

CSW/EA Program Checklist



Applicant Name: _____

Applicant Email: _____

Date: _____

Application Components

1	Attended an Information Session	Date of session attended: _____	
2	Provided a copy of ID (Birth Cert./Drivers License) verifying that I will be 18 years or older at start date		
3	Submitted a Letter of Commitment in handwriting		
4	Submitted a complete Application & Candidate Interview Forms (paperwork attached)		
5	Submitted past school records (include Post-Secondary, if applicable)		
6	Submitted a copy of your resume		
7	Submitted clear results of TB Test		
8	Complete the emailed Criminal Record Check (to be provided through Riverside College) * Please do not attend the RCMP branch for a criminal record check.		
9	Submitted any other documents as requested (e.g. Medical Clearance)		

Assessment Components

1	If requested, been personally interviewed by Principal or instructor		
2	Demonstrated adequate English competency and a reading level of Gr. 10 or better, via written submissions and transcripts, or, if requested, via an assessment at the school.		
3	Informed by the school, in writing before my approval of any special circumstances, such as medical issues, learning challenges or expected absences from my studies.		

Payment

	Paid my deposit or provided a letter from my funder stating that I have been approved for funding		
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Approval

	Been told, in writing, that I am approved or provisionally approved for admission. If provisionally approved, I have met all conditions prior to beginning my program of study.		
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CSW/EA Candidate Personal Interview

Candidate:

Phone number:

Date:

1. What are your career and educational goals?
2. When were you last in school? How did you do in school? Strongest and weakest areas?
3. How do you normally manage challenging work? What is your plan for addressing challenges when you are in this course?
4. Are you an organized person? Describe specific methods you used to organize time and work.
5. Describe your support system.
6. Do you plan on working during school enrolment? Please describe. ***(NOTE: Students may work while enrolled in the course, but are reminded that they may not ask for time away from class or extra project time due to work obligations.)***
7. Do you expect to have any issues with your criminal record search? ***(PLEASE NOTE: The CRC is performed by the provincial government and is not influenced in any way by Riverside College. The CRC is a Level 4 check, meaning that it will reveal an entire criminal record, including dropped***

charges, suspicious police engagements and a Mental Health Act arrests. A pardon will not remove an item from this search. The existence of a record does not automatically prohibit a candidate from studying or working in the sector. This is a decision of the Criminal Records Review Branch, but normally they are concerned with major crimes and those associated with violence or sexual misconduct.)

Other prerequisites:

- Acceptance of this application
- Letter of Commitment (The student must write a letter demonstrating that s/he is prepared to commit to the challenges of the CSW/EA program and to persevere through the course.)
- Funder approval (if seeking outside funding)
- Clear TB Test
- Suitable Criminal Record Search
- Must 18 years or older at program start
- Must attend an information session and complete the questionnaire
- Minimum DEMONSTRATED Grade 10 English competency



UNDER 19 PROGRAM APPLICATION

NAME: _____

PHONE : _____

PROGRAM of CHOICE: _____

Current Grade: _____

EMAIL (REQUIRED): _____

Previous School: _____

Which best describes your Age and Graduation Status?

- ☐ Under 19 years of age **before** July 1st and have graduated from high school
- ☐ Under 19 years of age **before** July 1st and have not graduated from high school.

Step 1:

- ☐ Submit completed Riverside College Career Programs application package (requires both student and parent signatures).
- ☐ Include a copy of your most recent report card or school transcript.

Package can be submitted to the Riverside College office at 33919 Dewdney Trunk Rd

Step 2: When the application package has been assessed by the Principal of Riverside College, **students will be contacted by email regarding the status of their application after May 15.**

Students may be required to write a Mission School District Programs Entrance Assessment.

Students and Parent/Guardian must attend an Orientation and/or Interview.

Step 3: Non-Refundable deposit in the amount of \$150.00 to be made prior to program start to secure your position in the program.

ONLY COMPLETE APPLICATION PACKAGES WILL BE PROCESSED.

www.riversidecollege.ca

**Have you attached your most recent TRANSCRIPT
to your application package?**

NAME: _____

Date of Birth: _____

How did you hear about us? Please check all that apply:

<input type="checkbox"/> Riverside Open House	<input type="checkbox"/> Secondary School Tours
<input type="checkbox"/> Career Fair @ Tradex	<input type="checkbox"/> Skills BC Competition
<input type="checkbox"/> Trade Event at UFV	<input type="checkbox"/> Website
<input type="checkbox"/> Friend/Family	<input type="checkbox"/> Counsellor/Career Coordinator
<input type="checkbox"/> Teacher	

WE RESERVE THE RIGHT TO CANCEL A PROGRAM IF MINIMUM ENROLMENT IS NOT ACHIEVED

Riverside applicants, please complete:

I, _____ do hereby declare that I will:

- Adhere to the School District Code of Conduct
- Be in attendance at all courses
- Adhere to the School Code of Conduct
- Maintain passing grades (minimum 70%) in all courses

Riverside Programs and Objectives

Riverside provides trades technical training and career program certification for BC secondary school students and adults. The program enables students to earn both High School graduation credits and credit for the first level of technical training associated with the Program or Apprenticeship. This is an opportunity for students to get a head start on earning their credentials in one of the more than 100 trades or industry occupations that are accredited or recognized by the Industry Training Authority or a Career Program.

I am aware that this program is a challenging opportunity and am willing to abide by the rules set forth by the ITA, and Mission School District.

Student Signature

Parent/Guardian Signature

Date: _____

STATEMENTS OF INTEREST AND INTENT
(TO BE COMPLETED BY THE STUDENT IN OWN HANDWRITING)

Name: _____

Program: _____

1. What have you done to prepare yourself for study and work in this area (i.e. related job, course work, work experience, reading, interviewing people, etc.?)

2. What skills do you have that will help you be successful in this program?

3. What interests you about a career in this field?

4. What knowledge do you have of this career field? (i.e. opportunities for work, working conditions, wages, etc.?)

5. What will you do to ensure your success in this program? Speak specifically to attendance, work habits, academic achievement and work experience.

6. What are your interests outside of school? (Hobbies, sports, clubs, special talents, etc.)

TEACHER REFERENCE FORM (academic or program elective teacher)

CONFIDENTIAL – Please complete the reference and submit in a **sealed** envelope or fax to 604-814-0447

Student: _____

Last Name: _____ First Name: _____

Course you taught this student: _____ Grade: _____

This Student has applied for a seat in the _____ Program.

1. The program this student is applying for is academically rigorous, with a **minimum** pass of 70%. The pace is very fast and the student must be self-motivated and able to directly apply what they are learning theory wise to practical work. The ability to think critically is essential to the student success.

Do you feel the student applying can meet these criteria?

- ☐ YES
☐ POSSIBLY
☐ NO

2. Could this student be counted on to represent the school district favorably in a college setting?

- ☐ YES
☐ POSSIBLY
☐ NO

3. Do you feel this student has a sincere interest in this Program?

- ☐ YES
☐ POSSIBLY
☐ NO

	Excellent	Good	Satisfactory	Needs Improvement
Maturity				
Accuracy/ability to follow instruction				
Enthusiasm and interest				
Adaptable – adjusts to new situations				
Follows through on assigned tasks				
Attendance				
Punctuality				
Shows motivation to learn new skills				
Can work independently				
Has positive attitude towards work				
Accepts constructive criticism				
Makes changes as result of constructive criticism				

Evaluation Completed By: _____ Phone #: _____

School: _____ Signature: _____



Community Support Worker/Educational Assistant Program At a Glance

Be remarkable.

(Revised 2018)

Program Length:	10 months – Full-time
Certificate Earned:	<ul style="list-style-type: none">• Community Support Worker / Educational Assistant• CPR (Level C) and First Aid for Healthcare Providers• Food Safe• Non-Violent Crisis Intervention• Grade 12 (for non-graduates)
Where Can I Work as a Grad?	Schools, community living homes and day programs, community mental health programs
Who will I support?	Children, youth and adults with special needs and/or mental health diagnoses
Prerequisites:	<ul style="list-style-type: none">• Attend interview and information session.• Complete questionnaire• Collegiate reading level• Minimum 18 years old• Suitable criminal record search
Work Experience:	2 work experiences, each 6 weeks in length
Additional Resources Provided:	<ul style="list-style-type: none">• Full-time educational assistant• Access to instructor after school hours• Resource room• In-class reference library• Full computer lab
Texts and References Included	<ul style="list-style-type: none">• Diagnostic and Statistical Manual of Mental Disorders (APA)• Progress without Punishment (<i>Donnellan et al</i>)• Student's Dictionary of Psychology (<i>Hayes & Stratton</i>)• Understanding the Purpose of Challenging Behaviour (<i>Artesani</i>)• Issues and Ethics in the Helping Professions (<i>Corey et al</i>)• Becoming Naturally Therapeutic (<i>Small</i>)• Developing Staff Competencies for Supporting Persons with Developmental Disabilities (<i>Gardner & Chapman</i>)• Personality Development in Individuals with Mental Retardation (<i>Zigler & Bennett-Gates</i>)• It's So Much Work to Be Your Friend (<i>Lavoie</i>)• Plus course materials designed by the instructor
For more information	<ul style="list-style-type: none">• http://www.riversidecollege.ca/• Email: studenthelp@shaw.ca• Call 604-814-0446 or 604-897-0239

Community Support Worker / Educational Assistant Program Curriculum

Course Number	Course Name	Length (hours)
101	Orientation – Roles and Functions of CSWs	13.5
102	The Life Skills Worker	8.5
103	Red Cross CPR & First Aid for Health Care Providers	9
104	Working In The Classroom Environment	18.5
107A	Developmental Psychology: Conception to Age Six	26
107B	Developmental Psychology: Childhood to Death	27
109	Introductory Ethics & Philosophy	26
111	Introduction to Behaviour and Cognition	21
113	Assessment and Recording Methods	17.5
115	Professional Communication Skills	23.5
117	Life Skills Training Techniques	21
119	Writing Skills	22.5
121	Behaviour Management	22.5
123	Non-Violent Crisis Intervention (CPI Certificate)	10
125	Supervised Practicum (Work Experience #1)	(30 Days) 180 - 240
201	Psychology of Teaching and Learning	22.5
203	Program Planning and Implementation	26
205	Crisis Prevention & Critical Incident Stress Debriefing	22.5
207	Dual Diagnosis	22.5
209	Medication Administration and Pharmacology	22.5
211	Counseling Techniques	22.5
212	The Ethics of Touch	8.5
213	Physical Disabilities and Personal Care	12.5-15
215	Advanced Behaviour Management	21
217	Ethics (Abuse and Neglect)	5
219	Personal Service Planning	18.5
221	Food Safe	8
223	Advanced Ethics	13.5
301	Job Search, Interview Skills	8.5
305	Employer Forum	8
309	Driver Training	8.5
225	Clinical Placement (Work Experience #2)	(30 Days) 180-240
SLS	Student Led Seminars & Debate	5
	Professional Development Activities & Final Exam	12
Total Hours (including Work Placements)		894-1016.5
Total Days (including Work Placements)		178
Total weeks in Program		42

Community Support Worker/Educational Assistant Program Course Descriptions

101 Orientation – Roles and Functions of CSWs

Key points covered:

- Riverside College resources and policies
- General program structure and areas to be covered
- Typical job descriptions, duties and responsibilities for working CSWs
- Typical environments in which CSWs work and characteristics of the consumer population
- The central philosophies behind community living, psychosocial rehabilitation and inclusive education
- The structure of education, community living and mental health services.

102 The Life Skills Worker

Key points covered:

- Typical roles and responsibilities of life skills workers
- What special considerations exist for the life skills worker, as compared to workers in other environments?
- What activities might a typical workday include for a life skills worker?

103 Red Cross CPR and First Aid for Health Care Providers

Key points covered:

- CPR and First Aid skills required to work in the community living field
- **First Aid & CPR Certification will result from this course.**

104 Working in the Classroom Environment

Key points covered:

- Typical roles and responsibilities of educational assistants in the classroom environment
- What special considerations exist for the classroom worker, as compared to workers in other environments?
- Typical duties and activities for educational assistants

107A Developmental Psychology - Conception to Age Six

Key points covered:

- Cognitive, psychomotor and psychosocial development from birth to age six
- Common developmental theories such as those of Piaget, Erickson, Freud
- Common causes of developmental exceptionalities
- Examination of accepted psychological paradigms, including humanistic, behavioural, cognitive and psychoanalytic
- Application of developmental models in practice

107B Developmental Psychology – Childhood to Death

Key points covered:

- Influences and variables affecting normal development, such as physical and sensory disability, substance use/addiction, peer influences and other socializing factors
- The effects of aging upon cognitive, behavioural and physical functioning
- The impact of education, religion/faith, nutrition, and social connectedness in development

109 Introductory Ethics and Philosophy

Key points covered:

- Key tenets of “community living” and PSR models versus institutional and medical models
- Brief history of services to people with disabilities in British Columbia
- In-depth examination of concepts such as *empowerment, advocacy, person-centred service delivery, dignity (and dignity of risk), individualization, privacy and others*
- What are morals, values, beliefs, ethics and standards? How do they differ?
- Why are ethics key to human services? What is a professional?

111 Introduction to Behaviour and Cognition

Key points covered:

- What is behaviour? How is *deviant behaviour* defined? What is *functionalism*?
- What do communication; cognition and motivation have to do with behaviour?
- How has behaviour been ‘managed’ in traditional services, and how do modern services differ?

113 Assessment and Recording Methods

Key points covered:

- Why is it important to record and assess behaviour?
- How does recording differ from assessing and reporting?
- Basic data collection and reporting methods such as *ABC Charting, anecdotal records, counting, timing, interval timing*
- Typical recording devices employed including *program records, daily log books, charts, incident reports*

115 Professional Communication Skills

Key points covered:

- Active listening
- Conflict resolution and prevention
- Avoiding flag words, and other inflammatory communication styles
- Positive contingency statements and other positive guidance language
- Communication approaches to enhance team work and relationships
- How to give feedback effectively
- How to advocate effectively
- How to communicate difficult concepts

117 Life Skills Training Techniques

Key points covered:

- Common life skills training methods including *modeling, cueing, chaining (reverse and forward), task analysis, successive approximation*
- Adapted and augmentative approaches
- Specialized techniques for skills such as money management, bus training, personal hygiene, cooking

119 Writing Skills

Key points covered:

- Review of basic grammar, punctuation and spelling
- Correct essay form: *topic sentences, summarization, introduction/body/conclusion, thesis statements*
- Writing in the objective (*behavioural*) style
- Appropriate and professional language (*avoiding jargon, use of dignifying language*)

121 Behaviour Management

Key points covered:

- *Functionalism* and behaviour, (*positive and negative reinforcement*)
- Basics of Adlerian psychology: the four causes of *misbehaviour*
- Cognitive behaviourism
- “Gentle Teaching” versus aversive methods
- Ethical versus unethical approaches (*consequences versus punishment*)
- Pathology and behaviour

123 Non-Violent Crisis Intervention (CPI version)

Key points covered:

- Crisis Prevention Institutes widely recognized program is taught. Students are certified in NVCI upon successful completion
- Avoiding and preventing violent incidents in the workplace
- De-escalation techniques
- Physical techniques for intervention during violent crises
- **This course will result in NVCI certification**

125 Supervised Practicum

Key points covered:

- Students will gain practical experience in various community-based programs (sites will be chosen depending upon student interests and the availability of positions)
- There is no practicum project during this practicum, but a journal must be completed and submitted.
- On-site supervisors will evaluate student performance
- All practicums include a weekly group debriefing seminar.

201 Psychology of Teaching and Learning

Key points covered:

- 10 Principles of Effective Teaching
- Learning styles
- Low Order Thinking versus High Order Thinking
- How do developmental disabilities affect ability to learn and remember?
- Implications for incorporating technology

203 Program Planning and Implementation

Key points covered:

- Program Planning defined
- *Baselining* and assessing data as a foundation to program planning
- Reinforcement approaches: Alt-R versus DRO, reinforcement schedules
- How to review and revise programs
- Secrets to successful implementation

205 Crisis Prevention and Critical Incident Stress Debriefing

Key points covered:

- Arousal cycle analysis as a crisis prevention model
- Approaches for defusing and debriefing tension following an incident

207	Dual Diagnosis
<i>Key points covered:</i>	
<ul style="list-style-type: none"> • Basic introduction to the <i>DSM (Diagnostic Manual)</i> • Common mental illnesses experienced by people with developmental disabilities • Common mental health symptoms and implications for practice • This module includes an element of your Capstone Project: Student Produced Videos 	
209	Medication Administration and Basic Pharmacology
<i>Key points covered:</i>	
<ul style="list-style-type: none"> • Common medications used: indications, side effects • Safe medication administration procedures 	
211	Counseling Techniques
<i>Key points covered:</i>	
<ul style="list-style-type: none"> • The role of <i>counseling</i> in community social services practice: implications and limitations • Adapted counseling techniques; overcoming barriers • Self-awareness • Emphasis on practical exercises 	
212	The Ethics of Touch
<i>Key points covered:</i>	
<ul style="list-style-type: none"> • Review video educational series by <i>David Hingsburger</i> • The ethical implications of providing intimate services to vulnerable persons • Ensuring privacy and dignity; protecting vulnerable clients 	
213	Physical Disabilities and Personal Care
<i>Key points covered:</i>	
<ul style="list-style-type: none"> • Lifting and transferring techniques, back safety • Ethical and <i>least intrusive</i> approaches to personal care • Common physical disabilities 	
215	Advanced Behaviour Management
<i>Key points covered:</i>	
<ul style="list-style-type: none"> • Techniques for preventing specific challenging behaviours related to coping, communication and assertiveness such as aggression, withdrawal, feigned illness, and non-compliance • Comprehensive, preventative and ethical approaches. • This module includes an element of your Capstone Project: Advanced Essay 	
217	Ethics – Abuse and Neglect
<i>Key points covered:</i>	
<ul style="list-style-type: none"> • Abuse and neglect defined • Indicators • Ethical interventions when abuse/neglect is suspected • Preventative techniques 	

219 Personal Service Planning

Key points covered:

- IEPs, IPPs and other plans defined
- Preparing for the planning process; reporting, goal-setting and consultation
- The planning meeting; building consensus
- Writing and implementing the plan
- **This module includes an element of your Capstone Project: Graphic Group Plan**

221 Food Safe

Key points covered:

- Safe food handling and storage skills
- **Certification will result from this course.**

223 Advanced Ethics

Key points covered:

- Application of ethical principles to real examples
- Distinguishing ethical and unethical conduct
- What to do if unethical conduct is witnessed
- **This module includes an element of your Capstone Project: Debate**

225 Clinical Placement

Key points covered:

- Students will gain practical experience in various community-based programs
- On-site supervisors will evaluate student performance
- **A Clinical Placement project, approved by the on-site supervisor & the practicum supervisor, must be completed at the conclusion of this practicum.**
- All practicums include a weekly debriefing seminar.

301 Job Search and Interview Skills

Key points covered:

- Where and how to seek jobs
- Resume techniques specifically for social service workers
- Interview techniques & practice

305 Employer Forum

Key points covered:

- Employers will be invited to profile their agencies and describe employment opportunities
- Employers will advise students as to how to succeed in finding and keeping CSW employment

309 Driver Training

Key points covered:

- Classroom teaching component toward **Class 4 Driver's License certification**
- Defensive driving skills, basic vehicle and safety monitoring

Community Support Worker / Educational Assistant Program Frequently Asked Questions

1. What is a CSW/EA?

Community Support Workers provide services to children, youth and adults who have been diagnosed with intellectual and physical disabilities and/or mental illnesses.

EAs (Educational Assistants) work in schools and community based programs, where they support individuals with a wide variety of physical, psychological, emotional and behavioural needs. They support people in their homes, workplaces, recreational settings and the community in general.

2. What jobs do graduates qualify for?

Our graduates work in many settings, but the three most common are:

- In **schools** as Educational Assistants, supporting diverse learners from ages 5-19
- In community programs (**group homes, life skills training programs and day programs**), supporting youth and adults with developmental disabilities (such as autism)
- In community programs (such as **housing, outreach and clubhouses**), supporting youth and adults with mental health diagnoses such as schizophrenia and bipolar disorder.

3. Is this a health care course?

No. The CSW course will train you to be a *social service worker*, not a *health care worker*. Social service workers support people to be more independent, while health care workers usually provide physical care (such as toileting and feeding) to patients. While there is some overlap between these careers, they are considered quite different by most employers. If you want to work in a hospital setting or extended care facility, this is not the correct program for you. You will not earn a Health Care Assistant Number in the course.

4. What is the course content?

The course outline is attached, but to summarize, we offer a comprehensive program. You will learn all of the skills, knowledge, philosophy and ethics you'll need to get started in the field. And you will have two work experiences where you can test your skills in real life.

5. What kind of assignments will I need to complete? Is there a lot of homework?

Our assignments are designed to enhance your learning, not just keep you busy. While there are tests and essays in the course, there is also a considerable amount of creative and practical work. You'll be expected to take initiative, stay organized and work with others, just like when you're in the workforce. We try to mix up the work to keep it interesting, so you'll do projects like role-plays, presentations,

movie reviews, interviews and mock plans. You will need to work hard and apply yourself, but the homework will be manageable if you do.

6. I'm nervous about returning to school. What supports do you have for me?

Riverside College is a unique school designed to support every learner. We provide the services of an Educational Assistant who can help with study skills, essay writing, rewrites and much more. The instructor is also available outside of class time. He can be reached by phone, text or and is prepared to help you through challenging assignments. If you need extra time or help, all you'll need to do is ask.

Riverside College also provides psycho-social supports via our School Counsellor and our Aboriginal Support Worker.

7. What's the course structure?

The course is generally completed in 10 months, following the traditional school calendar. Students may enter the program in September or February. The course requires full-time attendance. During classroom terms, the 2018-19 schedule will be 8:45 am – 3:15 pm Monday, Tuesday, Thursday and Friday. (On Wednesdays, students will engage in self-study at home or, if required, attend academic courses.) During work experience terms, students will work full-time in accordance with the workplace's schedule. There are two work placements in the program, each 6 weeks in length. (See below.)

8. Can I receive credit for prior learning or prior experience?

The decision to give Prior Learning credit is made on a case-by-case basis, but all applicants will be expected to complete the majority of their studies within our program. PLAR does not generally shorten the duration of a candidate's enrollment in the program. If you have questions, please arrange to speak with the instructor.

9. What certification will I earn?

- Community Support Worker/Educational Assistant Certificate
- Grade 12 Diploma (non-graduates only)
- Red Cross CPR (Level C) and First Aid for Health Care Providers
- CPI – Non-Violent Crisis Intervention Certificate
- Food Safe
- Content toward Class IV Learner's License

10. Do I need a driver's license for this program?

No. But it will be useful for you to have one, especially upon graduation. Some employers will ask you to obtain your Class IV license within the first few months of hire. Riverside's CSW course includes the Class IV License content designed to help you earn your learner's license, but you will need to pursue your full licensing on your own after graduation.

11. Will I have to complete work placements?

Yes. There are two work placements in the program, each 6 weeks in length. The placements are full-time, unpaid internships where you are evaluated by the instructor and on-site host supervisor. You will not attend school during placements, except to participate in weekly debrief meetings. We have a wide variety of placements available, so we are generally able to accommodate each student's interests. There are a variety of policies about placements and these will be explained approximately one month prior to each work experience.

12. What are the entrance requirements for the program?

- Must be at least 18 years of age prior to program start.
- Attend and successfully complete the information session/interview.
- Complete the questionnaire and demonstrate a collegiate reading level.
- Complete a suitable criminal record search.
- Complete the application package and provide a Letter of Commitment.
- In some cases, students may be asked to provide letters of reference, medical clearance and/or to perform an academic assessment at the college.
- Applicants with IEPs/learning challenges must declare these on their applications so that accurate assessment and support planning are possible.
- Prior relevant experience is strongly preferred.

13. I haven't been in school for many years. Will I be able to succeed in the program?

Yes. Students who have gathered life experience – such as caring for their families or working a job – tend to do very well in the program. Their maturity and ability to stay focused are very valuable assets. Our mature students usually need a few weeks to acclimatize to life as a student, but afterwards they experience a great deal of success in the program.

14. I am a young applicant. Is the program for me?

There are three basic tools for success in the program:

- *Stay organized.* Don't fall behind in your work.
- *Take initiative.* Don't procrastinate. It is far better to a little every day than to leave work until the day before it is due.
- *Get help.* Ask the teacher or the EA. Work with a partner or group. The load will be much lighter and you will learn more.

If a young student is prepared to put these three tools into action, they will succeed. The material itself is not overly complicated. It is interesting, useful and engaging, but all students must be self-driven to succeed in the program.

15. I have a learning challenge. Can I succeed at the program?

Students who struggle to read English above a Grade 10 level will be challenged to complete many of the assignments. Similarly, if a student is not proficient in English or is diagnosed with a processing disorder, this course is likely to overwhelm.

Students who struggle with analytical thinking (i.e. math, logic, science) may also have challenges here, but are often successful if they seek help early on. The same is true for people who experience severe (or untreated) anxiety or mood disorders. If you need support in these areas, the college has a counsellor who can help, and it will be important to engage those supports early on.

We can also support students with a variety of other learning challenges, provided they are willing to seek help. Many students with learning challenges have successfully completed the program. We will work with an applicant on a case-by-case basis to determine if the program is right for you and to design personalized supports.

16. I have children and/or a job. Will this be a problem?

If you have supports and are well organized, you should be able to complete the program successfully. While it can be challenging, many of our graduates have held part-time jobs and attended to their families. However, please be aware that you will not be able to miss school or submit work late due to employment. If you plan to work while in the course, we strongly recommend that you discuss your plans with your employer in advance.

17. Will I need a computer or computer skills?

Yes. Basic computer skills – such as how to use the internet, email and word processing – are required, both in class and in the field. You will need to have access to a computer and printer outside of school. Laptop computers are welcome in class, but are not required.

18. What are the graduation requirements?

- Completion of all required projects and assignments, including personal growth exercises
- Successful completion of all classroom and work experience modules (i.e. 70% or greater)
- Good attendance and strong interpersonal skills
- Completion of the capstone project and oral panel exam

19. What qualities are required in a good CSW?

Most people think that good CSWs are patient, but patience isn't the critical quality. This is a career for thoughtful and insightful people. Good CSWs are analytical and like to problem-solve, especially in a team. They have strong interpersonal skills, strong personal ethics, and a warm and outgoing nature. They are skilled communicators and are willing to step forward in situations where others might hesitate.

20. If I fail an assignment or test, can I rewrite it?

If you fail a project, you will generally have other opportunities to pass the module. If you fail an entire module, you will generally be permitted to either redo an assignment or earn and apply extra credit.

If you have failed multiple projects or modules, or if your failure is a result of ineffective work habits, Riverside will work with you to create a performance agreement with specific expectations.

21. How does Riverside assist students with their job search?

There are many ways we assist students to find jobs.

- We host an annual employer forum at the school.
- We place students in practica with a real opportunity for hire.
- We teach students how to create a professional resume and cover letter suited to community social services.
- We provide a verbal reference for any graduate and a written reference for anyone achieving an average of 85% or better across the program.
- We learn and practice interview skills.
- Our final exam is an interview with prospective employers.
- We maintain contact with alumni and let them know about opportunities.

Riverside students are employed all around the Fraser Valley and beyond. Our students have no difficulty getting work.

22. What school supplies will I need?

- Binder with dividers
- Loose leaf lined paper
- Blue or black pen
- Red pen
- Pocket dictionary
- Schedule or calendar
- Please do NOT purchase "white out" or pencils as these are not used in the field.
- The use of mobile phones during class time is prohibited.

23. Is there a dress code?

Yes. Riverside applies the same dress code to our class as exists in the profession.

You will need to wear:

- Flat-soled shoes with closed toes and heels.
- A wrist watch.

You may wear:

- Jeans, comfortable pants or shorts.
- Running shoes or flats.
- Sweaters, golf shirts, t-shirts, blouses, sweatshirts or similar.

You may not wear:

- Any clothing which is revealing, including overly tight clothing or clothing which is revealing when you are bending or kneeling.
- Clothing which advertises drugs or alcohol in any form.
- Clothing or jewelry which communicates a moral or political message of any kind.
- Dirty, unkempt clothing or clothing with holes.
- Sandals or high heels.
- Dangling or sharp jewellery or accessories.

24. Who is the instructor?

Paul Horn (B.A., TEP, MSc.) has been a Community Support Worker/EA instructor since 1995. He has more than 35 years of direct experience in providing services to people with disabilities and mental illnesses, both on the frontline and as an administrator. Paul has considerable leadership experience and was the president of the Community Support Workers' Association of BC for 10 years. He operates a consulting business and has developed and delivered curriculum for a wide variety of organizations. He taught previously at two private colleges, and has been at Riverside College since its inception in 2001. Paul is well established in the Fraser Valley and has built strong ties to the employers in this region.

Community Support Worker/Educational Assistant Program Application Questionnaire

This is NOT a test, but the answers to your questions will be discussed during the information session. The instructor will be considering your writing and thinking during the session, so please answer the "why" section completely after each answer. If you apply for the program, include this answer sheet.

- 1) A six year old child you are baby-sitting refuses to eat supper. What would you do?
- a. Send him to his room until he changes his mind and decides to behave appropriately.
 - b. Tell him he can have a piece of pie if he eats his supper.
 - c. Tell him he doesn't have to eat his supper if he doesn't want to.

Why?

- 2) You see a mother and her 5 year old daughter in the grocery store. The girl is crying and screaming at her mother, who seems to have lost her patience. Mom has turned her back to her daughter and is refusing to respond, even though her daughter is causing quite a scene. What would you do?
- a. Approach the mother and give her advice on how to deal with the situation.
 - b. Nothing. Leave them alone.
 - c. Approach the mother and empathize. Ask if I can help in any way.

Why?

- 3) Which if these statements **best** describes a good Community Support Worker? Choose only one!
- a. They have a lot of patience and understanding.
 - b. They have a lot of creativity and skill.
 - c. They have a strong desire to take care of people.

Why?

- 4) You have heard that two developmentally disabled people wanted to get married, live on their own and have a child. What do you think?
- They should be allowed to marry and have a child, but only if they agree to live in a staffed home where workers can ensure that everyone is okay.
 - They should be allowed to marry, live alone and have a child, but a worker should check in on them regularly.
 - It depends on the specific circumstances. (Explain below)

Why?

- 5) You work in a home. One day you arrive early and find a staff person kissing a resident. The resident is not upset and tells you that she loves the worker. What should you do?
- Nothing. She has given consent so, even if I don't like it, I have to accept it.
 - Ask them some further questions and then decide what to do.
 - Separate them and call my supervisor. It's still abuse in my mind.

Why?

- 6) Are there any areas you would NOT feel comfortable working?
- Supporting a person with high medical needs (i.e. feeding tubes, wheel chairs)
 - Helping a person with personal care (i.e. toileting, dressing, bathing)
 - Dealing with potentially aggressive, strange or disruptive behaviour
 - Lifting/transferring people with physical disabilities
 - Mediating conflict

Why?

Private Clinics for Travel Vaccines and TB Testing

(These are Private Clinics. No affiliation with Fraser Health)

Name	Address	City	Phone # / email
Fraser Valley Travel Clinic Dr. Cherniowchan www.yellowfever.ca Travel Vaccines and TB Testing	206 - 2306 McCallum Rd 5 - 45802 Luckakuck Way	Abbotsford Chilliwack	Tel: 604 755 4695 info@yellowfever.ca Tel: (604) 819 3377 info@yellowfever.ca
London Drugs Travel Clinic www.ldtravelclinics.com/Locations.aspx Contact Person: Aman Rai <u>Travel Vaccines Only – NO TB TESTS</u>	<u>High Street Mall</u> 110 – 3122 Mt Lehman Rd Book appointments online! arai@londondrugs.com	Abbotsford	Tel: 604 870 3790 arai@londondrugs.com
Mission Hills Medical www.hillsmmed.ca <u>TB Testing Only – NO Travel vaccines</u>	107 – 32471 Lougheed Hwy ***Please call to book appt***	Mission	Tel: 604 826 7751
Travel Medicine and Vaccination Centre www.tnvc.com Travel Vaccines and TB Testing	304 - 13798 - 94A Ave 105 - 19610 84 th Ave	Surrey Langley	604 583 0039 surrev@tnvc.com 604 888 5434 langlev@tnvc.com
Travel Clinic Vancouver Coastal Health http://travelclinic.vch.ca Travel Vaccines and TB Testing	L-5, 601 West Broadway	Vancouver	604 736 9244
TB Control – BC Centre for Disease Control TB Testing Only - "No Travel Vaccines"	100 – 237 Columbia St. East	New Westminster	604 707 2698 Press 2 for info Press 0 to book appointment

Travel Clinic Information Line: (604) 556-5051



EMPLOYEE/APPLICANT - CONSENT TO A CRIMINAL RECORD CHECK COVER PAGE

**THIS FORM MUST BE SIGNED BY THE EMPLOYER ORGANIZATION AUTHORIZED CONTACT AND
SUBMITTED WITH THE EMPLOYEE/APPLICANT CONSENT FORM**

SECTION 1: FOR AUTHORIZED CONTACT USE

CONSENT TO A CRIMINAL RECORD CHECK - EMPLOYER ORGANIZATION CHECKLIST

- ☐ The employee/applicant has provided my organization with the original, completed and signed consent form to submit to the Criminal Records Review Program (CRRP). **FORMS SUBMITTED BY APPLICANTS DIRECTLY TO THE CRRP WILL NOT BE PROCESSED.**
- ☐ My organization will submit a copy of the consent form to the CRRP and will retain the original consent form for 5 years.
- ☐ My organization will verify the I.D. of each employee/applicant in person to confirm their identity and ensure that the information provided on the consent form is accurate.
- ☐ My organization has reviewed the "schedule type" and "works with" category of the form.

AUTHORIZED CONTACT SIGNATURE REQUIREMENT - ACCOUNTABILITY AND ACKNOWLEDGEMENTS

- ☐ I acknowledge the need for proper I.D. verification for the CRRP to conduct a complete risk assessment, and the critical importance of my organization diligently carrying its duties in this regard. Any false statements or deliberate omissions on a consent form filed with the CRRP may result in the inability of the CRRP to accurately determine whether the applicant poses a risk to children or vulnerable adults.

On behalf of the organization, I confirm that the employee's/applicant's primary and secondary I.D. have been verified.

AUTHORIZED CONTACT NAME: Tara Dean

SIGNATURE: _____

SECTION 2: FOR EMPLOYEE/APPLICANT USE

CONSENT TO A CRIMINAL RECORD CHECK - EMPLOYEE/APPLICANT CHECKLIST

- ☐ I have completed the attached consent form truthfully, clearly and legibly, and signed and dated it.
- ☐ My organization has verified my I.D. in person to confirm my identity and ensure that the information on the consent form is accurate.
- ☐ My employer or organization will retain the originals of the forms and will forward a copy to the CRRP on my behalf.
- ☐ I have read and understand the Consent for Release of Information and Acknowledgements (below) and information regarding the *Freedom of Information and Protection of Privacy Act (FOIPPA)* on Page 2.

CONSENT FOR RELEASE OF INFORMATION AND ACKNOWLEDGMENTS

PURSUANT TO THE BC CRIMINAL RECORDS REVIEW ACT:

- ☐ I hereby consent to a check of criminal charges and convictions to determine whether I have a conviction or outstanding charge for any relevant or specified offence(s) under the Criminal Records Review Act. I understand that providing my Driver's Licence number or BCID number pursuant to this criminal record check authorization will facilitate identification requirements; and, in accordance with Sections 32(b) and 33.1(1)(b) of the *Freedom of Information and Protection of Privacy Act (FOIPPA)*, I hereby consent to the release of my Driver's Licence number or BCID number, name, date of birth and gender to the Insurance Corporation of British Columbia by the CRRP for ID verification purposes.
- ☐ I hereby consent to a check of all available law enforcement systems, including any local police records.
- ☐ I hereby consent to a Vulnerable Sector search to check if I have been convicted of and received a record suspension (formerly known as a pardon) for any sexual offences as per the *Criminal Records Act*. For more information on Vulnerable Sector searches, please visit the RCMP website: <http://www.rcmp-grc.gc.ca/en/faqs-about-vulnerable-sector-checks>
- ☐ I understand that as part of the Vulnerable Sector search, I may be required to submit fingerprints to confirm my identity.
- ☐ I hereby authorize the release to the Deputy Registrar any documents in the custody of the police, the courts, corrections, and crown counsel relating to any outstanding charges or convictions for any relevant or specified offence(s) as defined under the *Criminal Records Review Act* or any police investigations, charges, or convictions deemed relevant by the Deputy Registrar.
- ☐ Where the results of a check indicate that a criminal record or outstanding charge for a relevant or specified offence(s) may exist, I agree to provide my fingerprints to verify any such criminal record.
- ☐ My organization and I will be notified that I have an outstanding charge or conviction for a relevant or specified offence(s), and that the matter has been referred to the Deputy Registrar for review.
- ☐ The Deputy Registrar will determine whether or not I present a risk of physical or sexual abuse to children and/or physical, sexual, or financial abuse to vulnerable adults as applicable; the determination will include consideration of any relevant or specified offence(s) for which I have received a record suspension (formerly known as a pardon).
- ☐ If I am charged with or convicted of any relevant or specified offence(s) at any time subsequent to the criminal record check authorization herein, I further agree to report the charge(s) or conviction(s) to my organization and provide my organization, in a timely manner, with a new signed Consent to a Criminal Record Check Form.





Ministry of
Public Safety and
Solicitor General

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For Internal Use

EMPLOYEE/APPLICANT CONSENT TO A CRIMINAL RECORD CHECK

IMPORTANT: Please read information and instructions on Page 1. To avoid processing delays, ensure all fields are complete. Providing your Driver's Licence number or BCID number may expedite the process. Your organization must complete the Schedule Type and 'WORKS WITH' category portion of the form.

Schedule Type (Choose one): ☐ A ☒ B ☐ C ☐ D ☐ E

WORKS WITH (Choose one): ☐ children ☐ vulnerable adults ☒ children and vulnerable adults

PART 1: APPLICANT INFORMATION

Legal Surname / Last Name:		Legal Given / First Name:		Legal Middle Name:	
Date of Birth: YYYY MM DD		Sex: <input type="checkbox"/> M <input type="checkbox"/> F		Birthplace:	
Additional Names (Alias, Maiden Name, etc.):					
Surname / Last Name:		Given / First Name:		Middle Name:	
Mailing Address:		City:	Province:	Country:	Postal Code:
Residential Address (If different from above):		City:	Province:	Country:	Postal Code:
Contact Phone No.:			Driver's Licence or BCID#:		

Applicant E-mail Address (REQUIRED to receive your payment options):

PART 2: ORGANIZATION INFORMATION

To be completed by an Authorized Contact of the organization:

Organization Name: RIVERSIDE COLLEGE			
Authorized Contact Name and Title: Tara Dean/Riverside College Office Administrator		ID Number (Provided to the organization from the CRRP): 1271056	
Mailing Address:			
City:	Province:	Country:	Postal Code:
Office Area Code & Phone No:			

PART 3: POSITION WITH ORGANIZATION (REQUIRED)

Applicant's Position / Job Title with Organization:

Community Living and Education Practicum Student

PART 4: SCHEDULE D ONLY MUST PROVIDE

Licensed Child Care Name, Adult Care Facility Name, or Contracted Company Name:

PART 5: CONSENT FOR RELEASE OF INFORMATION AND ACKNOWLEDGMENTS

I have read and understand the Consent for Release of Information and Acknowledgments on Page 1. I hereby consent to these terms as indicated by my signature below:

Applicant Signature

Date Signed YYYY / MM / DD

Freedom of Information and Protection of Privacy Act: The information requested on this form is collected under the authority of the Criminal Records Review Act section 4(1) and section 26(c) of the Freedom of Information and Protection of Privacy Act (FOIPPA). The information provided will be used to fulfil the requirements of the Criminal Records Review Act for the release of criminal records information in accordance with the FOIPPA. If you have questions about the collection of your personal information, please contact the Policy Analyst, Criminal Records Review Program, PO Box 9217 Stn Prov Govt, Victoria, BC V8W 9J1 or by phone at 1-855-587-0185 (Option 2).

