitting practica to last up to 9 weeks, but specify this at the outset, and develop criteria for this decision.

To familiarize the students with practicum procedures (and possibly allay their fears), the Committee further recommends that:

- b) the HSW faculty make as much information as possible on practica (e.g. sites, supervisors, procedures, evaluation criteria) available to students at outset of the program.

3. ADVISING:

Given the extent of the waiting list for the Social Service Worker option (usually 20 or above per year), the Committee recommends that:

- a) the HSW faculty encourage those on the waiting list who are genuinely committed to taking the program to enroll in English, Psychology, Sociology, and Political Studies courses as preparation for eventual admission.

APPENDIX A

METHODOLOGY

Data were collected in the following ways:

- 1) Standard questionnaires were administered to HSW former students, advisory committee members, employers, faculty, current students, and practicum supervisors in the Social Service Worker and Community Support Worker for Special Populations Programs. All data were processed with an SPSSX software program to achieve mean, median, and standard deviation responses. Verbal comments for each group were recorded separately and anonymously.
- 2) "Descriptive Data" on the Human Service Worker Certificate Program's history, description, objectives, budget, etc., were solicited from Vicki Bruce, Program Co-ordinator, via the standard "Data Required from Dean/Chairperson/Program Co-ordinator" form, along with course outlines.
- 3) Statistical data on annual head counts, attrition rates, graduation rates, and grade distribution were provided by the Office of Institutional Research.
- 4) Several discussions were conducted with Vicki Bruce, Co-ordinator, Human Service Worker Program; Marilyn Martin, Co-ordinator, Community Support Worker for Special Populations Program; and Wally Norton, Co-ordinator, Corrections Worker Program.
- 5) The Program Evaluation Committee interviewed the following persons associated with the program:

Bill Martin, Chairperson, Human Services Department.

INSTITUTION : CARIBBO

FUNCTION : 01 INSTRUCTION  
ACTIVITY : 110 CONVENTIONAL INSTRUCTION  
MAJOR PROGRAM : 30 VOCATIONAL

--SYSTEM MEAN--

CLUSTER DESCRIPTION	STAFF CHG	% PERSONNEL CHG	OTHER CHG	% GROSS CHG	STUDENT CT. HR.	REGISTRY TRNG. DAY	GRS \$/SCH	GRS \$/RT DAY	GRS \$/SCH	GRS \$/RT DAY
3200 OFFICE ADMINISTRATION										
AE-88/89	10.0		29,312	1.4-	201,552	33,592	2.31	13.90	3.11	17.07
AE-87/88	10.0	437,715	29,721	3.8-	181,734	30,289	2.56	15.37	2.56	14.53
AE-86/87	10.0	435,935	30,902	24.6	258,990	43,165	1.83	11.03	2.56	14.36
AE-85/86	10.6	445,424	24,798		251,754	41,959	2.09	12.56	2.79	14.68
3400 PERSONAL SERVICES										
AE-88/89	7.1	321,102	135,738	36.6	79,128	13,188	5.77	34.64	6.07	34.04
AE-87/88	5.6	253,239	99,351	6.8-	59,610	9,935	5.91	35.48	5.21	30.09
AE-86/87	5.5	242,879	106,623	15.5-	68,910	11,485	5.07	30.43	3.98	22.94
AE-85/86	5.5	242,338	126,135		78,396	13,066	4.70	28.20	4.93	21.43
4100 LEGAL AND SOCIAL SERVICES										
AE-88/89	2.5	128,764	2,753	9.5-	81,204	13,534	1.61	9.71	3.81	21.96
AE-87/88	2.1	107,692	3,042		73,680	12,280	1.50	9.01	3.27	20.52
AE-86/87	1.8	83,811	1,137		56,520	9,420	1.50	9.01	2.96	19.19
AE-85/86	1.1	58,979	210		37,692	6,282	1.57	9.42	3.01	19.66
4200 NURSING										
AE-88/89	2.6	110,712	1,335		112,047	5,632	3.31	19.89	4.60	26.14
AE-87/88	2.0	83,795	638	67.6-	84,433	4,393	3.20	19.21	4.19	23.02
AE-86/87	2.2	90,804	1,970	13.5-	92,774	4,620	3.34	20.08	5.00	27.58
AE-85/86	2.0	76,988	2,277		79,265	4,385	3.01	18.07	4.17	23.19
4400 EDUCATION										
AE-88/89	2.7	119,677	7,185	14.0	126,862	6,261	3.37	20.26	4.40	27.19
AE-87/88	1.6	71,555	6,305	24.8	77,860	3,382	3.83	23.02	3.49	22.94
AE-86/87	1.2	58,717	5,053	25.8	63,770	3,283	3.23	19.42	3.19	22.36
AE-85/86	1.0	48,580	4,016		52,596	3,150	2.78	16.69	3.34	21.83
5100 FINE ARTS										
AE-87/88		796	6		802				2.85	17.11
6100 BASIC EDUCATION & DEVELOPMENT										
AE-88/89	3.2	139,344	1,950	37.4-	141,294	26,572	.88	5.31	3.38	18.68
AE-87/88	4.0	176,279	3,114	26.0	179,393	23,124	1.29	7.75	2.75	15.59
AE-86/87	3.4	149,033	2,472	11.8-	151,505	8,108	3.11	18.68	2.89	16.44
AE-85/86	3.0	113,204	2,802		116,006	9,485	2.03	12.23	3.00	16.52

APPENDIX B





