

A DEVELOPMENTAL REVIEW
OF THE
SOCIAL SERVICES PROGRAM
AT THE
ASSINIBOINE COMMUNITY COLLEGE
IN MANITOBA

A Thesis
Presented to
The Faculty of Graduate Studies and Research
The University of Manitoba

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Arnold St. Clair Eddy
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ABSTRACT

The social welfare worker in Manitoba is one of the many workers engaged in the delivery of social services. However, the role of the community college graduate is not clearly defined and this has lead to several problems.

To investigate the problem, a developmental review of the social welfare services program at the Assiniboine Community College was undertaken. The Assiniboine Community College was chosen since it was the original holder of the program and has maintained it. Data from available documented minutes and interviews of students, staff and other appropriate personnel was collected.

It was observed that the expansion era of the 1960's was the stimulus of an increased awareness of social needs which could not be met by existing personnel. In the planning of a program to help meet the needs, it appeared that important points were overlooked or not given thought. No flexibility was provided in the curriculum to allow for modification or expansion and no thought was given to future planning once the need was filled. The program appears to have been hastily organized with one person assuming the major responsibility for course design and the deficiencies have persisted, namely, the selection of appropriate courses, the limited time available for in-

depth work, and lack of future planning. These inadequacies have continued since the beginning of the course and have, on the whole, not been corrected. Recommendations were not acted upon and thus the problem that faces the community college graduate can be traced back to the development of the program and its seeming inability to adapt to changing needs in society.

ADDENDUM

Word has just been received that the program at Assiniboine Community College will be discontinued effective June, 1983.

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CHAPTER I

INTRODUCTION

Statement of Problem and Purpose of Study

The Social Welfare Service program was initially developed at the Assiniboine Community College, Brandon, Manitoba, to meet the manpower social services needs of the 1960's and at that time seemed adequate for the expressed needs of that period. It appears, however, that this educational program has not adapted to the changes in manpower needs for the social services and this has resulted in a problem for the community college graduate trying to function in the social services with no clear definition of a role. For effective utilization of manpower within the social services, the educational system must in some way mesh with the needs of the social services, and with ongoing social changes. The demand and supply for personnel in any manpower situation, and the policies that govern the deployment of such personnel both affect, and are affected by the education of such personnel.¹ Knowledge of the required duties in the area of practice, could and should enable the educational system to develop an effective and adequate program, appropriate for the time. This thesis attempts to

1. Werner Boehm, Objectives of the Social Work Curriculum of the Future, Vol. 1. New York: Council on Social Work Education, p. 6.

understand the lack of clarity in role for the community college graduate in the social services and the career choice for those taking this course. Using a developmental review, this study attempts to investigate some of the factors which, during the time of development of the course, may have contributed to the current problem. This knowledge could, hopefully, assist in alleviation of the current problem and prevention of future similar problems.

Rationale

My personal experience in the social services as a former graduate of the Assiniboine Community College course and subsequently as a graduate from the Bachelor of Arts (B.A.) and Bachelor of Social Work (B.S.W.) levels of education, has led me to conclude that the role of the community college graduate in Manitoba, known as a Social Welfare Worker (S.W.W.) in the social services, is poorly defined. My evidence comes from several observations:

- 1) There is confusion about job allocation of the Social Welfare Worker (S.W.W.):

Social welfare workers are employed in a variety of situations in which the demands of the job vary. Theoretically, they are at the lower end of the hierarchical structure of agencies in the social services and are supposed to be filling a manpower need that could not be met by the more highly qualified "professional," highly paid specialists. However, there

is lack of clarity in their deployment and disparity in work load and remuneration.¹ From my experience, some social welfare workers carry the same caseload as social workers although senior administrative type jobs are not normally allocated to social welfare workers. Thus the practical situation merely compounds the problem of the role of the community college graduate in the social services. Furthermore, within the provincial government, because both health services and social services are under the same governmental department, a range of experts from several disciplines often work together. This compounds the confusion about job allocation.

2) There is a lack of a career path and upward mobility:

The social welfare graduate has no clear or adequate career path in social work. This lack of access to upward mobility results in a self-confining situation for most welfare workers. Having invested one year of studies in the social welfare program, followed by some work experience, graduates find it hard to accept that no credit will be given for the courses done in the social services program should they wish to continue into a B.S.W. program. This creates frustration and discontent for those who would like to progress, especially if there is already disparity with job allocation.

1. Some work in areas requiring general skills, and others in more specialized areas, such as child care.

3) Vagueness of identity among graduates:

The difference in deployment of these graduates by employers, and the differences in job descriptions, have caused or contributed to some of the vagueness of identity that exists. Agencies do not have a job description per se for a community college graduate but each job has its own description and the community college graduate is either seen as suitable or unsuitable. In some situations social welfare workers are performing tasks that are beyond their level of training; these workers in such situations could easily perceive themselves as being "expert" and "professional" in that area of social services, thus achieving some sense of identity. This can cause conflict with professional workers who may see this as an infringement on their territory.

4) Clarity of term Social Worker:

The term "social worker" is often used very loosely. In the health and social services field, many individuals from different disciplines often work together, and in the delivery of social services, the educational background may include M.S.W., B.S.W., B.A., Social Service Certificate, no formal training apart from volunteer work, and those "trained" on the job. In my experience, individuals in each of these categories see themselves as social workers. This perception may be attributed to or may be an extension of the assumption

held by the layman that those who work in the social services are social workers.¹

From the literature, it is observed that prior to 1930, the "social workers" in Manitoba were generally untrained volunteers working with the immigrants from all over Europe.² Later, beginning in 1943, trained social workers were graduated from the School of Social Work at the University of Manitoba under the direction of Dr. C. E. Smith. With the advent of graduate degree programs across North America, primarily a masters degree in social work (M.S.W.) became accepted as the appropriate educational preparation for working as a social worker in the social services. Many people with other educational backgrounds continued to be employed as "untrained" social workers. The assumption in much of the social work literature, was that a "professional" social worker was trained at a graduate level at a university. More recently, particularly since the 1960's, education for the social services has been offered at different levels.

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1. An employee in the social services field once told me she was a "social worker" and felt we had something in common. Subsequent questioning uncovered that her educational level was Grade XI and she did volunteer work twice per week with a group of delinquent girls.
 2. Olive Woodworth Zeigler, Social Pioneer (1934). In this book Zeigler describes the work of the social workers prior to the 1930's. In 1913 (in Winnipeg) D. H. Smith formed the "League for Social Service Workers" and in 1914 was Director of the first training class for social workers in Canada. This was not a university based course, but a diploma course.

Social Welfare Worker (S.W.W.):

Social welfare worker is the official designation of community college graduates working in the social services. As mentioned previously, the term is rarely used among the general public, who refer to all workers in the social services as social workers. Furthermore, among community college graduates, the tendency generally when asked the nature of their occupation, is simply to state "social worker" rather than specify "social welfare worker."

Graduates from programs in community colleges are called several names, such as social welfare assistant, social service aide, child care worker, social welfare workers, community service technician, or social service worker. Whatever the title given to these graduates, they are still classified as non-professionals by the Professional Association of Social Workers. The term "non-professional" has also been used synonymously with others such as technician, paraprofessional, semi-professional, sub-professional and indigenous worker.

A number of other investigators have examined various aspects related to the problems of deployment of social service workers. For example, the 1975 Task Force Report on Policy Issues and Implications noted (1) that community college graduates were the least successful in securing employment in the social services within seven to ten months of graduation; (2) all levels of graduates in the social services were performing a mixture of direct and indirect

employment in the social services within seven to ten months of graduation; (2) all levels of graduates in the social services were performing a mixture of direct and indirect functions; and (2) across Canada, there was a "substantial imbalance between the supply of, and the demand for, graduates of social service education programs, particularly at the community college and B.S.W. levels."¹

In the 1973 preliminary report of the Task Force Study, Crane stated that community college graduates were experiencing frustrations in employment in the social services because of the inadequacy of such graduates as perceived by the majority of employers.² Urwick, Currie et al., in the study of S.W.W. programs in Ontario, reported that some employers had determined positions deemed to be appropriate for the social welfare worker, but this decision was rarely based on "specific analysis of the implications of differing levels of skill and knowledge to cases of varying complexity."³ In addition, in many agencies it was observed that, in time, all S.W.W. assumed responsibility for a wide variety of cases and these agencies seldom maintained formal job descriptions and their expectations of the employee were

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1. Canadian Association of Schools of Social Work, Employment of Social Service Graduates in Canada. Task Force on Policies, Issues and Implications, Jan. 1975.
 2. John A. Crane, Employment of Social Service Graduates in Canada, 1972. An interim report for the Canadian Association of Schools of Social Work, May, 1973, pp. 26-27.
 3. Urwick, Currie and Partners Ltd., Management Consultants, Ministry of Colleges and Universities. Study of the Social Service worker programs in Ontario Colleges of Applied Arts and Technology, Sept. 1973, p. 57.

ill-defined.¹ Furthermore, Brooks et al., in a study of community college graduates working in mental health settings, found that it was difficult to differentiate between the roles they were performing and that of professional workers.² Such situations, no doubt, add to the existing confusion in function and identity.

In approaching this problem there is an underlying assumption about the relationship between education and practice, similar to that stated by Boehm.³ An educational system should be able to clearly outline to the social services "which objectives and the degree of proficiency that students are expected to have attained."

Applied to the social services, employers of S.W.W. should be aware of capabilities and limitations of an educational program, and could then build on this base to meet the specific needs of practice. Conversely, when the roles and expected level of competence are clearly identified, then the educational system could be expected to provide the necessary groundwork.

1. Ibid., p. 57.

2. Sheila C. Brooks, Starlett R. Craig and Cheryl D. Cromwell. A follow-up study of the first graduating class of mental health workers at the Community College of Philadelphia. In Edward A. Brawley, The New Human Service Worker (New York: Praeger Publishers, 1975), p. 64.

3. Werner Boehm, Objectives of the Social Work Curriculum of the Future, Vol. I. (New York: Council on Social Work Education, 1959).

Limitations of Study

This study examines the development of the social welfare program of one community college and its contribution to the needs of the social services.¹ The Assiniboine Community College in Brandon was chosen since it was the original location of such a program in Manitoba. The program at the Red River Community College (Winnipeg) did not last very long as a day program, although it still has an evening component; it produced fewer graduates and is therefore not as important in its contribution. There was some discussion about a similar course being offered in the community college in The Pas but it was never offered.²

The study does not attempt to examine in detail the issues related to deployment in agencies. This aspect of the problem is left for others.

Sources of Data

Data were collected through interviews with graduates of social welfare services courses in Manitoba; interviews with key personnel who were instrumental in the implementation or continuation of such community college programs; interviews with the course director; examination of minutes of the Advisory Committee to the Social Welfare course; and

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1. There were three community colleges in Manitoba, namely, the Assiniboine Community College (A.C.C.) in Brandon, Red River Community College (R.R.C.C.) in Winnipeg, and Keewatin Community College in The Pas.
 2. The History of Community Colleges in Manitoba, Government of Manitoba (1974).

review of government documents, reports and task force reports pertaining to education, health and universities and colleges. In addition, much relevant literature was reviewed.

CHAPTER II
FACTORS CONTRIBUTING TO THE DEVELOPMENT
OF THE COMMUNITY COLLEGE PROGRAM

Introduction

This chapter will present some factors that contributed to the development of the social services program at the Assiniboine Community College in Manitoba. Since this thesis pertains primarily to the period of the 1960's, only a brief review of the situation prior to that time will be given for the purpose of clarity. It is not the intention to review the development of community colleges in Manitoba¹ although these were operational with other courses years before commencement of the social services program in the community college.

The primary impetus may be considered to have been part of the general social situation following the Second World War. As background, we note, however, that during the 1930's the massive unemployment across Canada put much pressure on public and volunteer services so that there were not enough trained personnel. Towards the end of the 1930's

1. For a full review of this topic, refer to: A History of Community Colleges in Manitoba: Provincial Government, 1974. The Assiniboine Community College opened in 1961 as the Brandon Vocational Training Centre. In 1966 it became the Manitoba Vocational Centre. The name was finally changed to the Assiniboine College in 1969. The program in Social Welfare Services began in November, 1965.

some things had changed; for example, there was a stronger organizational and administrative base for public assistance. There was also a greater number of experienced, though not formally trained, administrators, supervisors and line workers, and social services now occupied a higher priority socially.¹

The war years brought the need for personnel to administer allowances to dependents of members of the armed forces and to deal with problems of housing, day nurseries, family problems of military personnel and re-establishment of veterans. This led to the establishment of the Department of National Health and Welfare, which in the late 1950's initiated a study of the extent of staff shortages in relation to the growth of the Canadian Welfare Services. In addition, there was an expansion of federal welfare programs, concurrent with an increased birth rate, increased economic growth and increased administration of services.

Since the British North America Act of 1867 when education was assigned exclusively to the provinces, except for rights and privileges of religious minorities, Manitoba, like other provinces, had been developing a fairly comprehensive system of education to meet the needs of the province. With the passage of the Vocational Training Act by the federal government in 1942, a cost sharing agreement was established for vocational facilities. Manitoba used

1. W. L. Morton, Manitoba - A History (University of Toronto Press, 1967).

those funds to establish facilities for citizens to be trained for positions in the Second World War. At the end of the war, the veterans had to be retrained for the job market.¹

It was not until the 1960's, however, as the rapid expansion in all areas continued, that the need for a community college based social services program became more apparent as a necessary means of coping with the situation. Certain primary factors during this time contributed to the increased awareness of that need.

Manpower Crisis

This was perhaps the most critical of all the factors, although it was very much related to the others. The expansion of services from the earlier years increased further in the 1960's. The growth in the birth rate, the economy, the administration of unemployment services, family allowances and old age security, and the social problems that accompanied these expanded areas, all contributed to a manpower crisis, creating a demand for more trained personnel to administer the various services. The imbalance between the demand for, and supply of qualified personnel, was recognized by educators, employers and others involved in the social service system.²

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1. Province of Manitoba, A History of Community Colleges in Manitoba (1974), p. 2.
 2. Association of Universities and Colleges of Canada, Manpower Needs in the Field of Social Welfare (Ottawa, 1966).

It appears from the literature that the manpower available at that time were "social workers" graduated from the original course at the University of Manitoba,¹ graduates with a Bachelor of Arts degree (B.A.) hired as social workers and those with M.S.W. degrees obtained at other universities.² Education at the Master's level was thought to be the best preparation for dispensing social welfare services and the Master's degree was considered to be the only "professional" degree.³ Notwithstanding, there were not enough M.S.W.'s available and they were also the most expensive, in terms of hiring, of the group. The rapid expansion of services and the inability to recruit enough M.S.W.'s resulted in many agencies being staffed with personnel with lesser education. This situation forced many agencies to develop in-service or other forms of training to assist such personnel to fill the gap. As a result, there was wide variation in content, quality and length of these training programs and a lack of standardization.⁴

During this time, the profession of social work and the public recognized that the goal of providing M.S.W.'s for

1. Zeigler, op. cit., p. 4.

2. The information available on this matter does not give a clear breakdown of these employees.

3. Dr. F. R. MacKinnon, A Social Service Delivery System. A commissioned paper to the Community Health Centre Project (Halifax, 1959).

4. Commission on Education and Personnel, Canadian Welfare Council (August, 1961), pp. 1-7.

all service positions would never be met, and indeed, need not or should not be met. About that time also, the Canadian Welfare Council also recognized the fact that many public positions did not require "professionally" educated workers.(M.S.W.).¹ However, they emphasized that those in administrative, supervisory or direct service positions which required special skills in interviewing and extensive knowledge of available resources should have professional training in a School of Social Work.²

All concerned accepted the fact that the delivery of social services involved numerous tasks which required different kinds and different levels of knowledge and skills for effective performance. This fact was stated in a 1968 report on Significant Developments and Current Issues in Social Welfare Manpower.³ Agencies began to analyze their programs in terms of service content in order to specify those elements which required the special knowledge and skills of workers educated at the M.S.W. level.

Concurrent with these events there was an increased interest in the indigenous worker's helping potential and the contribution that such individuals could make to the social services. The assumption was that such individuals

1. Ibid.

2. The Canadian Welfare Council, Public Welfare Division, Standards in Public Assistance Administration (Nov. 1959).

3. Report on Social Welfare Manpower: Significant Developments and Current Issues (1968), p. 9.

having been a part of the community for sometime would have gained much useful experience but needed some formal training for the field.¹

The need for more programs at different levels was thus recognized and accepted as a necessary means both to upgrade the competency and qualifications of existing welfare personnel and to provide additional, appropriate personnel for various social welfare services. This action was expected to resolve the manpower crisis to some extent.

Social Factors

During the early sixties there was emphasis in the prairie region on the quantitative expansion of existing and traditional welfare services by extending existing governmental services and increasing the use of voluntary agencies already in the field. Areas of expansion included family planning, day centres (for those needing some supervision but not institutionalized supervision), meals on wheels for the aged and infirm, day nurseries and day foster care for children of sole support mothers, free legal aid, friendship centres for Indians and Metis, and groups for the retarded and handicapped. There was also a move toward the co-ordination of social services, and in Manitoba, the departments of Health and Welfare were amalgamated under

1. Training, as opposed to education, is used to specify that the former refers to preparation for a specific job in a specific setting at a specific time, while the latter encompasses a wider preparation.

the Department of Health and Social Services. The introduction of the federal government's Canada Assistance Plan was one of the major agents of change. It provided for an increased sharing of costs by the federal government in several areas, but it also provided the release of provincial funds for new and supportive projects and facilitated the accumulation of data to aid in program planning.

This same time period also saw increased social awareness, which led to the formation of various social movements for individual rights, self-help groups and clients' rights. People wanted input into the social system. At least, as far as social issues affected them, clients were also expected to participate in their own problem-solving.

The general awareness similarly spread to students who were more conscious of, and concerned about, social issues in the 1960's. With the expansion of services and the need for more manpower for the social services, students themselves realized the need for training in the social services and there was an increase in numbers seeking training.

In 1961 the Commission on Education and Personnel made the following recommendations to the federal government:

- 1) That the federal government make available training grants through whatever administrative procedure was deemed most appropriate to encourage and enable individuals to qualify for work in the various fields of social welfare in Canada.

It was recognized that while substantial gains had been achieved in the quantity and quality of social work personnel in the fields of mental health and medical

rehabilitation, other areas of social welfare had not achieved corresponding development. Action was therefore needed to increase the number and competence of personnel in basic public welfare, child welfare, group work, youth saving programs and family services. Training grants were needed to help persons qualify for employment in these fields.

- 2) That the federal government make grants available through whatever administrative procedure is deemed most appropriate to aid departments of government, voluntary social agencies or other suitable bodies to plan, develop and conduct training programs (other than graduate professional education) as a means of meeting personnel requirements of social welfare agencies.¹

On April 1, 1967, the Technical and Vocational Training Act was replaced by the Adult Occupational Training Act and on that same day, the Federal-Provincial Fiscal Arrangement Act also came into effect. Both acts allowed for more input by the federal government into covering the cost of provincial vocational programs. There is now at least one community college in each province of Canada, with Ontario having the most (13). However, there are variations in their organization. In some provinces they are primarily vocational with little or no university transfer function, while in others transferable credits are possible. This interest in social mobility and accessibility was an important factor in the expansion of education for the social services at different levels.

1. Dominion Bureau of Statistics, Survey of Vocational Education and Training (1969), p. 10.

Educational Factors

As mentioned earlier, the passage of the Vocational Training Act by the federal government in 1942 established a cost sharing agreement for vocational facilities. It was not until the sixties, however, that the federal government began to play a major role in vocational training with the passing of the Technical and Vocational Training Assistance Act in December, 1960 (S.C. 1960-61 C.6). This committed the federal government to provide assistance for training the Canadian labour force to meet future requirements for skilled manpower, to reduce unemployment and to develop manpower efficiency.¹

All federal-provincial activities in technical and vocational education were grouped under two federal-provincial agreements: (a) the Technical and Vocational Training Agreement, and (b) the Apprentice Training Agreement.² In 1960, the Canadian Welfare Council established the Commission on Education and Personnel. One of its tasks was to take positive action to improve the personnel problems in social welfare.³

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1. Dominion Bureau of Statistics, Survey of Vocational Education and Training (1969), p. 10.
 2. W. L. Verrier, Investment in Technical and Vocational Education (McGill University, 1966), pp. 41-49.
 3. Philip S. Fisher, Tackling the Personnel Problem in Social Welfare. In Training for Social Welfare. Proceedings of the workshop on staff training . . . the Canadian Welfare Council, 1964, p. 6.

This period of rapid educational expansion also incorporated the belief that educational opportunities should be made available to all who could benefit. Educational and training needs are very dependent on social trends and offer the most effective means of responding to social change to maximize the opportunities afforded by new situations.¹ This fact, plus a combination of the educational belief, more funded educational opportunities, a rapid population growth in the younger age group and increased social awareness, all contributed to increased enrollment of students in the social services. The need to develop a social welfare services program at the community college level was greatly helped by the educational factors.

Summary

Several factors contributed to the awareness of the need for the development of the community college program. Following the Second World War there was a need for personnel to administer to the various social needs that had arisen. However, it was not until the 1960's that the critical need was really manifested as rapid expansion occurred in all areas.

There was not enough manpower available at that time to fulfill the needs. Workers in the field were M.S.W. graduates from other universities, B.A. graduates hired as social workers and graduates from the original course at the

1. Report on Post Secondary Education Needs and Training in Manitoba (Winnipeg: The Manitoba Educational Research Council, 1967), p. 84.

University of Manitoba. The under-supply of M.S.W. graduates, which at that time was considered to be the only professional degree, and lack of standardization of in-service training programs provided by agencies for unqualified staff, both contributed towards an awareness that many positions did not require "professionally" educated workers and with upgrading, the indigenous worker could make a more effective contribution to the social service.

Concurrent with the manpower need was the expansion of the traditional welfare services and the increased interest of students, clients and society generally, about social issues. Many self-help groups developed and there was a focus on individual rights, which incorporated the belief of the availability of educational opportunities to everyone. Coordination of the social services under the Department of Health and Social Services and the availability of training grants by the federal government, both assisted in the provision of mechanisms to fill the manpower need.

The Adult Occupational Training Act and the Federal-Provincial Fiscal Arrangement Act in 1967 allowed for more input by the federal government for vocational programs in community colleges. Thus the need for the social services was established and the mechanism to fulfill that need was available.

CHAPTER III
IMPLEMENTATION OF SOCIAL SERVICE PROGRAM
IN ASSINIBOINE COLLEGE IN MANITOBA

Background

This chapter will describe the implementation process for the program but the implications of the methods used will be discussed later.¹ The manpower need that arose, as discussed in the last chapter, was recognized by the Canadian Welfare Council which convened a workshop on "Training for Welfare: in March, 1964 at Maison Montmorency Falls, Quebec. Manitoba representatives participated in this workshop and subsequently several agencies in Manitoba began studying ways of meeting their needs for training.

The earliest available records show that by January, 1965 a committee had been formed to deal with the training of welfare workers.² S. P. McArton, Director of Welfare at that time, gave a report of the outcome of his meeting with B. F. Addy, Director of Vocational Training, Department of

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1. Most of the data on the subject were obtained from minutes of the Advisory Committee for the social welfare program, government reports, personal communication with the program director, A. Bauman, and also with some members of the original Advisory Committee. It should be noted that for some areas of organization, the available information was very unclear or not complete, thus causing some gaps in the sequence.
 2. Minutes of meeting on Training Welfare Workers, January 19, 1965.

Education. That report addressed the following points:

- a) the program for welfare workers could be held only in Brandon;
- b) the director should be a social worker;
- c) an Advisory Committee, including primarily participating agencies, would be formed by the current committee and be responsible for the course curriculum, applicant selection and general guidance, development and oversight of the course;
- d) the course would be 10 months long, possibly starting September, 1965; and
- e) although ministerial approval for the program had, at that point, not yet been obtained, B. F. Addy felt that it could be readily obtained and that the federal government could be easily interested in that kind of course.¹

The committee agreed to the above points, adding that one of the aims of the Advisory Committee would be to help move the program from Brandon to Winnipeg within two to four years. It was assumed that the agencies would have to provide some instructional staff. It was decided also that W. Bell (Supervisor of Training, Department of Welfare) would organize a tentative syllabus while the original committee would work on the curriculum and course content until the Advisory Committee was formed.

The reason for B. F. Addy insisting that the course be

1. Minutes of meeting on Training Welfare Workers, January 19, 1965, p. 21.

held only in Brandon could not be ascertained, nor could the reason for the committee insisting later that the course be moved to Winnipeg, contrary to the given stipulation. There were no specifications at that time regarding the type of instructional staff the agencies should provide, the number, or the educational levels of such staff.

With the collaboration of the Department of Education, plans began for the establishment of the program in Brandon. (The centre was not yet a community college as this did not occur until 1969.¹)

In May, 1965 the Welfare Minister, the Hon. John B. Carroll, announced that a one-year training program for welfare workers would start in the fall in Brandon at the Manitoba Vocational Centre. The 30 selected students would have high school standing and be selected on the basis of maturity, intelligence and some business or related experience. He noted that the graduates would be used to strengthen provincial and agency programs in Manitoba. In addition, he stated that "re-organization of staff work and responsibilities will be carried out within the Department of Welfare in order to provide career opportunities for those graduates."² It is of interest that this last

1. A History of Community Colleges in Manitoba, p. 10. The concept of the community college with the simultaneous name change to Assiniboine College occurred in December, 1969.

2. Information Section, Province of Manitoba, #720.1, May 7, 1965.

statement recognized the need for career opportunities, which the Minister seemed to assume would be provided within the system. Exactly how this would be done and what re-organization was proposed were never outlined.

Initial Preparation

The new Advisory Committee composed of people with a wide range of experience and knowledge in the field was established. It included the following:

S. P. McArton, Director of Welfare for Manitoba;

W. L. Bell, Supervisor of Training, Department of Welfare, Province of Manitoba;

W. Boyd, Director of Rehabilitation for Manitoba;

W. H. Bury, Executive Director, Children's Aid Society (C.A.S.) of Winnipeg;

J. A. Carmichael, Executive Director, Society for Crippled Children and Adults of Manitoba;

Miss A. Fridfinnson, representing Manitoba Association of Social Workers (M.A.S.W.);

Miss H. Mann, Professor and Director, School of Social Work;

G. G. Myers, Director, Public Welfare Department, City of Winnipeg;

Mrs. H. C. Riesberry, Executive Director, C.A.S. of Western Manitoba (representing agencies outside of Greater Winnipeg);

B. F. Addy, Director of Vocational Training (representing the Department of Education); and

A. Bauman (first instructor of the new social services course) was added later.

In the proposal for the course (App. I-IV) several points should be noted. In the course description, three of

the aims stated were to prepare the students to practise within their competence in the field of social work; to provide the student with a broad knowledge of the field of social welfare and social work; and to relate the welfare worker's practise to, and with, those of the professional social worker. These aims were not clear in distinguishing for the student his/her identity in service and role as they seemed to imply generally that the graduate of the program would be capable of carrying out both social work and social welfare duties. Yet in the course content outlined, under welfare work practice, a separate course was offered to distinguish between the social worker, social welfare worker and their respective areas of work.¹

The course proposal was prepared by W. L. Bell and, presumably, sanctioned by the original Advisory Committee. The course director, who was not selected until much later, appears to have had no input into the proposed syllabus. It did state, however, that the course director would be free to change or add to it, as long as the Advisory Committee agreed. It is not known why W. L. Bell was chosen to prepare the course proposal.

Under the method of instruction in the proposal, the course director would use lectures, discussion and decide other appropriate methods of teaching, yet in another statement, it was advocated that all forms of teaching aids

1. See Appendix IV:3(3).

were to be utilized. A precise meaning of teaching aids for that time was not given. The proposed total of 6 class periods per day meant that the student was fully occupied approximately eight hours a day, five days per week in classroom time. It would appear that there was little time for independent study, extra reading or expansion of learning.

Brochures and advertisements about the social welfare program were distributed (App. V). Again it appears that the course director had no input into the advertisement since he was not yet selected. The course was called the Welfare Services course and specified that applicants must be 18 years and over, with high school graduation. Considering that the original idea was to accept the mature student with some experience, 18 years seems rather low for compliance with that idea. To enable the students to complete the program, funds were available for a weekly living allowance of \$12.00 if at home, \$17.00 if away from home, and \$36.00-\$42.00 for a married man with a wife and two children.

Curriculum

The curriculum for the program was prepared by W. Bell and while aims were outlined, the program's philosophy was not.

The philosophy of a program is important and is believed to provide guidelines that govern the whole program in thought and action, and to unite the staff in working

towards goals. It does not appear that a philosophy of this program was formulated. The program was probably modelled after the M.S.W. program but it cannot be assumed that the philosophy was the same. The overall goal of the program was to enable the student to develop the ability to assess situations of need and to assist individuals and families in using available community resources.¹ Furthermore, the aims of the program as described did not help in understanding the philosophy, and as mentioned previously, was similarly very unclear regarding practice in social work and social welfare services.

It is observed that the curriculum provided for (a) theoretical work, and (b) field work, where students developed clinical skills and obtained practical experience in social services. The courses covered a wide range of topics and many of them were similar to topics listed for the university social work degrees. However, although some of the topics were similar to those for a social work degree, they were not taught by university personnel. Most of the courses were taught by the instructor, Mr. Bauman, including subjects like Psychology, Sociology, Political Science and Law. Surprisingly, one course that was not taught by the course instructor was Communication.² This teaching load seems quite high for one person to undertake within the

1. Personal communication with course instructor.

2. Personal communication with course instructor.

time frame of nine months, in addition to other duties involved in directing the program. It would seem impossible under these circumstances for all of the courses to be covered equally well, or adequately. There were no courses on values, which one would expect for individuals entering the "human services."

The recommended texts for the course (App. VI) were general for the social services field. Some of these texts were used in the university professional program, but unlike the university, all the texts appeared to be required texts and there was none listed as references or optional books. The texts provided a wide coverage of subjects without concentrating on any one area.

Field Work

In November, 1965 at an Advisory Committee meeting, discussion took place about field work. Some committee members felt one month of experience was not enough and that it should be three months. It was finally decided that a two-month field work block would be used, preceded and followed by a four and one-half month academic block. Professor Helen Mann prepared for the Advisory Committee a comprehensive proposal pertaining to what the field work should provide for the student and the role of the instructor and supervisor. Generally it stated that the student should become aware of his/her own values and those basic to social welfare, develop communication skills, learn

agencies' policies and procedures, observe problem-solving and become aware of his/her role in the social system; supervisors would need orientation by the course director as to the student's level of knowledge and evaluation conferences about what was achieved in the placement should be held between supervisor and student.¹

The final objectives of field work were given as: .
(1) to provide the student with an opportunity to develop skills in communication, which involves learning to relate to clients, interpreting non-verbal communication, recording relevant facts, writing reports and interpreting agency services; (2) to make the student aware of his/her values and those of other people, and learning to accept and work within values that may not necessarily be his/her own; (3) to gradually increase the student's awareness of the practical aspect of social welfare services; (4) to expose the student to the policies of different agencies; (5) to gain knowledge of the different services available and the steps necessary to obtain them, that is, dealing with people and the bureaucratic machinery; (6) to develop awareness of the role of the social service personnel in the overall social service system.

The agencies played an important part in the field work aspect of curriculum, by providing opportunities throughout the province for the students to achieve the above

1. Minutes of November 24, 1965.

objectives. Much of the responsibility for supervision of the students was left with agency personnel as a result of the limited number of teaching staff who could supervise field placements. It was hoped that the supervisors would be experienced staff persons who were cognizant of the agency's services and who had some experience in supervising junior staff members. Supervisors were given basic information about the objectives of field work, what had been covered in class and some help in structuring learning experiences for the students. Supervisors evaluated their students during and at the end of their placement.

To monitor the results of the field experience, it was suggested by the Advisory Committee that the students' supervisors should meet with the principal of the centre and the class instructor prior to the placement and at the end of the placement so that both oral and written assessments could be obtained on each student.

Selection of an Instructor

The committee decided that the instructor would be a social worker, dynamic, with broad experience in some of the areas of focus. He would be employed by the Department of Education, and be responsible for developing the course. General supervision was to be given by the Advisory Committee. The starting salary of the instructor was discussed fully as the advertised offer of \$7,320.00 was felt by some committee members to preclude some suitable candidates. It was therefore raised to \$8,400.00, which

was felt to be realistic. However, there was unanimous agreement that they wanted the best available for the course and were prepared to postpone the starting date if the need arose.¹

Following several meetings of the Advisory Committee, it was decided that since B. Kroeker of Regina, the prime candidate for the position of course director, had decided against applying for the position, the position would be advertised nationally in the newspapers (App. VII). It is of interest to note that the advertisement was dated August 23, 1965 and the program began in September, 1965. This would not have allowed enough time for the course director to have any input into the planning of the curriculum.

Two more candidates were interviewed by the committee and after some discussion, A. Bauman, who had answered an ad in the Calgary Herald, was interviewed and selected. A. Bauman held a Master's degree in Social Work (M.S.W.) and came to the province of Manitoba with varied experience in social work practice, having worked for five or six years in Alberta.²

A. Bauman was solely responsible for the teaching of the course, with the guarantee that should he need assistance in terms of lectures from outside technical sources, he

1. Minutes of the Advisory Committee, May 1965.

2. Personnel communication with program director.

would funnel his request through S. McArton (Chairman of the committee) who would then arrange for the assistance requested. B. Addy (Director of Vocational Training) confirmed that if the demand became too great, another course would be launched and another instructor hired. In the early stages Bauman did receive help from lecturers in some other areas, such as communications and political science.

Selection of Students

The program was advertised in July, 1965 to attract suitable students. This seems a rather short period for obtaining a fair number of appropriate students. Since this was the first course in Manitoba, there were no previous guidelines or experience on which to build and no input from the experience of previous students to contribute to the curriculum. Thus certain criteria for admission were set and specific factors were important in the selection of students.

The basic entrance requirement of high school graduation, including commercial-technical courses, general course, junior matriculation, university entrance or teacher college entrance was stipulated.

Teams of three interviewers organized by W. Bell (a member of the Advisory Committee) interviewed all applicants. These were done at the college or in a few cases, in Winnipeg or other locations. The three interviewers on each team were practising social workers. After the

interview, they recommended acceptance or rejection of the applicant, based on the guidelines and the rating sheet.

The initial maximum enrolment was meant to be 20, but the first class actually had 22 students, males and females, out of a total application of 48. The ages ranged from 21 to 49 years, and the applicants came from different parts of Manitoba, ranging from Flin Flon to Lowe Farm and from St. Boniface in the east to Tilston in the west.

Summary of Chapter III

One of the main observations about the implementation was the apparent haste with which the program was organized to start in September, 1965. Due to the late hiring of the instructor, very little, if any revisions, could have been made by the instructor to the curriculum at that time. The curriculum was organized by W. Bell who was not involved in teaching any part of the program.

The program supposedly was modelled after the M.S.W., but it was unclear as to what precisely that meant. The textbooks were similar to some used in the M.S.W. programs, but the number and range of texts were in no way similar. The total time spent in classroom teaching did not allow much time for independent study or expansion of knowledge.

No philosophy was stated for the program. The aims of the program revealed a lack of clarity in expected role in the social system. However, the field course in the program was supposed to distinguish for the student the differences in roles of a social worker and social welfare

worker.

The program was meant for the older, mature student whom the employing agencies preferred. While the advertisement stated 18 years, most of the students in the original class were between 21 years to 25 years.

CHAPTER IV

CHANGES BETWEEN 1965-1975

Introduction

This ten year period allowed for the observation of the progress of the course and the early experience of the graduates in the work field. It also provided an opportunity to make changes in various aspects of administration. The Advisory Committee which was established in 1965, in cooperation with the Manitoba Department of Youth and Education, continued to act in an advisory capacity. As members resigned, they were replaced by a successor representing the same area as the previous member, thus maintaining representation of faculty and agencies. The Committee met at least once per month and according to the minutes certain topics surfaced repeatedly at some of these meetings, for example, the proposal for the two-year program, queries about the purposes of the program, role definition of community college graduates, employment of the graduates, continuing education and the question of credit for the program or some of the courses.

This period also marked a time of internal examination of the philosophy of the community college in Manitoba. During this period, ideas that were initiated earlier were implemented or established; new concerns about the course were raised and educational and employment trends were

changing.

The problems that had gradually emerged over the years since the implementation of the program were finally being acknowledged in the light of the whole program. Complaints about lack of depth in the courses due to inadequate time for the courses, students not being hired because they were viewed to have had insufficient or inappropriate training in the one-year program, employers being extremely variable in hiring practices and allocation of duties, and lack of clarity in the roles of the community college graduate and B.S.W. graduates, were all signs that the program needed re-evaluation.

The Advisory Committee finally asked three important questions: (1) should the course be continued, (2) what were they training for, (3) what changes are required. The alternatives perceived by them were: (a) do nothing, on the argument of inability to see what the future held, or (b) direct the main focus to the areas that seemed to offer employment. They chose the latter, providing course options in the areas of employment needs to solve the problem. From the available information, it does not appear that any conclusive answer was given to the first two questions.

In the minutes of May, 1971 it was recorded that the Advisory Committee felt that the original purpose, that is, the initial need for large numbers of people with some training in social welfare services, was obsolete. There was general agreement that the original objective of

providing personnel to the agencies was met and they should therefore decide on what focus future training should take. In addition, discussion took place regarding the question of whether or not the course should provide both specialists and generalists. It was noted that the new B.S.W. programs were generalists in concept while the M.S.W. programs were aimed at specialization. In the meeting of June 1971, the consensus of opinion was that the community college should be providing training that would enable graduates to work in a variety of settings, involving assessment and supportive roles. The feeling was that there could be specialization in the training, if it were built on the generic base and provided through a planned program of continuing education. Such discussions continued and at the September 1972 meeting it was pointed out that graduates would have problems getting time off from work for continuing education unless the time involved would not be too much.

Student Enrollment

There was a general increase in the number of students enrolling in the Brandon Social Welfare Course during this time. The course was much better known and there was increased interest in it. Table I shows a graph of the increase in student numbers between years 1965 and 1975, with a significant increase from 1973. Table III shows the geographical distribution.

Two noticeable changes, however, were: (1) a decrease in the entrance age of the students, and (2) a decrease in

the ratio of male to female students (Tables IV and V). The causative factor for the decrease in male students is not known but the continued increase in the younger age group was contrary to what was expected for the course. A significant change was in the advertisement for the program, stating it was a Welfare Services Technology course (App. VIII-IX). Whether that was an error or not, it implied a more technical approach for the level of the course and this, in turn, affects objectives of the course and expectations of the graduates. If trained as technologists, graduates could possibly be expected to work under direct supervision of a "professional."

In Canada generally, there was also an increase in the number of institutions offering social welfare service programs and consequently an increase in the number of students graduating from such courses (Table II).

There was approximately a 100% increase in non-university graduates between 1969-1970 while in university graduates for that same period the increase was approximately 76%. Note also that there were more community college graduates than university graduates in this time frame.

Changes in Interviewing Process

In the early stages, it was recognized that the procedures for admission needed reviewing so that the interviews would be centralized whereby a three member team would do all the interviews together using common criteria. The college became more involved in the selection process

and the three member team now consisted of a social worker, the college registrar and one of the course instructors (originally individual social workers interviewed).

The Advisory Committee recommended centralization of interviews to three locations--Winnipeg, Brandon and Dauphin--and a professional social worker would be used when the interview was to be done outside the province. Other recommendations involved a better organization of the process with definite guidelines pertaining to procedures and areas to cover during the interview process. These were developed and utilized for interviews from 1968.

By 1975, A. Bauman informed the committee that the system had not worked because too many applicants were missing the interviews; the three member team said it was too much work and the scoring method was poor.¹

Curriculum

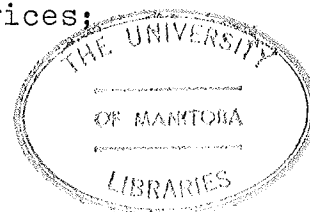
The program continued under its original objective of providing a broad knowledge base to the students. Although there was no great change in the course content, the method of lecturing changed from a purely didactic approach to one that encouraged more student seminars, presentations and open discussion. In order to facilitate this, the necessity of more staff for the program was recognized and in 1966 a second instructor, L. Glaser, was appointed to assist A.

1. Correspondence by A. Bauman to A. Loveridge, March, 1975.

Bauman, and they continued to teach most of the courses. Towards the latter part of this period they did receive some help from an instructor in another department of the community college for the teaching of political science and law. There was still no inclusion of a course on values in the curriculum.

The course had originally started as 45 weeks in length with a practicum (field placement) of 8 weeks. The practicum was later (1967) increased to 10 weeks at the request of the agencies who said this was preferable and would allow the students time to orientate themselves. By 1973 the practicum had extended to 12 weeks, as one of four 12-week terms. By 1974, A. Bauman stated that this arrangement made the course too long and difficult for students and staff, especially as staff were being asked to supervise students in placement. Bauman's recommendation was that the course be returned to 42 weeks as the most reasonable time, with a field placement of 10 weeks.

In 1971, a specialization period was introduced after the basic curriculum was finished. The principle was to maintain a general education in the social service and provide some opportunity for students to increase their knowledge in areas of their choice. It was an optional three month period following the completion of the one-year social service course. This meant that the course was now conducted on a one-year four-term structure, in which Terms I and II were for general education in social services;



Term III for the practicum; and Term IV for specialization. Some of the specialized courses proposed and/or offered during this time period included Income Maintenance, Mental Retardation and Child and Family Services.

Several problems which were incurred in the implementation of specialization were identified by A. Bauman. Problems resulted from attempts to carry out the options without increasing staff appropriately. Some of the problems included the fact that students on their field placement were missing classes in their specialization; complaints that the course was too long; complaints from the instructors that they "ran out of steam" and would have liked supportive help; over-exposure of students to a few social service instructors; the non-directed method of selecting the specialization for the year; and the fact that Bauman had observed that employers were not showing any particular interest in specialization. Taking the above into consideration, A. Bauman, in 1974, suggested that a 42-week course be resumed whereby courses for continuing education could be provided instead of specialization which apparently seemed to be of limited interest to the students and employers. Furthermore, A. Bauman stated that on evidence gathered from students and employers, graduates seemed to get jobs on the basis of having taken the course, not on a particular specialization training.

The field placement changed from a two-block placement to a one-block, extended from 8 weeks to 10 weeks. This was

felt to be preferable and allowed the students time to orientate themselves. Furthermore, instead of direct supervision by the workers, the teaching staff were being called upon to do this. Thus more staff were needed and Mr. Bauman submitted a request for more staff to the Advisory Committee.

The need for more staff was also seen as a necessity to allow the original instructors time for upgrading their skills. This, the instructors felt, was necessary in order to maintain pace with the changing conditions of knowledge. In 1967, A. Bauman requested and was granted permission to enrol in an adult education course at the University of British Columbia. While he was away, his teaching load was distributed between Mr. Glaser and other assigned instructors.

Proposal for Two Year Course

After the first year of operation of the Brandon course, it was suggested by the course director that a two-year course would be more appropriate. There were several reasons for this proposal. All other provinces which offered a course in social welfare--British Columbia, Alberta, and Ontario--offered it as a two-year course, except for Nova Scotia, where it was a one-year (10 month) course, similar to Manitoba.

The course director, Bauman, was very convinced that a two-year program would give the student more time to synthesize, digest and consolidate course materials. In

the one-year program the student is exposed to much new knowledge in a short space of time. Thus depth of education was not achieved. A two-year program would result in more highly trained persons, for Mr. Bauman stated that "the potential hazards of under-achievement by graduates is greater in a concentrated one-year study program than it would be in a two-year program."¹

The suggestion for a two-year program was supported by the principal of the A.C.C., R. A. Jones, who in 1970 submitted a proposal for a two-year program to L. Talbot, Director of Regional Colleges and Extension Services, Department of Youth and Education, Winnipeg. It outlined that such a program would allow for those who wanted to work after one year and those who wanted a more specialized second year program in different areas. By limiting the number of students admitted to the first year, the combined total for both years was expected to be only slightly increased over previous years.

The course director, A. Bauman, though advocating a longer course, also pointed out that the disadvantage of the longer program for Manitoba at that time, as it might have acted as a deterrent for students with family responsibility. Since one of the main characteristics of the student population at this time was their older age and maturity, many of the students were already married. It was thought that

1. Memo to the Advisory Committee, 1967.

while they could afford the one-year course, a two-year course might be economically more difficult. He, therefore, recommended as an interim measure that the course be kept to a one-year period and that extension to two years would depend on a drop in the age of entering students.

By the latter part of this period (1970-75) approximately 35% of the class were under 20 years of age (Tables IV and V) with little or no work experience, compared with 2% of previous years. The concern previously expressed that the one-year course could not provide any depth of training was now being expressed by both students and staff. In view of the lower entrance age and lack of work experience, the validity of a longer course was thought now to be more obvious. It was observed over the years that the students with some years of work experience prior to entering the course achieved a more satisfactory level of training and derived greater benefit from the course. A. Bauman was of the opinion that a two-year course would now be appropriate.

Much discussion occurred about the suggested two-year course as it appears that those involved in making the decision were undecided. In an Advisory Committee meeting in 1971, among discussion on various topics pertaining to the course, it was stated that before the two-year course could be instituted, a definite need for it had to be demonstrated. It was observed that there were employment problems in other provinces due to an over-supply of B.S.W. graduates and those of the two-year community college

programs.¹ The requirement was, therefore, that in Manitoba, an evaluation of the manpower situation be first done. In addition, since the B.S.W. program² had started, the future of graduates from both programs was very unclear and the committee felt this situation should be first clarified.

The committee had further suggested that the staff teaching the course should plan a generic based course,³ not confining it to the five-month term. Then options supplied by committee members based on employment needs such as child care, mental retardation, were to be given in the remaining time. The course could then be expanded but not necessarily to two years.

It should be noted that as mentioned earlier, an analogous plan had been started in the 1970-71 program by way of an optional three month period of specialization following the completion of the program as discussed earlier (p. 41).

In October, 1975 A. Bauman again proposed a two-year program consisting of nine months in each year with the second year containing various options (App. X). The rationale for a two-year program covered the following

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1. Minutes of the Advisory Committee, November 16, 1971.
 2. The B.S.W. program started at the University of Manitoba in 1968.
 3. Generic was defined in the minutes as "what is common to various social fields."

points:

- 1) the admission age was decreased to 18 years to coincide with the lowered age of majority,
- 2) the number of applicants with prior work experience had declined greatly,
- 3) the shortage of trained personnel in 1965 had, on the whole, been corrected, except for northern towns, rural areas, or in specific services such as in mental retardation and child care institutions,
- 4) employers were showing a preference for graduates of two-year programs on the assumption that they would be better trained,
- 5) students were demanding a longer course to achieve a more satisfactory level of training, and
- 6) staff continued to express concern regarding the lack of depth that existed in a one-year program.

Continuing Education

This was discussed soon after implementation of the course as a means of increasing or expanding knowledge, failing continuation of the specialization approach. At a meeting of the Advisory Committee in November, 1972, the matter was discussed. One proposal was that people would be more willing to take courses if there were credit towards some identifiable objective. This would not have excluded non-credit courses for personal growth. The committee pointed out that credit courses in themselves would not

solve the "locked in" feeling of graduates and that the community college and university should not be viewed as an educational continuum. There was no firm decision for or against credit, but they recommended that the staff develop a model of continuing education.

Prompted by requests from graduates of the A.C.C. program for continuing education, the Social Welfare Workers' Association of Manitoba established at the beginning of 1973, a Professional Development and Education Committee which met with the Advisory Committee on April 9, 1973 to plan and implement a credit-bearing program of continuing education which would lead to a diploma. The Advisory Committee was then to recommend it to the Department of Universities and Colleges. Continuing education referred to courses taken by graduates of the one-year course. The aims were to expose the graduate to a wide range of areas/topics he/she might wish to pursue in more depth than was possible in the one-year course; enhance, knowledge, particularly as applied to the person's work situation; provide a means of upgrading to a diploma; and possibly result in monetary recognition on the job.

Several mechanisms were proposed for providing continuing education, namely: (1) night school courses, (2) Saturday morning classes, (3) correspondence courses, (4) one-week seminars, (5) weekend courses. Possible courses were identified, with emphasis on the fact that any course offered should have a practical focus to help the

worker in his/her daily work. To achieve quality in education, it was proposed that a Program Evaluation Committee be established to consider applicants and advise on appropriate courses.

Extension programs in social services were started at A.C.C. in 1973. These programs consisted of 360 hours spread out over a number of years with students taking a maximum of two subjects per term which was 10-12 weeks in duration. Classes were normally held once per week. Selection was on the basis of the application and a possible interview.

Career Opportunities

The possibilities for employment for the early graduates were available in several different social service agencies with most of the students being employed by the Department of Health and Social Development and the Children's Aid Societies. In the early years following implementation of the program, all graduates appeared to find employment except for those who chose otherwise. However, between 1968-70, there was a decline in the number of students employed by the agencies mentioned. Simultaneously, there were openings in other areas such as Indian residences, correctional institutions and the Health Division of the Manitoba government. Furthermore, the number of graduates accepting work in non-social welfare services positions increased between 1968 and 1970 and it was observed by the course director that it was also taking graduates much longer to

obtain employment than in the first few years.¹ In addition to these changes in hiring practice, it was noted that there were inconsistencies in the social service agencies. Some continued hiring university trained graduates despite extra costs while some others still hired people with no training, on the basis of personal suitability, at a lower salary.

The employment situation had again changed by the 1970's. The University of Manitoba had started the B.S.W. program in 1968 and the first graduates were ready for employment in 1972. Soon after that the new M.S.W. graduates were available. These two professional groups posed great competition for the community college graduates.

The employment situation in Manitoba followed the same trends as were occurring nationally in Canada. The Task Force Report (1975),² showed among other things that in all provinces, the highest percentage of graduates employed were those with a M.S.W., while the lowest percentage were the community college graduates; there was a substantial imbalance between the supply of, and demand for, community college and B.S.W. graduates; and that there was more of a need in some areas than others. One of the important areas in which the community college graduate found an appropriate employment situation was on "teams." These consisted of

1. A. Bauman, unpublished report, 1971.

2. C.A.S.S.W., Employment of Social Service Graduates in Canada, Task Force Report on Policy Issues and Implications, January, 1975.

workers from several different disciplines, working under a team leader. Each member of the team had a specific contribution to make towards the particular job and the community college graduate was very capable of functioning with his/her level of expertise.

During this time period there was no longer a shortage of trained personnel, except in northern centres. Graduates with a B.S.W. and a M.S.W. were obtaining employment much more quickly than the community college graduates, presumably because of the greater depth acquired in the longer courses. In addition, community college graduates expressed their feelings that the one-year course confined them within the boundaries of Manitoba, since all other provinces had a two-year course. Thus mobility was seriously hampered. The graduates, when employed, continued to be employed by the previously mentioned agencies and a few others (Table VI).

With respect to performance of the graduates on the job, an informal survey of Brandon graduates was conducted by some Advisory Committee members in 1967. At that time they came to the following conclusions: The welfare course at Brandon was producing graduates who made a definite contribution to the social services; the agencies felt the students were well prepared overall, were service-oriented and showed ability to utilize environmental resources quite well.¹ In 1969, between April 30 and May 1, the Extension

1. Report of sub-committee assigned to meet with representatives of agencies which employ graduates of the Brandon Welfare Training Program to explore with them their experience in employing these graduates (1967).

Division, University of Manitoba, sponsored a conference on "Manpower Needs in Social Welfare" at the Manitoba Institute of Applied Arts. The main points arising from these proceedings were: (1) the social services graduates lacked 'depth' of training which decreased their ability to deal directly with a wider range of individual and family problems, and (2) there was lack of clarity about employer's expectations of competence and performance of social service graduates.¹

Concurrent with these variations on the job, there was also considerable variation in salaries, varying from \$380.00 to \$500.00 per month in 1967 for a welfare graduate. In 1967 the average was \$426.00 while for a B.A. graduate in any government department, including social services, the salary was \$485.00.

New Careerists

A new group of personnel arose during this time called New Careerists. This was based on a concept fostered by Dr. Lionel Orlikow, the then Deputy Minister of Education, whereby the regional offices of the Department of Health and Social Development were asked to take on "trainees" who were socially disadvantaged and would be involved in a work-study program. Two problems resulted from this movement. First, for the community colleges, it meant the loss of some field placements for students in the regular course. This

1. Conference on Manpower Needs in Social Welfare, April 30-May 1, 1969.

increased the tension of finding practical training placements in an already tight situation serving students and night students, as in the case with Assiniboine College. Second, there was more competition for jobs. A. Bauman stated that students and graduates of the college were very upset as they saw the New Careerists as competitors for their jobs. Contact was made with Mr. L. Evans, and The Hon. Rene Toupin, Minister of Health and Social Development, to discuss their concerns. A. Bauman felt that if the practice were to continue, the two community colleges would have to cut back on their programs.

Course in Winnipeg

During this time, one major development that occurred was the commencement of a second course in Social Welfare Services at the Manitoba Institute of Applied Arts, Winnipeg. During 1966 to 1968 much discussion of a similar course in Winnipeg took place in meetings of the Advisory Committee. It was felt that as the Brandon course was so successful, there was now a need for a comparable course to be incorporated into the Manitoba Institute of Applied Arts (M.I.A.A.) in Winnipeg.

R. A. Jones, the principal of the Manitoba Vocational Centre, reported at a meeting that the Department of Education felt the course in Brandon should be strengthened before new courses elsewhere were started. They felt it was vital that the course in Brandon should not be undermined

by any ill-conceived and precipitous courses of action.¹ It was also the general consensus that the current committee (1966) would be the ideal body to help plan, initiate and develop any new welfare courses in the province at the technical level. It was further expressed that "no other existing body had such an equivalent experience in the province."²

In planning the course, the suggestion was made by W. Bell that the Brandon course was developed as a response to agency personnel needs in the social service area, and it should be the same for the planned course in Winnipeg. Therefore he requested that the agencies should report on their respective needs to assist in the planning for the Winnipeg course.³

The concept of a needs assessment and appropriate training to meet those needs was good. This would have assured more effective use of manpower. There was no indication, however, that written reports of needs were given.

A course proposal was prepared (App. XI)⁴ based generally on the format of the Brandon course. It should be noted that the proposal was signed as being developed and

1. Minutes of the Advisory Committee, March 1966.

2. Ibid.

3. Ibid.

4. Note Appendix XII in which the advertisement for the course in Winnipeg specifies women as being the target group.

designed by W. Bell, August, 1967. One wonders what input the committee or the instructor had, or if input were provided, whether there were actions to follow through with the recommendations.

One might have expected some evaluation and modification of the curriculum, since there had been more time to analyze its organization. Again, no course on values was included, nor did it appear to have been discussed.

The course in Winnipeg began in 1968 with its aim consistent with the overall aim of the institute, that is, to provide an alternative type of education to that of university, whereby the student was prepared for interesting, challenging and remunerative employment in several areas of work. The establishment of this course accommodated many students from Winnipeg who would otherwise have gone to Brandon or perhaps not have been admitted at all. Meanwhile, the course in Brandon continued, admitting students from a wide geographical area. Table III shows the number of students from the respective areas enrolled in the Brandon course from 1965 to 1968.

Summary of Chapter IV

The manpower situation had changed, indeed reversed from that of the 1960's, but the number of graduates increased in Brandon, in addition to those from the program in Winnipeg. With graduates from the new B.S.W. and M.S.W. programs, competition for jobs was keen, with the community

college graduates faring the worst. Graduates felt blocked--unable to use their training in other provinces, most of which had two-year courses, unable to get credits towards a degree for upward mobility, and generally unable to get employment in the social services as employers stated they lacked depth of knowledge in the one-year course, compared with a B.S.W.

There was lack of clarity regarding the expected role of the community college graduate and the B.S.W. When the community college program started, the undergraduate B.S.W. program had not begun. Attempts were made to define the relationship of the social welfare worker to an M.S.W. social worker, but the B.S.W.'s were new. Employers were allocating quite varied duties to welfare workers as very few of the previous areas of employment were available to the community college graduate.

The purpose of the program was discussed by the Advisory Committee. It was agreed that the program needed to be re-evaluated and decisions made about the future. It does not appear that an actual re-evaluation was undertaken but suggestions were made to maintain a generic base and to add options related to employer's needs. A two-year program was not supported at that time.

The Advisory Committee made no firm decision about the program in terms of reviewing philosophy, restating objectives to accommodate changes in society, or defining the role of graduates of the program. In the curriculum, attempts

had been made to move from pure didactic lectures to seminars but the initial basic curriculum had not changed over the years. With the increased student enrollment, there was no equivalent increase in staff, which must have made it very hard on the two course instructors.

CHAPTER V

CHANGES AFTER 1975

Introduction

This was a period of manpower restraints and a freeze on hiring was in operation in many agencies. This situation naturally affected hiring of new staff, study leave replacements and availability of jobs for social service graduates. Indeed, a 1976 survey of the 1974-75 community college graduates revealed that there were 38 graduates and only 23 were employed. Out of the 23, 11 (47.9%) were not employed in occupations directly related to their training course, and further, 20% of those in training related occupations were not employed in Manitoba. That is, one out of every five graduates employed in training-related jobs was employed outside of the province. This meant that either jobs were scarce for such graduates or the training programs were failing to prepare the students for the types of jobs available or both.

An evaluation of the social services course was done by a task force in the latter part of 1975 and the recommendations in the report caused much discussion. The Task Force Report concluded that the B.S.W. course at the university had filled the shortage that originally existed for trained personnel in social services. However, it also stated that there were employment opportunities for those

with less than a university degree in the social services. On examining the college's programs, W. C. Lorimer (at that time, Deputy Minister of Education for Manitoba) observed that with the university producing social work graduates (B.S.W. and M.S.W.), they would saturate the market and if the restraints were maintained, the community college courses would be redundant. He further stated that he believed the course had served its purpose and the need for the course was diminishing or changing. One should be looking at the total situation and changing to meet new needs, for example, the need for a "jack of all trades" in native communities where employment was available or perhaps the need for a modified course for native people.

The Task Force Report and Lorimer's statement were significant, as both, once again from different perspectives, pointed out the need for the community college program to be re-examined and the purpose to be redefined in the light of changes in the socio-economic situation. It was then the responsibility of the Advisory Committee, which had also previously suggested the same, to act on the recommendations. There was no indication from the data available that any action was taken towards fulfilling the recommendations, nor were reasons offered why that was not done.

One recommendation which emerged from the Task Force was that the course be retained as a one-year certificate course with some changes made in the administration of the course. In spite of an acknowledgement of support for a

two-year course, two main points were forwarded against the two-year course in support of the Task Force recommendation. Firstly, such a course would serve Grade 10 graduates with no work experience but would, however, bar older students with previous work experience but who may not be able financially to study for two years. Employers still preferred mature students with some previous work experience. Secondly, graduates of a two-year course would be in more competition with B.S.W. graduates and the extra year would not necessarily have made them more employable than the B.S.W.'s. A. Bauman, the course instructor, was extremely disappointed again, pointing out that "undue emphasis was placed on the existence of the B.S.W. program at the U. of M.," and that "other programs, for example, Administrative Studies, changed from one to two years, with not much fuss."¹ During discussions of the Report in meetings of the Advisory Committee, differing opinions were voiced regarding a two-year course. Some felt that preference would be given to a community college graduate with a two-year course as opposed to a one-year course; some had the attitude that agencies would not hire a community college graduate when they could get a B.S.W. graduate, focusing on the training rather than the person.

Proposals for changes in different aspects of the course were made. The class had increased to 45 students

1. Minutes of the Advisory Committee, 1976.

in 1976 and the students found the experience very unsatisfactory for learning. The Task Force had recommended reducing to 20, but it agreed to reduce the class to 30, selecting 35 and allowing for five drop-outs. The entrance requirement to date was Grade 12, with special consideration for mature students. The report recommended reducing that requirement to Grade 11 with a minimum of five years related experience. Neither A. Bauman nor the Advisory Committee agreed with that and both parties recommended that the course retain Grade 12 entrance requirements, with the mature student clause allowing for older students who might not meet the educational level. It was also pointed out by A. Bauman that there would be problems getting a full class who had been out of high school for five years. Furthermore, evening classes started in earlier years in Brandon and Winnipeg were still operational (App. XIII) and perhaps more likely to attract the older, mature student. Course evaluation guidelines were prepared (App. XIV).

It is of interest to note (as pointed out in the last chapter) that the student enrollment had increased to 45 by 1976, but there was no corresponding increase in staff. The unsatisfactory situation forced some reduction, though not to its original number. When those from the evening programs were added, however, the total number of students in the program was quite high. Yet, there was decreased employment and demand for such graduates, as many observers had reported. One wonders why so many students were still

admitted!

By 1980, employment trends changed slightly, resulting in a higher percentage of students finding employment in personal helping positions such as workers in school systems, to act as a liaison between home and school; senior citizens and nursing homes. The employment of 1980 graduates was increased compared with previous years.¹ However, the Advisory Committee felt that a survey of social services training needs should be undertaken for the benefit of the course in the future.

It was noted that employers still maintained their preference for mature students with experience. Yet it does not appear that any action was taken to facilitate such students, apart from the evening program.

The report recommended use of an Admissions Committee to include interviewing of applicants. Such a committee had been established in the past but had not functioned well (one drawback being that people had not turned up for interviews and this was very annoying for agency personnel who had left work for admission interviews). At a meeting of the Social Services Course Advisory Committee in May, 1976, the matters of admission criteria and interviews were discussed. Among the opinions expressed, some questioned the value of an interview and felt that as agency employees, they did not want to sit on such a committee but that

1. Minutes of Advisory Committee, October 1980.

admissions should be left to the college staff. It was proposed and accepted that the college staff should conduct interviews and then consult with a sub-committee of the Advisory Committee for the final selection. The sub-committee was expected to make a list of selection criteria to be used as a guide in interviews. The guidelines were drawn up (App. XV) and comments made at the next meeting of the Advisory Council. It was generally accepted, with the agreement that revisions could be made as circumstances arose. There was clarification regarding: (1) the intent of the question on attitudes--the intent being to get some indication about the applicant's flexibility in attitudes; and (2) the assessment of personality, with the suggestion being made that the use of personality tests was a possibility later on. The college was then considering admissions tests for all applicants. In 1979, the community college again reviewed selection criteria for all the programs.

Advisory Committee

The Advisory Committee continued to be quite active in monitoring the program. The A.C.C. Committee had expanded to include wider representation than in the earlier years. It now consisted of representatives from The Alcoholism Foundation of Manitoba; School of Social Work - University of Manitoba; the Department of Program Development and Evaluation in Winnipeg; the Y.W.C.A. at Brandon; the

Department of Employment Services; Business Administration; field instructors in Social Services; field instructors in Children's Aid; and field instructors in Income Security.

Upgrading for Instructors

Once again, the proposal that instructors in the Social Services course should be provided with the opportunity to upgrade their practical skills was forwarded by the Task Force in March, 1976. Mr. Bauman made such a request (after 11 years of teaching) in September, 1976 to be done on a part-time basis from October, 1976 to June, 1977 in the area of mental retardation services. His request was strongly supported by the Assistant Principal of A.C.C., Mr. Krahn, and other committee members, as being beneficial to himself and the course, although it was during the period of manpower restraints.

Continuing Education for Graduates

The question of the objective and advantages of continuing education for graduates of the program persisted. Continuing education was to provide the one-year certificate holders from the Social Welfare program with an opportunity to upgrade to a diploma, with an acceptable work experience period following acquisition of the certificate. Continuing education also provided an opportunity for the graduate to specialize in an area of choice by pursuing a project under supervision, and it also prevented stagnation. However, during this period the university was considering offering

its B.S.W. on a part-time basis. Members of the Advisory Council felt that most students would probably opt for this route rather than the community college diploma. One proposed compromise was that Social Services certificate holders from A.C.C. or R.R.C.C. be eligible for a Social Services diploma upon completion of the equivalent of one academic year of study at the community college or university level, or a combination of the two. A Continuing Education Committee was appointed to determine equivalence between university and community college credits and to approve programs of study for those wishing to obtain the diploma.¹

This seemed to be a change in belief because, about a year earlier, the Advisory Committee had stated that the community college program should not be viewed as a continuum with the university, thus no credit could have been given for the community college course.

Summary of Chapter V

There were more recommendations that the community college program be re-revaluated in light of the changed employment situation. These recommendations were from a Task Force and W. Lorimer, Deputy Minister, at that time. With the influx of graduates from the B.S.W. and M.S.W. program, graduates from the community college were having

1. Minutes of the Advisory Committee, September, 1976.

increasing difficulty securing employment. Yet the student enrollment for the community college program, day and evening, had increased, while employment had decreased.

The question of credit or higher qualifications being given for the course through continuing education was again brought forward. Since the committee's last negative decision, graduates continued to express their feelings of being "locked in." Meanwhile, the university considered offering the B.S.W. on a part-time basis, thus making it accessible to more people; but credit would still not have been given for the community college courses.

There appears to have been no action taken on the recommendations pertaining to the program. The reasons for this are unclear and the program remained the same. Although the student numbers had increased, actually doubled, the staff had remained at two, with no change since 1966.

CHAPTER VI

DISCUSSION

The Social Services Program at the Assiniboine Community College, Brandon, Manitoba, was developed as a definite response to fill a gap in manpower shortage in the social services in the early sixties. The graduates of the program are called welfare workers and classified as non-professionals or para-professionals.

The idea of utilizing non-professionals to fill a gap in manpower is not new, as volunteer and "trained-on-the-job" workers have been used in social service agencies in the past. As Boehm has stated, the demand for and supply of personnel in any manpower situation, and the policies that govern the deployment of such personnel both affect, and are affected by, the education of such personnel.¹

It has been shown in the previous chapters that it was necessary to provide an educational program for such personnel. One of the problems in the development of the program was the haste with which it seems to have been organized. The final approval for the program was given in January, 1965 and the program was due to start in September, 1965. The students had already been selected before the course director was appointed, which event finally occurred

1. Boehm, op. cit., p. 7.

approximately two weeks before the program started. This would, most likely, have put the course director at a disadvantage, having no input into the curriculum planning. The hasty procedure also prevented formulation of (1) clear objectives, (2) a philosophy for the program, (3) role definitions, and (4) provision for future adjustments.

Boehm, in his discussion of curriculum planning, stated that any study of curriculum, needs to take into consideration prevailing social trends and social needs, and to realize that its findings and recommendations can be valid only for a limited period of time.¹ The latter point was not considered or addressed in the planning; therefore, when the manpower need had been fulfilled, there was no definite direction given or provided as to where to proceed.

It is generally accepted that a good curriculum allows for stability but also makes allowances for change.² One way this could have been done, was to formulate a philosophy which would require the program to provide the basic knowledge on which the student can later build for future development. Had there been a philosophy for the Social Services program, it should be related to both the social services and that of the parent body, which is the community college. In September, 1970, the Hon. Saul Miller,

1. Boehm, op. cit., p. 7.

2. Ibid.

Minister of Youth and Education in Manitoba at that time, confirmed the philosophy of the community college, by saying:

We are not just feeding an economic machine. We are attempting to offer educational opportunities which will be rewarding to the individual in personal and social as well as economic terms.¹

When the curriculum was developed with such haste, the M.S.W. program was used as a model, as everyone was more familiar with this program than the possibilities of a community college program.² The M.S.W. program tends to be more of a specialist type program. The community college program was meant to be more of a generalist type, but it appears that for lack of enough time for more thoughtful planning, some of the courses did not reflect this. For example, there was a course on casework which is more of a specialist course, while there was no course on values and ethics. Humphreys advocates that any profession, especially one that touches many individual and social facets of human life, must enable the future workers to have the positive broader view, and to know what the profession has done, is doing, and would like to do.³ In the community college

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1. Manitoba Government, *A History of Community Colleges in Manitoba* (1974), p. 6.
 2. The only other community college program was in Ryerson Polytechnical Institute where the social services course started in 1964.
 3. Muriel W. Humphreys, *The Teaching of Values and Ethics in Social Work Education* (New York: Council on Social Work Education, 1962), p. 13.

program, the number of faculty was far from adequate for the number of students. There was little time to explore topics in depth, to analyze or discuss and share ideas, and no time for independent study where subjects could be more thoroughly explored.

Role Definition

It was observed that within the first three years after the implementation, concerns were raised as to the specific role of the graduates and the purpose and objectives of the program. As mentioned previously, this had not been addressed in the planning of the curriculum, but now graduates were employed in the social services. There were complaints from employers at that time. The concerns, apparently, were not settled, but were again brought up at meetings pertaining to the course in Winnipeg. Again it appears that it was not resolved. With the influx of the B.S.W. graduates and New Careerists, the situation was compounded and once again the concerns were expressed, especially now with more employees in the system. Why these important concerns were not dealt with much earlier cannot be ascertained. Discussions on the matter did occur but no agreement could be reached. Therefore, these concerns have been passed on through the years and exist today in the employment field.

The fault cannot be all attributed to the development of the community college program; some of it related to changes in society while some of it was the result of the

organization of the social services system. The interviews with community college graduates disclosed that generally they see themselves as social welfare workers (S.W.W.), different from social workers, recognizing those aspects of the helping profession that are within their capabilities and those that could best be handled by social workers. Furthermore, they are aware of their capabilities and limitations but are sometimes expected to go beyond their capabilities. In most cases they do not refuse as this might jeopardize their jobs.

One would have expected that most employers in Manitoba would be cognizant with the curriculum, by either being represented on the Advisory Committee or by being involved with students in field placements. When this knowledge is ignored, more so under tight economic situations, community college graduates then find themselves being given more to do than is within their capabilities. Other personnel in the social services system also find it hard to differentiate between educational levels and assigned tasks.

This situation in Manitoba is not unlike that in Ontario where in a study of similar programs in Ontario, Urwich, Currie and Partners, Management Consultants, found that most agencies had great difficulty in identifying the skills and knowledge that the social welfare worker should know. Their awareness of the lack of depth in the community college curriculum contributed to the difficulty in establishing the capabilities of these graduates and absorbing

them into their work environment.¹

It would appear that clarification of the role of the social welfare worker should have been done in the 1960's. Admittedly, perhaps there would have been some uncertainty with the first graduates, as there were few Canadian models to follow. Since the matter seems not to have been included in the curriculum planning process, more pertinent and meaningful dialogue between employers and the Advisory Committee of the program, pertaining to the employers' needs, would have been useful, provided it was acted upon in enabling the educational system to develop an effective and adequate program appropriate for the time.

Deployment of Graduates

The deployment of community college trained social service workers varies within agencies and this situation has existed since the inception of the course. In the original planning of the course it was felt that these graduates would be trained as the front line of defense in direct services to clients. The actual definition of the job to be done was the employer's responsibility. This state created a haziness of expectations among employers who often let the community college graduate find his/her level of performance. This observation was confirmed in 1969 during a conference on manpower needs in social services.

1. Urwich, Currie Ltd., Study of the Social Services Worker Programs in Ontario College of Applied Arts and Technology, January, 1974.

Examining the area of practice during employment, one finds that the majority of graduates were employed in "direct" service areas of casework and group work. This was in keeping both with the general trend for all community college graduates and also for all graduates of social service programs.¹ The majority of S.W.W. are functioning as individual workers. It should be noted that in Manitoba there is no specific job description for a social welfare worker graduated from a community college. The requirements of the job often vary with the situation. Jobs with clear requirements for supervision, research and administration are not given to these graduates, but to M.S.W. graduates and in the few instances when such jobs were given to community college graduates, the graduates were not new graduates. Crane, in his study, also noted that community college graduates sometimes carried indirect services of administration, policy and research for which they were not adequately trained.

In some environments where there is a team approach, the community college graduate usually settles into an assigned role by the team leader who usually, but not always, is an M.S.W.

Brieland et al., report that utilization of the team

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1. John A. Crane, Employment of Social Service Graduates in Canada (Canadian Association of Schools of Social Work, 1973).
 2. Ibid.

approach came into practice in the 1960's during the manpower shortage. The predominant model of the "all-purpose case worker" was being questioned as to its effectiveness and the manpower shortage at the same time precipitated a look at other approaches to the delivery of social services.¹

Personal experience working on teams, and similar information communicated to me from other workers on teams, all indicate that this approach does enable the S.W.W. to utilize their skills most effectively and more clearly to define their limitations. The "team approach" tends to reduce overlapping of functions. By focusing on the job to be done and who has the skills for specific tasks, the emphasis is less on professional versus non-professional, or academic qualifications per se, and there is less vagueness of role expectations in this situation. Unfortunately, the use of teams in some cases does not always follow the concept intended and some teams may only function as a collection of workers who share a common supervisor.

Another mechanism for utilizing the S.W.W. more effectively is by the network approach to delivery of social services, as discussed by Hutton.² Hutton discusses the use

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1. Donald Brieland, et al., The Team Model of Social Work Practice (Manpower Monograph No. 5, 1973), p. 1.
 2. For full discussion see M. Hutton, Using the Concept of Network to Rethink Education and Manpower Planning for the Social Services with Special Reference to Canada (Ed.D. Thesis, University of Toronto, 1977).

of network for facilitating curriculum and manpower planning in the social services.

In other circumstances, tasks are assigned according to the complexity of the case, but this idea falls short where the community college graduate is alone and has to deal with the case entirely. Furthermore, where there are budget limitations, the social service worker suffers because, although the salary is lower than other levels, agencies prefer to hire other levels, that is, B.A.'s or B.S.W.'s, because they feel that with a bit more money, the employer can get more mileage, from their broader, deeper knowledge and longer training.

In a report on Social Welfare Workers by Brawley, he stated that thousands of para-professionals were employed in a variety of human service settings, performing tasks, with the approval of professionals, which could not be classified as technical. A. Bauman has pointed out that in Manitoba currently, the Directors of Income Security at Morden, Swan River and Thompson, are all graduates of the A.C.C. course, with no university degree. In addition, the former Assistant Director of Income Security for Manitoba was an Assiniboine Community College graduate.

In other situations with the wide range of different educational levels, i.e., M.S.W., B.S.W., B.A., B.A. with Social Welfare Certificate, and Social Welfare Certificate, a rather complex system and sub-system developed with lack of task differentiation at most levels. Crane noted that

this lack of standards of competence at the various levels, together with lack of task differentiation, meant that more than one educational level were preparing graduates for performance of similar tasks.¹

The employment situation for community college graduates started changing in the early 1970's. In Crane's survey of 1972, he found that across Canada only 26% of these graduates had positions prior to graduation. Furthermore, a survey of the A.C.C. graduating class of 1974-75 and 1975-76 showed that of the respondents, 65.3% were employed and 30.5% were unemployed at the time of graduation. Of those who were employed, 47.9% were not employed in occupations not directly related to their training, and another 20% were employed outside of Manitoba. In addition, increasing numbers of graduates were going into further studies in various areas (Table VI).

The employment pattern reflects the change in the social situation from the early sixties. The acute shortage of trained social welfare workers no longer existed in the seventies, except for specific locations such as The Pas, Thompson and other northern centres, and in specific services such as child care or mental retardation for which the one-year program did not adequately prepare them. Mr. B. Cropo, Manpower Development Officer, in a report on a Manitoba Community Colleges Student Follow-up Survey of the 1974-75 class at A.C.C., noted the above percentages in

1. Crane, op. cit., p. 68.

employment pattern and proposed that there was either a general scarcity of jobs for the social services course graduates or that the training program was not preparing individuals for the types of jobs available.¹

The above imbalance between demand and supply of social welfare workers was noted, and as mentioned earlier, was discussed at various committee meetings. Why did the community college continue to graduate such high numbers? Although a compromise was made by reducing the number from 43 to 30, it never returned to the original suggestion of 20.

Lack of a Career Path

The current lack of a career path of upward mobility in the community college social service program in Manitoba could be ascribed to the way in which the program developed and its underlying philosophy. This concern was expressed by many of the students who felt "locked into" their positions and "leading lives of quiet desperation."² Several questions come to mind. If a career path had been built into the program, would it have detracted from the uniqueness of the community college program? How could this career path have been brought about? Is it important?

1. Report by B. Cropo on a follow-up survey of the A.C.C. of 1974-75 (1976).

2. This information from previous graduates was presented to the Advisory Committee in the minutes of November 15, 1972.

It appears that upward mobility was not a matter of concern for the organizers in the development of the Manitoba community colleges social service program. The curriculum covered a wide variety of topics, some of which were less detailed versions of university courses. The committee was aware of the need to prevent the program from being a smaller version of the university program, yet did not appear to have been active in providing for the uniqueness of the program. One of the unique aspects was the provision of skills to the welfare worker for the position of first contact for clients, a position in which S.W.W. are often placed.

McMahon¹ in his examination of the emergence of community college programs in the social services, noted that, like the B.S.W. programs, community college programs developed with little understanding of a possible function for the graduates. Hutton explains that both programs emerged in haste and made use of the model with which each was most familiar, namely the M.S.W. model,² but while the B.S.W. has generally been sanctioned by the profession of social work, community college programs have not fared as well.³ In Manitoba, this situation is quite true and

1. Peter McMahon, A Study of Social Service Graduates in Ontario (D.S.W. Thesis, University of Toronto, 1977).

2. Hutton, op. cit., p. 74.

3. It is only recently (1977) that the Manitoba Association of Social Workers agreed to accept graduates from community colleges.

probably accounts for the reason that the concept of upward mobility for the community college graduate was not addressed at its inception. Thus no credit for community college courses was given to anyone desiring to continue into the B.S.W. program.¹ However, in 1969, in a seminar on training programs for the social services, the feeling was expressed that it should be possible to devise an educational program that would permit community college graduates to continue their education.² Apparently it was not pursued.

The request for credit had been voiced by graduates who wished to continue educationally and by those having difficulty finding employment. In a 1972 report on employment of social service graduates, Crane reported that one of the complaints often expressed by graduates stated that:

Although my course was taken at a community college, I feel that many of the classes should be given university accreditation, since they are identical to the university classes.³

Since the courses at the community college were not in as much depth as in the B.S.W. program, credit for individual courses cannot be justified unless the course contents and

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1. The University of Manitoba grants one year of unallocated credits for two years of study at a community college. Since the A.C.C. still only has a one-year program, these graduates cannot benefit.
 2. Minutes of the Seminar on Training Programs in the Social Services at the Post-Secondary Non-University Level.
 3. Crane, 1973, op. cit., p. 73.

course hours were increased. From the student's perception the courses appeared identical and thus they felt justified in their request to be given credit for the courses. From personal experience, having completed the B.S.W. program, the student's perception is not correct, as much more is required in the B.S.W. courses. This, of course, can be achieved as there is more time in the B.S.W. program within which to do this; and the availability of appropriate texts and related references **plus** resources of individuals with expertise in different areas, all provide more in-depth exploration. This enables the student to question, analyze and develop objective answers. This could not be achieved in the one-year program at A.C.C., so the courses cannot really be considered equivalent to the B.S.W. courses.

The two-year program that was proposed by A. Bauman for several years, but never materialized, would not in itself have helped to relieve some of the "locked in" feelings, as graduates from community college programs in Ontario had also complained of feeling "locked in." However, the proposed two-year program would have provided: (a) some choices for specialization, (b) some depth of knowledge, and (c) physical mobility for the graduates, since most other provinces possessed a two-year program¹ and the A.C.C.'s two-year program would then have been nationally acceptable. The issue of upward mobility was discussed

1. See Table VII.

openly by the Advisory Committee on one occasion in 1972, where the goals of the community college education were re-established and it was indicated that there were different career patterns for community college graduates and university graduates and they should not be viewed as being on an educational continuum. This position has been maintained. The "locked-in" feeling of students is the result of both a lack of any form of continuity providing a career path and some difficulty obtaining work in other provinces as a result of the unacceptability of the one-year program in other provinces.

Apart from the positive provisions listed above, the two-year program at A.C.C. would have enabled the students to obtain credit at the University of Manitoba. This would certainly have provided one choice of a career path in which the two years of study would have been taken into account.

Implementation of Recommendations

It is observed that the issues which are contributing to the problem today, as identified in previous chapters, are the same issues that were observed and discussed by the Advisory Committee on various occasions over the years. Although there appeared to be some agreement on the existence of various problems, there often was no follow-up on the action to be taken. Lack of role identification, the imbalance between demand for and supply of S.W.W., and the need to re-evaluate the program, were all discussed and

recommendations made as early as 1967, and often thereafter, yet there was no indication that any action was taken. Why was this? The committee acted as if it had no authority, yet the members were quite representative of the social service system and had been formed originally to organize and later oversee the running of the program.

Notwithstanding all the evidence that Manitoba was somewhat behind with its one-year program when most of Canada had a two-year program and the mobility problems arising from that fact, the system was unable to move towards a two-year program. Had Bauman's proposal been accepted and acted upon when first suggested in 1967, there would have been time, with appropriate input, to re-design the program. Perhaps the question of university credit might have been addressed earlier.

Recommendations that the program be re-evaluated were based on changes in society and in social work practice. The need for re-evaluation was apparently recognized by staff and committee, yet it was not done. It appears that the staff were not able to innovate or change the program to reflect needs in society. Minutes show that Bauman often brought the concerns to the committee but not much action was taken.

It was difficult to obtain the answers, if any, to the above questions. The apparent inability to follow through with recommended action may have added to existing problems of the program.

CHAPTER VII

CONCLUSION

There is no doubt that the community college programs which developed in Manitoba were established for very legitimate reasons. The manpower needs of the 1960's recognized that the administration of social services should be improved and this could be achieved by acceptance of the fact that numerous tasks require different kinds and levels of knowledge and skills. Furthermore, these tasks could be grouped according to function and education, with the realization that the university levels of education would not fulfill the need; but it was hoped that a community college level of education would provide assistance in some tasks.

The factors discussed earlier were critical in determining the shape of the present program. Initially the program appears to have been developed in great haste. This is advantageous from the point of view of supplying the need and filling the manpower gap. However, one could see it was disadvantageous from several points. Staff had no time for input to the program or to plan ahead. It does not appear that thorough discussion occurred regarding the question of what would happen to the program after the immediate need was fulfilled nor was enough flexibility built into the development of the program to incorporate change and to ensure effective utilization of personnel in

the social services system. In view of the development of the B.S.W. program almost at the same time, some mechanism for avoiding job competition should have been attempted. Since the Advisory Committee consisted of representation from the School of Social Work and the major employers, it might have been expected to be achieved fairly well.

In the initial preparation of the program, maintaining its uniqueness was important but room should have been left for expansion or modification of the program as the manpower needs changed. This would have allowed for the addition of courses to keep in step with social developments. More cooperation and planning between the university and the program developers would have provided the choice of alternative career paths without lowering professional standards or requirements.

The two-year program which was proposed several times, especially by A. Bauman, the course instructor, but never adopted, would have been a mechanism that could have provided some flexibility in response to changes that occurred. The proposed course was not impossible and might have been incorporated without much difficulty. In spite of the concern about the program expressed by various sources, including students, the required change was not made.

The role of the community college graduate should have been clearly defined, not just for the knowledge of the student but for university students and all those who were

employers in the social services. This would have prevented the uncertainty and vagueness that exists and would have encouraged dialogue and cooperation between workers without the feeling of competition or superiority/inferiority, but rather with the appreciation of the uniqueness of each level of contribution, thus providing a sense of identity. This is possible to achieve through the team approach to the delivery of social services. In this system, all levels of workers are contributing specific skills towards an identified goal. Here the community college graduate would be meeting a specific need within the social services, as would other workers. The team concept can eliminate negative interaction and recognize the abilities of professionals and non-professionals, both of whom should of necessity comprise a well-staffed unit.

Changes in manpower needs require changes in the educational program. Since the manpower needs have changed from the time of the 1960's, but the A.C.C. program has not reflected this change, the social welfare worker, as a graduate of the A.C.C., has found himself/herself with no role identity.

The initial haste in the early development of the program may account for the problems encountered in the early years but it does not account for the perpetuation of the problem. This latter fact most likely was the result of the organizational administration of the course where no single authority took the responsibility for ensuring the

fulfillment of recommendations.

It would seem that the program at the A.C.C. could either: (1) be modified appropriately, (2) continue as it has been doing, or (3) be terminated. If it is accepted that the A.C.C. graduate still has a contribution to make (probably doing this best in a team)¹ then modification of the program should be undertaken, to provide a clearly defined role and career path. For the program to continue as is, would, undoubtedly, serve only to continue more frustration for graduates and employers. This situation would continue to create employment problems for welfare workers. Termination may be difficult as the program is now institutionalized and unless there is evidence of both declining enrolment and a high percentage of unemployed graduates, this solution may not be practical.

The Assiniboine Community College, with a clearly defined role for its graduates, may still have an important contribution to make towards the delivery of social services in Manitoba. In the writer's opinion the services of such graduates are still needed and can be made more effective with a modified educational program.

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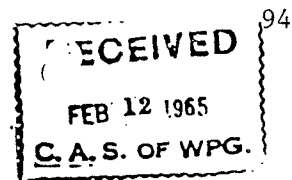
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APPENDICES

FROM I-XV

APPENDIX I

A.C.C. SOCIAL WELFARE SERVICES COURSE



Course Description:

The length of this course will be approximately 11 months in length divided into two terms: a theoretical term of 5 months, followed by a field work practice section of 2 months and a theoretical term of approximately 4 months.

Number of minutes per class period - 50.
Number of class periods per day - 6.

Course Aims:

1. To prepare the students, who successfully complete the course, to undertake practice within their competence in the field of social work.
2. To provide the student with a broad base of knowledge of the field of social welfare and social work.
3. To relate the welfare workers' operations and practice to and with those of the professional social worker in the field.
4. To instill in the student an attitude of dedication and service to the field in which he will practice.

Method of Instruction:

The theoretical section of the course will utilize lectures, discussion and all other appropriate methods of teaching decided by the instructor. Utilization of all forms of teaching aids will be undertaken. The field work practice portion of the course will be conducted in selected agencies. The students will spend two months in such agencies under the supervision of an agency supervisor selected for his ability to teach. For this period of time the student becomes in effect, a staff member of the agency in which he is placed. Placement will be of both a child service orientated agency and an adult service orientated agency. All students will spend a month in each of the two agencies. Evaluation of learning as reflected by performance will be made by the supervisor.

Evaluation:

Students will have interim exams at the end of the first term. Some of the courses will have final papers. Final examinations will be written at the end of the second term.

The students final rating will consist of marks on interim and final exam papers. A 60% requirement in field work will be necessary as well as 60% in written work to successfully complete this course. (Personal suitability will have some bearing on the final mark attained).

Course Description:

This course will extend over an eleven month period and will encompass two academic periods separated by a field work period. The focus in the academic sessions will be on the theoretical aspects, while the field work will offer opportunity for learning practice in an agency setting. The field work term will be ten weeks in duration - the academic periods will be flexible and their length will be determined by the instructor when the course is initiated.

Course Aims:

1. To prepare the students, who successfully complete the course, to undertake practice within their competence in the field of social work.
2. To provide the student with a broad base of knowledge of the field of social welfare, social work and ancillary subjects.
3. To relate the welfare workers operations and practice to and with those of the professional social worker in the field.
4. To instill in the student an attitude of dedication and service to the field in which he will practice.

Method of Instruction:

The theoretical section of the course will utilize lectures, discussions and all other appropriate methods of teaching as decided by the instructor, learning aids will be effected whenever necessary. Field work practice portion of the course will be conducted in selected agencies; students will be supervised by an agency supervisor selected specifically for this purpose. For this period of time the student becomes in effect, a staff member of the agency in which he is placed. Evaluation of the learning, as reflected by performance, will be made by the supervisor.

Evaluation:

Evaluation of the students in order to determine whether they have successfully achieved the minimum standards will be a continuous process. It will follow the pattern suggested below:

1. One half of the total mark ascribed will be derived from continuous assigned work during the theoretical phases and in classroom performance (i.e. presentation for discussion, etc.)
2. One half of the remaining portion will be ascertained by written examination at the end of the first academic term and the balance at the end of the second term. One term courses will of course, have their total marks ascribed at the end of the appropriate period.

The student's final rating will consist of marks obtained on interim and final exams, and on the on-going classroom work as assigned. A 60% requirement in the written portion of the course, as well as 60% in the field work practice portion will be the basic minimum requirement necessary to successfully complete this course.

APPENDIX II

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PROPOSED COURSE DATES1st TERM

1.	6 Sept. 65	-	10 Sept. 65
	13 " 65	-	17 " 65
	20 " 65	-	24 " 65
	27 " 65	-	1 Oct. 65
2.	4 Oct. 65	-	8 Oct. 65
	11 " 65	-	15 " 65
	18 " 65	-	22 " 65
	25 " 65	-	29 " 65
3.	1 Nov. 65	-	5 Nov. 65
	8 " 65	-	12 " 65
	15 " 65	-	19 " 65
	22 " 65	-	26 " 65
4.	29 Nov. 65	-	3 Dec. 65
	6 Dec. 65	-	10 " 65
	13 " 65	-	17 " 65
	20 " 65	-	23 " 65
5.	3 Jan. 66	-	7 Jan. 66
	10 " 66	-	14 " 66
	17 " 66	-	21 " 66
	24 " 66	-	28 " 66
	31 " 66	-	4 Feb. 66

Approximately 20 weeks of theoretical content.

Approximately 576 hours of class work (last week of January may be devoted to exams).

Final exams in 1st Term in:

1. Medical Information.
2. Administration.

Interim exams in other subjects.

BEGINNING OF 2nd TERM

6.	7 Feb. 66	-	11 Feb. 66
	14 " 66	-	18 " 66
	21 " 66	-	25 " 66
	28 " 66	-	4 Mar. 66
7.	7 Mar. 66	-	11 Mar. 66
	14 " 66	-	18 " 66
	21 " 66	-	25 " 66
	28 " 66	-	1 Apr. 66
8.	4 Apr. 66	-	8 Apr. 66
	11 " 66	-	15 " 66
	18 " 66	-	22 " 66
	25 " 66	-	29 " 66
9.	2 May 66	-	6 May 66
	9 " 66	-	13 " 66
	16 " 66	-	20 " 66
	23 " 66	-	27 " 66
10.	30 May 66	-	3 June 66
	6 June 66	-	10 " 66
	13 " 66	-	17 " 66
	20 " 66	-	24 " 66
	27 " 66	-	30 " 66
11.	4 July 66	-	8 July 66
	11 " 66	-	15 " 66
	18 " 66	-	22 " 66
	25 " 66	-	29 " 66

8 weeks block field placement. 4 weeks in Child Welfare setting. 4 weeks in Adult and/or Public Welfare setting.

Theoretical portion of 2nd term. (Consolidation, expansion and development of subjects carried over from 1st term). Addition of one new course in this term - Social Groups.

Final exams in all subjects except those in which finals were written at end of 1st term.

COURSE TOTAL - Approximately 1200 hours.

Subject Material - 1st Term - 9 subjects.

2nd Term - 7 subjects.

plus block field work placement.

APPENDIX III

CURRICULUM OUTLINE

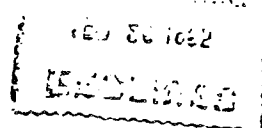
First Term

<u>Course No.</u>	<u>Hours Per Week</u>	<u>Topic</u>	<u>Total Hours</u>
1.	4	<u>Social Welfare Services</u>	80
		<ul style="list-style-type: none"> a) History. b) Social Assistance Programs at three levels of Government. c) Ancillary Adult Services. d) Primary Child Welfare Services. e) Ancillary Child Welfare Services. 	
2.	3	<u>Psychology & Normal Growth</u>	60
		<ul style="list-style-type: none"> a) Psychology - basic course given by School Instructor. b) Normal Growth as seen and utilized in welfare setting given by Welfare Instructor. 	
3	8	<u>Social Welfare Practice</u>	160
		<ul style="list-style-type: none"> a) <u>Communications Method:</u> <ul style="list-style-type: none"> 1/ Basic purpose of communicating in welfare practice. 2/ Consideration of some basic casework principles, related to welfare practice, and as utilized in the welfare worker's practice. 3/ Use of the interview method in the welfare worker's practice. <ul style="list-style-type: none"> a) The kinds of interviews usually utilized. b) The component parts of the interview. b) <u>Community Areas:</u> <ul style="list-style-type: none"> 1/ Definition of community organization; its structure and its possible utilization in developing resources to meet need. 2/ Review of community resources; their structure, organization, function and utilization. 3/ Definition of community development; its history, purpose, function. 4/ Consideration of where "development" and "welfare" meet - a look at similarities, differences, and areas of co-operation. c) <u>Practices:</u> <ul style="list-style-type: none"> 1/ Areas of competence & responsibility of welfare worker and social worker. 2/ Areas of practice of welfare worker contrasted and compared with social worker. 3/ Joint endeavours between welfare worker and social worker - <ul style="list-style-type: none"> - - co-ordination of cases; - - co-operation; - - planning; - - activity. 4/ Agency personnel practices. 	

Continued.....2

<u>First Term</u>		<u>CURRICULUM OUTLINE</u>	 2
<u>Course No.</u>	<u>Hours Per Week</u>	<u>Topic</u>	<u>Term Hours</u>	
4	1	<u>Recording</u>	20	
		a) Purpose.		
		b) Kinds.		
		c) Methods.		
5	2	<u>Medical Information</u>	40	
		a) Need for.		
		b) Recognition of illness.		
		c) Symptoms and Symptom patterns.		
		d) Accompanying behaviour patterns.		
		e) Residual capacity.		
6	2	<u>Administration</u>	40	
		a) Agency organization & structure.		
		b) Statistics.		
		c) Office Routines & procedures.		
		d) Use of administration staff.		
		e) Correspondence, etc.		
7	6	<u>Social Forces</u>	120	
		a) Introduction to Sociology.		
		b) Social structures.		
		c) Family.		
		d) Culture.		
		e) Small Groups - Nature		
		- Process		
		- Utilization.		
8	4	<u>Practice Seminar</u>	80	
		a) Discussion of lecture material		
		that was presented in the other subjects.		
		b) Special study presentation by students -		
		base for discussion.		
		c) Special assignments and projects to		
		expand and broaden lecture content.		
		d) Assigned reading and writing.		
30		TOTAL	600	

WLB/nb
April 22nd, 1965.

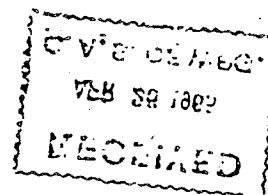


CURRICULUM OUTLINESecond Term

<u>Course No.</u>	<u>Hours Per Week</u>	<u>Topic</u>	<u>Term Hours</u>
1	6	<u>Social Welfare Services</u> a) Review of field experience and correlation of 1st term material. b) Extension and development of 1st term material).	120
2	3	<u>Normal Growth</u> a) Review of field experience and correlation of 1st term material. b) Extension and development of 1st term material. c) Abnormal behaviour patterns.	60
3	8	<u>Social Welfare Practice</u> a) Review of field experience and correlation of 1st term material. b) Development and extension of 1st term material. c) Emphasis in clarifying competence of welfare worker in practice.	160
4	2	<u>Recording</u> a) Review of field experience and correlation of 1st term material. b) Development and extension of 1st term material.	40
5	6	<u>Social Forces</u> a) Review of field experience and correlation of 1st term material. b) Development and extension of 1st term material.	120
6	5	<u>Practice Seminar</u> a) Review of field experience and correlation of 1st term material. b) Development and extension of 1st term material.	100
<u>30 Hours</u>		<u>TOTAL</u>	<u>600</u>

MLB/nh

April 22nd, 1965.



COURSE CONTENT OUTLINE - Course material should encompass the following:

1. Social Welfare Services:

- a) History should review development from the 17th and 18th century onward. Emphasis should be on 20th century development and thought. A light view of trends might be interesting to the students.
- b) The Systems should include a detailed view of the various forms of assistance provided in the province by the three levels of Government. Emphasis should be placed on the provincial and municipal programs.
- c) Other Welfare Resources should cover programs provided by agencies other than of a direct financial assistance nature, extant in the province. This to include services such as those provided by the S.C.C. & A., F.R., Rehab., etc. The focus would be primarily on the adult scene.
- d) Child Welfare Services should include a detailed view of services, agencies providing these, and the legislation providing for these services. A clear view should be taken of what parts of the Department of Welfare provide such service; also a similar view of the Children's Aid Societies. Consideration of how these agencies work within the frame work of the legislative provisions must be included.
- e) Ancillary Child Welfare Services should encompass a detailed view of those services that support and broaden the basic services discussed in (d) above. This area would focus on services provided by agencies such as Juvenile Court, Child Guidance Clinics, Society for Crippled Children and Adults, etc.

2. Normal Growth and Abnormal Patterns.

This course will be in two phases.

- a) A general psychology course devoting attention to a basic understanding of the subject... This will be taught by the Instructor of Psychology at the school.
- b) An extension of the course dealing with normal growth in terms of phases experienced by person in terms of physical, psychological and social development. The strengths of the person should be highlighted and the focus of the course should be on the utilization of such strengths in problem situations. The emphasis will be on "the normal" performances.

In second term some time should be devoted to a survey of abnormal behaviour patterns so that these may be recognized by the welfare worker in this clientele and suitable referral made. Under no circumstances would the welfare worker attempt treatment in this area. No undue, and in fact, any emphasis should be placed on this segment of the course.

3. Welfare Work Practices: This course is designed to provide the student with knowledge of the actual practice methods, and areas of operation, he will be using when employed in the social agency. The course will deal with the following three broad areas

- 1) The Communication Method - This area will consider how a worker communicates with the client, community and/or others. It will attempt to explain why this is necessary; then consideration will be given to the basic principles underlining this way of working. Some consideration of how this is actually done will also be covered.
- 2) The Community Area - This area will give some consideration to how communities organize themselves in order to meet needs that exist. A look at how this may be stimulated and utilized in practice will be undertaken. A detailed consideration of existing community resources will be undertaken. Some discussion of what community development is; how it came into being; why it is needed; and how it relates to welfare practice will also be covered.
- 3) This course would provide the student with some view of and preparation for practice in the field. It would consider amongst others, the following areas:
 - a) The differences between a welfare worker and a social worker.
 - b) The areas of practice and responsibility of the welfare worker as contrasted with and compared to a social worker.
 - c) Joint endeavours in practice including planning, activity, co-operation, and inter-relatedness.
 - d) The welfare workers area of work - kind of practice he will have, position in field and agency, uniqueness.

COURSE CONTENT OUTLINE

..... 2

4. Recording:

This course should include material encompassing the purpose and different kinds of recording, e.g. teaching; supervision; learning; research; administration; diagnostic; summary; process; etc.

It should provide some discussion as to method of recording, i.e. preparation for and planning of recording, organization of; etc.

Some discussion as to the worker's responsibility for recording will also have to be covered.

5. Medical Information:

This course should provide sufficient information about the major illnesses and disease so that the student will be able to recognize them ~~and~~ when in practice. It should entail the recognition of these; their symptoms and symptom patterns; and a view of probable and possible accompanying behaviour patterns of the individual afflicted with such illness. Survey of residual capacity might also be included. Illness to be considered might include such as arthritis, sclerosis, senility, etc.

6. Administration:

This course should provide the student with some knowledge of how agencies are organized and operate, and how he will fit into such an organization.

It would consider areas such as:

- a) Agency structure and organization.
- b) Office routines and procedures.
- c) Statistical reports:-
 - i) Need for these,
 - ii) Responsibility for completion.
- d) Cars, vehicles, responsibility and use.
- e) Use of, and association with stenographic and other clerical staffs.
- f) Correspondence, use of phone, phone messages etc.
- g) Personnel practices usually found in agencies.

7. Social Forces:

This course would be given in both terms: it could be considered as partly being a knowledge information course, and subsequently a dynamic, functional one. It would encompass the following areas:

- a) Introductory Sociology - a survey of the major theories and concepts of sociology and their application to welfare.
- b) Social Structures - a survey of the composition of society today with some consideration of some of the social problems that may reflect in the practice of social work generally. e.g. Is there "poor" and what are they like. Is there "class" in our society and what does it look like?
- c) Family - A consideration of what today's family is like in its structure, its influence, its form, its area of interest, etc. What does it indicate for practice.
- d) Culture - The consideration of a definition of this and other related terms; it would consider areas such as: how is culture preserved, transmitted and institutionalised? What are areas of conflict between cultures, and how may these appear in the welfare workers practice, etc.

In second term an extension of the above would be given and some time would also be devoted to the following areas:

Small Groups: This would enunciate the purpose of the small group, the process in small groups (not professional content), and the utilization of small group process in the practice of a welfare worker.

Continued.....3

COURSE CONTENT OUTLINE

..... 3

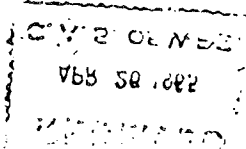
8. Practice Seminar

This course is designed to help the student to expand and broaden the base presented in the lecture courses. It offers the student the opportunity increase his knowledge; to learn independent methods of finding, and sorting out pertinent information, and to develop his ability to present material in a meaningful way. It will also offer the opportunity read widely, to write purposefully, and to participate in special projects and assignments which will add a greater understanding to the practice of the student when he graduates.

9. The Director will have freedom to add to this block syllabus as he sees fit; or to change it where he deems it necessary. However, such procedure must have the concurrence of the Advisory Committee and it shall be consulted before such action is taken.

- a) Responsibility for detailed syllabus, time-table, instructional staff, will be vested in the Director.

WLB/nh
April 22nd, 1965.



APPENDIX V(a)

39

MALE & FEMALE HELP

**Department of Education
Vocational Branch****SPECIAL TRAINING
OPPORTUNITY**

(Sponsored Jointly by the Government of Canada
and the Province of Manitoba)

WELFARE SERVICES COURSE

This course is designed to prepare students to undertake practice within their competence and training in the field of Social Welfare.

Classes are scheduled to commence at the Manitoba Vocational Centre, Brandon, on Tuesday, September 7, 1965.

Course will be of eleven months duration, divided into two terms of five months each with a field work practice section of one month in between terms.

**APPLICANTS MUST BE 18 YEARS OF AGE
and HAVE HIGH SCHOOL GRADUATION**

Applications Are Available at:

The Manitoba Vocational Centre,

11th Street South at Queens, Brandon, Manitoba

Phone PA 2319, Brandon, Man.

Source: Winnipeg Tribune, July 31, 1965

APPENDIX V (b)

EMPLOYMENT POSSIBILITIES:

At the present time there is an acute shortage of trained welfare workers in health and welfare agencies. In addition, the field continues to grow at a rapid rate.

Graduates are given a general background of education and experience to prepare them for employment in all types of health and welfare agencies in rendering services to:

- the aged;
- families;
- children;
- physically and mentally handicapped adults, etc.

For further information address your inquiries to:

VOCATIONAL BRANCH,
DEPARTMENT OF EDUCATION,
1181 PORTAGE AVENUE,
WINNIPEG 10, MANITOBA.

Unemployed persons should apply to the nearest office of the National Employment Service.

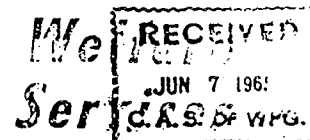


PROVINCE OF MANITOBA

The administration of the Manitoba Vocational Centre (Brandon) is the responsibility of the Vocational Branch, Department of Education, Province of Manitoba.

CERTIFICATE OF ATTAINMENT:

Successful candidates will be awarded a Certificate of Attainment by the Department of Education.

MANITOBA VOCATIONAL CENTRE
(BRANDON)

"Opening Doors to Better Employment"

SPONSORED JOINTLY BY THE
PROVINCE OF MANITOBA,
DEPARTMENT OF EDUCATION, AND
THE GOVERNMENT OF CANADA

GENERAL INFORMATION

ENTRANCE REQUIREMENTS:

1. High School Graduation (Commercial, Industrial, General or University Entrance Course).
2. For the present, Junior Matriculation or its equivalent if secured prior to December 31, 1963 (another option is acceptable in place of a second language).
3. All applications will be subject to approval by the Advisory Committee.

LENGTH OF COURSE:

One school year of eleven months duration. The year will be divided into 2 terms of 5 months with a field work practice section of 1 month in between. Classes will commence in September of each year.

FEES:

This course will be available to unemployed persons under Program 5. For details contact your local National Employment Office.

Those not eligible under Program 5 or 6 will pay a tuition of \$200.

Books, incidentals, board and lodging are extras for which all students will have to pay.

NATURE OF THE PROGRAM:

The Welfare Services Program is designed to prepare students, who successfully complete the course, to undertake practice within their competence and training in the field of Social Welfare.

It will provide the student with a broad base of knowledge in this field and relate his operations to and with those of the professional social worker in the field.

The course is designed to develop in the student an attitude of dedication and service to the field in which he will practice and to give him the necessary basic understanding of welfare work to enable him to carry out his duties efficiently and effectively.

COURSE OUTLINE

FIRST YEAR

Term 1	Hours/Week
Social Welfare Services	4
Psychology and Normal Growth	3
Social Welfare Practice	8
Recording	1
Medical Information	2
Administration	2
Social Forces	6
Practice Seminars	4
	<hr/> 30

Term 2

Social Welfare Services	4
Psychology and Normal Growth	3
Social Welfare Practice	8
Recording	1
Medical Information	2
Administration	2
Social Forces	6
Practice Seminars	4
	<hr/> 30

Between Term 1 and Term 2 there will be a field work practice section of one month.

The outstanding contribution and assistance given by the members of the course Advisory Committee is gratefully acknowledged.

The members of the Committee are giving their whole - hearted support to this educational program and are recognized authorities in their respective fields.

1. DEA VOCATIONAL CENTRE (STANDARD)

106 *Jan 1967*
Agg

WELFARE SERVICES COURSE

STUDENT TEXTS - 1965-67

SOCIAL WELFARE PRACTICE

Woodroffe: <u>From Charity to Social Work</u>	\$ 4.50	
Toule: <u>Common Human Needs</u>	2.50	
Garrett: <u>Interviewing: Its Principles & Methods</u>	<u>2.00</u>	\$ 9.00

SOCIAL WELFARE SERVICES

* Friendlander: <u>Introduction to Social Welfare</u>	7.00	
C.W.C.: <u>Child Protection In Canada</u>	.75	
<u>Standards in Public</u>		
<u>Assistance Administration</u>	<u>.25</u>	\$10.00

SOCIAL FORCES

Blissner et al: <u>Canadian Society</u>	5.50	
* Bristedt: <u>The Social Order</u>	3.00	
Benedict: <u>Patterns of Culture</u>	2.25	
Mead: <u>Growing of Age in Samoa</u>	<u>.75</u>	\$16.00

PSYCHOLOGY

* Piattus & Albright: <u>Psychology of Human Development</u>	9.40	
Adler: <u>Understanding Human Nature</u>	<u>.60</u>	\$10.00

ADMINISTRATION

Simon: <u>Philosophy of Democratic Government</u>	2.25	
* Blau: <u>Bureaucracy in Modern Society</u>	1.50	
Danson: <u>Democratic Government in Canada</u>	<u>2.25</u>	\$ 6.00

ECONOMICS

Armstrong: <u>An Introduction to Economics</u>	1.50	
Watkins & Forester: <u>Economics: Canada</u>	3.50	
Katona: <u>The Mass Consumption Society (est)</u>	<u>5.00</u>	\$10.00

COMMUNICATION SKILLS

Snidle: <u>Clear Writing for Easy Reading</u>	<u>3.00</u>	\$ 3.00
		<u>\$61.50</u>

APPENDIX VII



Welfare Services Instructor REQUIRED

The Manitoba Vocational Centre located at Brandon is offering a new course which will prepare students at the post-high school level to undertake practice in the field of Social Welfare.

Duties involve the preparation and teaching of the one year course. Incumbent will be required to work closely with the Provincial Craft Advisory Committee.

QUALIFICATIONS

University graduation from an accredited School of Social Work, with a minimum of three years' responsible experience in the field, preferably dealing with Child Welfare and Financial Assistance Programs. Preference will be given to applicants with teaching experience and an M.S.W. degree.

SALARY RANGE

\$8,400 to \$10,200 depending on qualifications and experience.

This position offers full Civil Service Benefits including liberal sick leave, three weeks' annual vacation with pay, pension and group insurance privileges.

Apply on or before September 1 to:

Manitoba Civil Service Commission

Room 334 Legislative Building, Winnipeg 1, Manitoba

WINNIPEG TRIBUNE MONDAY, AUGUST 23,
1965

APPENDIX VIII

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MANITOBA VOCATIONAL CENTRE

E-204 Electrical Practice and Design

Electrical design and layouts; wiring in hazardous locations; electrical heating; auxiliary systems; fault current calculations; main distribution design.

E-202 Electrical Fundamentals

Polyphase systems; measurement of three-phase power; power systems; transformers and their use in single and three phase systems.

E-203 Basic Electrical Instruments

Impedance bridges; the vacuum-tube voltmeter; the cathode ray oscilloscope.

G-320 Mathematics

Differential and Integral Calculus; rates of change; maxima and minima; curve tracing; arc lengths; areas; volumes; centroids; moments of inertia.

E-314 Illumination System Design

Introduction — light sources; candle power; level of illumination; brightness; etc., illumination measurements; types of lamps and their characteristics; design of lighting layouts; cost analysis.

E-304 Electrical Circuits

Kirchoff's Laws; loop and nodal analysis; response of networks in determinantal form; four-terminal networks.

E-305 Electrical Machines

Synchronous machines; induction motors; single, two and three phase.

E-308 Electronics

Electron ballistics; motion of charged particles in vacuo and gases; vacuum and gas filled tubes; amplifiers, oscillators.

E-303 Electrical Drafting

CSA, IEEE, etc. symbols; electrical layouts; drawing projects.

E-311 Control Systems

Equations of physical systems; hydraulic, pneumatic, mechanical and electrical components of physical systems; analogues; transfer functions (Emphasis on the power implications.)

E-313

E-413 Electrical Measurements
Instrument transformers; the clip-on ammeter; electrostatic voltmeters; polyphase wattmeters; induction watt-hour meters; recording meters.

G-402 Mathematics

Elementary differential equations; Boolean algebra; analogue and computer operations.

G-407 Economics

Depreciation; overhead; cost of material; labour and expenses; financial statements; production economics.

E-405 Electrical Machines

Induction motors continued from E-305. Synchronous converters; polyphase induction regulators; phase converters; etc.

E-406 Control Systems

Performance evaluation of proportional error, derivative and integral control systems; recorders, use of computers in the control system field.

E-415 Specifications

Construction contracts; bidding procedure; specifications writing; CSA, CEMA and Canadian Government specifications; catalogue specifications.

E-408 Electronics

Modulators and demodulators; photo-electric devices; rectifiers; semi-conductor devices; magnetic amplifiers, semi-conductor motor control etc.

E-414 Switch Gear and Protection

Various types of switches; various types of relays; various types of circuit breakers; etc.

CALENDAR FOR 1966-1967

COURSE No. 2**Welfare Services Technology****Entrance Requirements**

1. Grade XII standing (Vocational Industrial, Commercial, General or University Entrance Course).
2. Junior Matriculation or its equivalent if secured prior to December 31, 1963, will be accepted for the present.
3. Applicants must be between 20 and 54 years of age.
4. All applications are subject to the approval of the Advisory Committee. The Advisory Committee will arrange interviews between prospective applicants and practising social workers in various parts of the province.

Note:—In most cases those that are eligible for enrollment but who already hold a B.A. or equivalent degree are advised to enrol in professional schools of social work rather than in this course.

Length of Course

The course is of eleven months duration divided into three semesters:

1. 4½ months classroom instruction.
2. 2 months field work.
3. 4½ months classroom instruction.

Fees and Expenses

The tuition fee for the course in Welfare Services Technology is \$200.00 with \$100.00 payable at registration and the other \$100.00 payable just prior to the two months field work.

Other expenses include textbooks, incidentals, board and lodging.

Employment Possibilities

Welfare Services Technology is designed to prepare people for employment with public and private welfare agencies. Public agencies include those at the federal, provincial, and municipal government levels. Graduates of this course will do practical work under the supervision of a professional social worker. They may make case studies, compile reports, and perform many other practical functions of the agency.

APPENDIX IX

GENERAL INFORMATIONFEES AND EXPENSES:

The tuition fee is \$100.00 per term for two terms. Books and supplies are available through the Centre's Book Store. The Student Council also collects a fee of 50¢ per month duration of the course.

FINANCIAL ASSISTANCE:

Some students may qualify for student loans or apply for bursaries.

Unemployed or underemployed persons should contact the nearest office of the Canada Manpower Centre to determine their eligibility for subsistence allowances while in training.

CAFETERIA:

The Manitoba Vocational Centre does not have any residence facilities but maintains a list of homes offering board and room or similar accommodation.

The cafeteria at the Centre offers hot or cold lunches and beverages for break periods.

SCHOLASTIC REGULATIONS:

Students are required to satisfactorily complete all aspects of the course and can be dismissed for unsatisfactory progress, attendance or attitude.

Upon successful completion of the course the students are recommended by the instructor for certificates of attainment which will be formally presented at graduation exercises held periodically at the Centre.

GENERAL INFORMATION CONT'D.STUDENT ACTIVITIES:

The students form a council each year to organize various activities such as dances, newspapers, and many clubs.

The Centre has a large gymnasium and a full-time physical education instructor. Instruction is given in many different sports such as golf, badminton, basketball, etc. All students are urged to try-out for teams to represent the Centre and to take part in intra-mural activities.

INQUIRIES:

Direct all inquiries to the
Manitoba Vocational Centre
1430 Victoria Avenue East
Brandon, Manitoba

Telephone: PA 9-8421

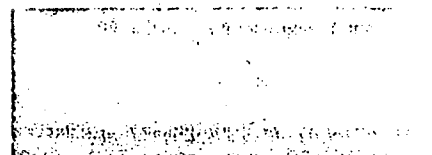
NOTE:

Effective November, 1967 our telephone number will be 727-8421.

Welfare Services Technology

MANITOBA VOCATIONAL CENTRE

1430 Victoria Avenue East
Brandon, Manitoba
PA 9-8421



WELFARE SERVICES TECHNOLOGY

ENROLLMENT DATES:

Contact the Registrar at
Manitoba Vocational Centre (Brandon)

ENTRANCE REQUIREMENTS:

1. Grade XII standing (Vocational Industrial, Commercial, General or University Entrance Course).
2. Junior Matriculation or its equivalent if secured prior to December 31, 1963, will be accepted for the present.
3. Applicants must be between 20 and 54 years of age.
4. All applications are subject to the approval of the Advisory Committee. The Advisory Committee will arrange interviews between prospective applicants and practising social workers in various parts of the province.

Note:—In most cases those that are eligible for enrollment but who already hold a B.A. or equivalent degree are advised to enroll in professional schools of social work rather than in this course.

LENGTH OF COURSE:

The course is of eleven months duration divided into three semesters. One group of students spends 4 months in classroom instruction, 2 months in field training with a social welfare service agency, and the remaining 5 months in classroom instruction. The other group of students spends 6 months in classroom instruction and 2 months in field training followed by 3 months in the classroom.

COURSE CONTENT:

<i>Term 1</i>	<i>Hours/Week</i>
Social Welfare Services	5
Psychology and Normal Growth	3
Social Welfare Practice	5
Economics	3
Medical Information	2
Administration	2
Social Forces	5
Practice Seminars	5
	30
<i>Term 2</i>	
Social Welfare Services	5
Psychology and Normal Growth	5
Social Welfare Practice	5
Administration	4
Social Forces	5
Practice Seminars	6
	30

EMPLOYMENT POSSIBILITIES:

Welfare Services Technology is designed to prepare people for employment with public and private welfare agencies. Public agencies include those at the federal, provincial, and municipal government levels. Graduates of this course will do practical work under the supervision of a professional social worker. They may make case studies, compile reports, and perform many other practical functions of the agency.

... The Manitoba Vocational Centre (Brandon) gratefully acknowledges the outstanding contribution and assistance given by the members of the course advisory committee.

The Members of the committee give their whole-hearted support to this educational program and are recognized authorities in their respective fields. . .

APPENDIX X

ASSINIBOINE COMMUNITY COLLEGEA Proposal for a Two Year Social Services Course

Since the fall of 1965 Assiniboine Community College, and from 1968 - 1973 Red River Community College, has offered a one-year course designed to train people to work in the social services. For the first six to seven years the majority of applicants for the course had had prior work experience, however, since 1972 when the admission requirements were changed to correspond with the lowered age of majority - 18 instead of 21 - an increasing number of applicants are being accepted who have had little or no work experience, that is, they enter the course directly from Grade twelve. In 1975 25% of the incoming class was in this group. Three years ago it was 2%.

As well the number of applicants with prior work experience is declining. Consequently to maintain a full class it follows that a greater number of applicants directly from Grade 12 are being accepted.

Since the course was initiated the employment situation has also changed considerably. Whereas, there was an acute shortage of social service workers in 1965, there is now little, if any, shortage of trained personnel, other than in some specific localities eg. The Pas, Thompson, and other northern centres, or in some specific services such as in child care institutions or services for the mentally retarded. Given this kind of employment situation, social services graduates with a one-year course only after Grade 12 are finding it increasingly difficult to obtain employment because of the preference employers have for persons with more training.

The classes of 73/74 and 74/75 have been particularly emphatic in their request for a longer course - two years, instead of one. A survey taken last year indicated 32 out of 38 respondents wanted the two year course to achieve a more satisfactory level of training.

Instructional staff are also greatly concerned about the limitations of one-year course, particularly in view of the sharply increasing number of students

entering the course directly from Grade 12. A one-year course is simply not long enough to provide them with any depth to their training. Students with some years of work experience prior to entering the course achieve a more satisfactory level of training primarily because of the added life experience they have had and which makes it possible for them to derive greater benefit from the training.

In view of the current realities, a two-year course is proposed. The first year would be very similar to the present program with the second year to provide an opportunity for some concentration in a specific area of social service such as child welfare, mental retardation, or corrections. A brief outline of a possible two-year program follows:

Year I - Sept. - May (9 months)

Year II - Oct. - June (9 months)

By setting the program up as indicated above, the student would have an opportunity to work for 4 months between Year I and Year II.

A practicum for both years is indicated. In Year I an observational type placement of from 4 - 6 weeks is proposed. In Year II the student would become involved in service delivery in a social agency for a period of at least 10 weeks, and preferably up to 12 weeks or longer. The balance of the second year would be spent in concentrated study on a specific area of social service work. The study program for each student would be as individualized as is possible.

The proposed subjects for Year I are listed below, as well as two possibilities for Year II.

<u>Year I</u>	<u>Approx. No. of Hours</u>
Canadian Social Services	150
Counselling In The Social Services	150
Psychology	120
Sociology	120
Communications	120
Law	60
Practicum	200
Total	920

APPENDIX

- Subject Descriptions - Year I
- Canadian Social Services - 150 hrs.
- In this subject the student will be introduced to the values of a democratic society relative to the social services so that he can examine personal values and attitudes as he contemplates a career in the social services. In addition four broad areas of services will be considered: income maintenance, child welfare, corrections and health. The types of services and their underlying philosophy, features and limitations will be discussed.
- Counselling In The Social Services - 150 hrs.
- The primary focus of this subject will be on the helping process in need situations, which will include techniques of interviewing, and the impact of worker goals, values and ethical obligations on the worker's activities.
- Psychology - 120 hrs.
- The focus of this subject will be on the basic principles of human behaviour - how the individual interacts with and responds to his environment. It will include such topics as the biological base of human behaviour, learning, intelligence, motivation, emotion, sensation, perception, and personality.
- Sociology - 120 hrs.
- Attention will centre on man's social behaviour - men living with other men - and the nature of the arrangements man devises to make group living functional. Topics such as culture, society, social stratification, status and role will be considered as well as Canadian minority groups.
- Communications - 120 hrs.
- About one-third of the hours listed will be utilized in developing written communication skills, with particular emphasis on situations requiring letters and reports to achieve action. The balance of the time will be spent on interpersonal communication which will focus on self-understanding as it relates to interpersonal relations.
- Law - 60 hrs.
- A brief introduction to Canadian Law with particular emphasis on those aspects relating to the social services, for example, the Canada Assistance Plan, the Juvenile Delinquent's Act, the Manitoba Social Allowances Act, Child Welfare Act, Mental Health Act and Corrections Act.
- Practicum - 200 hrs.
- The student will be introduced to a particular agency's services initially as an observer but with some involvement as a provider-of-service to this agency's clientele as well. In addition the student will have an opportunity to learn about other community services related to those of the agency he/she is with.

Year II - Child Welfare Services option

	<u>Approx. No. of Hours</u>
Practicum	350 (minimum)
Child Welfare Services	96
Counselling in Child Welfare	96
Human Development	96
Sociology of the Family	96
Family Law	48
Consumer Economics	72
Behaviour problems of children	<u>60</u>
Total	914

Subject Descriptions -Year IIChild Welfare Services OptionPracticum - 350 hrs.

The practicum in Year II will provide the student with an opportunity for more intensive involvement as a provider-of-service to the agency's clientele. Interviewing, making home visits, contacting resource personnel in other agencies, preparing social histories, writing letters concerning clients, participating in case conferences and other activities involving clients will all be part of the student's learning-by-doing. The student will be under the supervision of an agency supervisor during the practicum, however College instructors will maintain regular contact with the agency to ensure that a suitable practicum is in effect.

Child Welfare Services - 96 hrs.

A study of the objectives, philosophy, features, and limitations of services for children.

Counselling In Child Welfare - 96 hrs.

Principles of helping as it relates to children and their parents. The special features of working with children and with parents who may be hostile to the worker will be considered.

Human Development - 96 hrs.

A life span view of human development with special emphasis on the development of the self-concept in children and in adults.

Sociology Of The Family - 96 hrs.

The focus of this subject will be family interaction patterns, including the dysfunctional aspects of these patterns. Discussion of "multi-problem" families will be included.

Family Law - 48 hrs.

Topics to be considered include the following: engagement, marriage, legal separation, desertion, annulment, divorce, alimony and maintenance, wills, estate planning, bankruptcy, death duties. In essence this subject deals with matters of a legal nature that may arise as a result of two people getting married.

Consumer Economics - 72 hrs.

A topical view of the consuming situation in Canada which will deal with such topics as food, health care, housing and insurance. Consumer rights and remedies to problem situations will be considered as well.

Behaviour Problems of Children - 60 hrs.

The problems that arise with children in their own homes, in foster homes, or in institutions. Some examples of problem behaviour to be considered and ways of dealing with them are: extreme aggressiveness, withdrawal from activities, and people stealing, lying, truancy, cruelty to animals and to children, destructiveness.

- 3 -

Year II - Mental Retardation Services option.

	<u>Approx. No. of Hours</u>
Practicum	350 (minimum)
Introduction to Mental Retardation	96
Human Development	96
Behaviour Management	60
Sociological Aspects of Mental Retardation	60
Community Services	48
Program Development	96
Interpersonal Relationships	72
Health Care	<u>48</u>
Total	926

at Descriptions -Year IIMental Retardation Services Option

Practicum - 350 hrs.

The practicum in Year II will provide the student with an opportunity for more intensive involvement as a provider-of-service to the agency's clientele. Interviewing, making home visits, contacting resource personnel in other agencies, preparing social histories, writing letters concerning clients, participating in case conferences and other activities involving clients will all be part of the student's learning-by-doing. The student will be under the supervision of an agency supervisor during the practicum, however College instructors will maintain regular contact with the agency to ensure that a suitable practicum is in effect.

Introduction to Mental Retardation - 96 hrs.

This subject will deal with an historical overview, identification, causation, prevention and classification of mental retardation. The principle of normalization will be the philosophical basis of the material considered.

Human Development - 96 hrs.

A life span view of human development with particular emphasis on the development of a concept of self as it relates to the mentally retarded.

Behaviour Management - 60 hrs.

The purpose of this course would be to teach basic principles of behaviour modification, with emphasis on rules for applying these principles in training the retarded. Also, some emphasis would be placed on program design, research in behaviour modification and the acquisition of practical skills.

Sociological Aspects of Mental Retardation - 60 hrs.

The social implications of retardation as it relates to the community and to individual families in communities will be considered. Particular attention will be given to the problem of stigmatization and how it may be dealt with and related to principles of normalization.

Community Services - 48 hrs.

The kinds of community services that exist for the mentally retarded will be considered, with emphasis being given to their objectives, philosophical basis, features and limitations.

Program Development - 96 hrs.

It is the intent of this section to deal with the basic principles of planning and subsequently relate principles to actual practices within vocational, residential, children's development, support, recreation and daily living skill situations. This section is aimed at the development of an appreciation of the need for planning at the individual level as well as at the group or total service level. The emphasis, however, will be at the individual level of program.

- 5 -

Other possible options for Year II are:

1. correctional services for juveniles and adults
2. social services in the health field: e.g. mental health, the handicapped, geriatrics.

In addition to the 2nd year options suggested above, a proposal is under consideration to offer a Social Services component (2 terms of 12 weeks each) to students in the public service option of the Administrative Studies department. These students would obtain a good business background plus some social services subjects so that they could obtain employment in provincial and municipal income security (public assistance) programs. The present social services course, according to some officials in the Health and Social Development department, Income Security division, does not have an adequate business component.

The proposals outlined above are presented on the grounds that the present one-year program is inadequate to meet the employment needs of the 70's.

Brief subject descriptions are provided in the attached appendix.

Oct/75
AMB

APPENDIX XI

- COURSE PROPOSAL -- WELFARE SERVICES TECHNOLOGY -

for the

MANITOBA INSTITUTE OF APPLIED ARTS

Date: August, 1967.

Designed & Developed by:

W. L. Bell,
Secretary - Advisory Committee.

Course Description:

This course will extend over an eleven month period and will encompass two academic periods separated by a field work period. The focus in the academic sessions will be on the theoretical aspects, while the field work will offer opportunity for learning practice in an agency setting. The field work term will be ten weeks in duration - the academic periods will be flexible and their length will be determined by the instructor when the course is initiated.

Course Aims:

1. To prepare the students, who successfully complete the course, to undertake practice within their competence in the field of social work.
2. To provide the student with a broad base of knowledge of the field of social welfare, social work and ancillary subjects.
3. To relate the welfare workers operations and practice to and with those of the professional social worker in the field.
4. To instill in the student an attitude of dedication and service to the field in which he will practice.

Method of Instruction:

The theoretical section of the course will utilize lectures, discussions and all other appropriate methods of teaching as decided by the instructor, learning aids will be effected whenever necessary. Field work practice portion of the course will be conducted in selected agencies; students will be supervised by an agency supervisor selected specifically for this purpose. For this period of time the student becomes in effect, a staff member of the agency in which he is placed. Evaluation of the learning, as reflected by performance, will be made by the supervisor.

Evaluation:

Evaluation of the students in order to determine whether they have successfully achieved the minimum standards will be a continuous process. It will follow the pattern suggested below:

1. One half of the total mark ascribed will be derived from continuous assigned work during the theoretical phases and in classroom performance (i.e. presentation for discussion, etc.)
2. One half of the remaining portion will be ascertained by written examination at the end of the first academic term and the balance at the end of the second term. One term courses will of course, have their total marks ascribed at the end of the appropriate period.

The student's final rating will consist of marks obtained on interim and final exams, and on the on-going classroom work as assigned. A 60% requirement in the written portion of the course, as well as 60% in the field work practice portion will be the basic minimum requirement necessary to successfully complete this course.

CURRICULUM OUTLINE

<u>Course No.</u>	<u>Topic</u>	<u>Course Hours</u>
11.	<u>Social Welfare Practice</u>	180 hours
	a) <u>Communication</u>	
	1. <u>Verbal</u>	
	- Definition & nature of communication.	
	- Facilitators & limiter of communication.	
	- Varieties in communication.	
	2. <u>Written</u>	
	- Nature & types of written communication.	
	- Component parts of written communication.	
	- Special forms of written communication.	
	b) <u>Practice Methods</u>	
	1. <u>Casework</u> -	
	- Definition	
	- Purpose	
	- Constituent parts including interviewing, recording, accountability.	
	- Method of application.	
	2. <u>Community Resources Utilization</u> -	
	- Nature of communities.	
	- Mobilization methods including social action and intervention.	
	- Indigenous leadership.	
	- Catalysts and direct leadership.	
	- Community Organization - (traditional).	
	3. <u>Group Methods</u> -	
	- Definition; types of agencies, and normative practice methods.	
	- Utilization of group work in casework agencies.	
	- Neighbourhood Services Agencies.	
	- Multi-Service Agencies.	
	c) <u>Relationship between social work staffs</u>	
	- Those trained in Technical Schools and at Univ.	
	- Similarities and differences.	
	- Areas of function, co-operation, co-ordination and joint responsibility.	
	- Utilization of supervision.	

CURRICULUM OUTLINE Cont'd

<u>Course No.</u>	<u>Topic</u>	<u>Course Hours</u>
2.	<u>Social Forces</u> <ol style="list-style-type: none"> 1. Introduction to sociology. 2. <u>Societal Institutions</u> <ul style="list-style-type: none"> - Family - Political - Educational 3. <u>Social Organization</u> <ul style="list-style-type: none"> - Roles - Class and power - Status and roles 4. <u>Process and Problems</u> <ul style="list-style-type: none"> - Dysfunctioning - Disorganization <ul style="list-style-type: none"> - Poverty - Automation 	180 Hours
3.	<u>Social Welfare Services</u> <ol style="list-style-type: none"> 1. History and Philosophy of Social Welfare. <ul style="list-style-type: none"> - Place of social work. 2. Nature of Government in Modern Society. 3. Organization of services in Canada. <ol style="list-style-type: none"> a) Authority for service. b) Funding c) Nature and Kinds of service agencies <ol style="list-style-type: none"> i) Public ii) Private iii) Level of Organization (Munic., Prov., Fed.) 4. Basic Adult/Family Services. 5. Basic Services for Children. 6. Ancillary Services for Adults/Family. 7. Ancillary Services for Children. 	180 Hours

SUBCURRICULUM OUTLINE Cont'd

<u>Course No.</u>	<u>Topic</u>	<u>Course Hours</u>
4.	<u>Administration</u>	60 Hours
	1. <u>Organization of social agencies</u>	
	a) Nature of organization.	
	b) Types of staffs utilized.	
	c) Inter-relatedness of staffs.	
	2. <u>Provision of Service</u>	
	- Intake methods	
	- Rendering of services	
	a) Prevention of "red tape".	
	- Bureaucracy and facilitation of service.	
	3. <u>Office routines and procedures</u>	
	- Nature	
	- Statistics, kinds and use.	
	4. <u>Personnel Practices.</u>	
5.	<u>Psychology</u>	60 Hours.
	1. Biologic Foundations and Basic Processes.	
	2. Personality.	
	3. Normal Growth	
	- Stages and Levels of Development.	
6.	<u>Economics</u>	54 Hours.
	1. Nature of economic forces in Canada.	
	2. Influence on society	
	- place of labour unions & legislation, etc.	
	3. Relationship to welfare.	

- 4 -

CURRICULUM OUTLINE Cont'd

<u>Course No.</u>	<u>Topic</u>	<u>Course Hours</u>
7.	<u>Medical Information</u> <ol style="list-style-type: none">1. Working description of Health & Illness.2. Nature and role of Public Health and Public Health agencies.3. Service inter-relationship.	36 Hours.
8.	<u>Orientation and Study Seminars</u> <ol style="list-style-type: none">1. Introduction to social agencies by field trips and special assignments.2. Individual and group research, and preparation and presentation.	140 Hours.
9.	<u>Field Work Placement</u> <ol style="list-style-type: none">1. Full time activity in an assigned social agency under the direction of an appointed agency supervisor.	10 Weeks.

COURSE CONTENT OUTLINE

1. Social Welfare Practice -

This course is designed to provide the student with information as to the nature of his work. It will consider practice methods, areas of operation, etc. that are normally found in social agencies. Some thought will be given to the area of communication as basic to all practice. The course will deal with the following areas and would encompass both terms.

a) Communication:

The content of this portion of the course would give consideration to both verbal and written means of communication. Information would be provided about all aspects of the subject and would include:

- The nature of communication
- constituent part of communication
- facilitators and limiters of communication
- forms of communication.

b) Practice Methods:

This portion of the course would review and provide information as to the varying, primary methods that are utilized in the provision of service. The following areas would be included:

1) Casework -

An introduction to this method of providing service. Review of the nature of this method; the constituent parts, and method, mode and means, of employment casework would be included.

2) Community Resources Utilization -

This portion would focus on providing service in this manner, or utilizing this method of assisting when a community is a client, or when a portion of a community requires assistance with particular problems. Review of the nature of communities; social action; indigenous leadership, etc. would be included.

3) Group Methods -

This portion of the course would consider some of the services provided within the group setting. A survey of the normative agencies utilizing this method would be presented. Information with reference to agencies such as Neighbourhood Services, etc., will also be provided. The utilization of group services in the more traditional settings, i.e. casework agencies will be reviewed. Some principles of group interaction, etc. will be enunciated.

c) Relationship between social work staff -

This area will consider the nature of the service provided by the staff trained in a Technical School; contrast with workers trained in a post-graduate school will be reviewed. Areas of competence, co-operation, co-ordination will be reviewed.

- 2 -

COURSE CONTENT OUTLINE Cont'd2. Social Forces:

This course would be provided in both terms. An introduction to sociology setting out some of the principle theories together with some reflection as to their applicability to the service setting would be given. The inter-relatedness of sociology and social work will be reviewed, and its importance to practice will be clarified. Consideration of pertinent social structures and organizations will be encompassed, together with some detailed review of current social problems and the effect such can have on social work practice.

3. Social Welfare Services:

This course will be given in both terms. It will proceed in an orderly manner to develop a consideration of the entire service area. Specifically the following will be encompassed.

1. History and Philosophy -

This portion of the course will survey the development of social welfare and social work from the Elizabethan Poor Law to the present, highlighting significant development and relating this to the underlying philosophy involved.

2. Nature of Government in Modern Society -

Government at all levels is playing an increasing role in our society. The information provided here would define the area of responsibility, both direct and indirect, of such activity with reference to social welfare and social work.

3. Organization of services in Canada -

A somewhat detailed review would be undertaken so as to examine how services at various levels, and in the different fields are organized. Similarities and differences would be contrasted with particular reference to the social welfare scene.

4. Basic Adult/Family Services.5. Basic Services for Children.6. Ancillary Services for Adults/Family.7. Ancillary Services for Children.

Each of these areas will provide a detailed examination of appropriate services, their organization, general provision, any appropriate special features, etc. Particular emphasis will be placed on the Manitoba scene with examination of the inter-relatedness of such services.

- 3 -

COURSE CONTENT OUTLINE Cont'd4. Administration:

This course will provide information as to how social agencies are organized, why they are organized in this manner; the nature of the staffs, and their inter-relatedness. Some view of how services are provided will be included, together with a review of pertinent routines and procedures. The place and role of statistics in agency operation will be reviewed also. Personnel practices normally found in social agencies currently will be encompassed.

5. Psychology:

This course will cover three distinct, but inter-related areas, and its presentation preferably should be viewed as a complete entity rather than as separate parts. The first portion will review the biological foundations, and basic processes found in man, that would help the practitioner understand him. The second portion would consider the most pertinent aspects of personality and its position with reference to our understanding of, and working with man. Finally, examination of normal growth (levels and stages) would be undertaken. This would be related to the practice usually found in agencies, i.e. "can we more readily understand, or at least see, what our relationship with a client is, so that we can facilitate the service we are trying to render."

6. Economics:

This course will address itself to surveying the nature of economic forces in Canada; their extent, the forms they may encompass. This then will be set out as to the influence these exert on our society. Thirdly, these forces and their effects would be related to the social welfare scene, and the resultant areas of concern for social work. Some consideration should be given to economic planning as one way of dealing with some of the problems engendered by such economic forces.

7. Medical Information:

The material in this course will review the definition of health and illness and will utilize some examples of such that may be found in practice. Consideration of Public Health in its varying aspects will be undertaken including some view of the nature of the responsibility in this area. Some discussion will consider the relatedness of this to social work together to co-operation by both to effect common goals.

8. Orientation and Study Seminars:

The time provisions in this area of the course will allow for orientation visits of the students to selected agencies so as to be able to observe such agencies. It would also make time available in which students could pursue study, special projects, etc. that are assigned during the course of the year.

- 4 -

COURSE CONTENT OUTLINECont'd9. Field Work Placement:

Each student will spend ten weeks in a selected agency. Practice in terms of providing service to clients under the direction of a supervisor will be undertaken. The objectives would be to familiarize the student with agency operation, with the nature of bringing service to client, and to providing an opportunity to identify with practice as it will subsequently be undertaken.

WLB/nh

To Start At MIT

A course in welfare services technology which will enable women to become welfare workers after 11 months training was described at a meeting of the Minus One Club Tuesday evening at Knox Church.

Sponsored jointly by the federal and provincial governments, the course will begin for a limited number of students this fall at the Manitoba Institute of Technology, the group was told by Colette Goerwell, director of placements and adoptions for the Children's Aid Society of Winnipeg. A similar course has been given for two years at the Manitoba Vocational Centre at Brandon.

The tuition fee is \$100 per term and some students may qualify for student loans or bursaries. Unemployed or underemployed persons might be eligible for assistance, and should apply to the Canada Manpower Centre nearest them, Mrs. Goerwell said.

Applicants must be between 20 and 54 years of age, with Grade 12 standing, for the course which is divided into three semesters — four months classroom instruction, two months field training and the remaining five months classroom instruction. Applicants will be selected on the basis of maturity, interest in human beings, understanding, compassion and empathy, Mrs. Goerwell said.

On graduation, the student receives the standing of Welfare Worker A and receives placement in a public welfare agency, working under the supervision of professional social workers, at a salary of \$426 monthly. After six months in field work, graduates may receive Social Welfare Worker B standing, with a salary which she said could go up to \$571 monthly.

Mrs. Goerwell also described another course available to women of any age and for which no school requirement is set, in child care and home management, which usually leads to positions as a homemaker.

Mrs. Goerwell, who herself had taught the part-time course for two years at Gordon Bell

High School, stressed that job opportunities were not guaranteed and that no certificate of standing is awarded.

After 20 two-hour evening lectures, held twice weekly, practical experience is provided in day nurseries, working with Family Bureau homemakers in homes, and also at the Children's Aid receiving home, Roslyn House and the Children's Home of Winnipeg.

The course usually leads to positions as homemakers paying up to \$250 a month, with a retainer fee of \$3 daily when not employed.

Attitude and qualities of personality are taken into account when screening applicants, she said. Tuition of \$10 is paid by the student.

At the meeting chaired by Dr. Donald Bruce Macdonald, minister of Knox Church, Mr. Merril Menzies, research chairman of the Manitoba Committee on the Status of Women, said that although she asked for letters from the Minus One Club members describing their situation, only two replies had been received. She said Mrs. Jol Bird, chairman of the royal commission on the status of women, is anxious to hear about problems from women, and especially women alone, with or without children.

Mrs. Stanley Roberts, a social worker at the Day Nursery Centre, congratulated the Minus Ones on their efforts and said she now finds a much more sympathetic attitude among lawyers and others, who now seem to realize a real need exists for assistance to the women, many of whom are deserted wives with children.

APPENDIX XIII

EVENING STUDIES

IN

SOCIAL SERVICES



ASSINIBOINE COMMUNITY COLLEGE
EXTENSION AND COMMUNITY SERVICES
BRANDON, MANITOBA, 1970

EVENING STUDIES

IN

SOCIAL SERVICES

ENROLLMENT DATE: Usually October and January

DURATION: 3 hours per week from 10 to 12 weeks.
Students may take a maximum of two subjects per term.

ENTRANCE REQUIREMENTS: Grade 12 or as a mature student.

TEXTS: Are available at the College bookstore from
8:30 a.m. - 4:30 p.m. and on the first night of class.

NOTE: All courses are offered subject to a minimum enrollment
of 12 students.

Please complete the enclosed forms and forward them to the Co-ordinator, Evening Programs, Extension Division.

The academic portion of the program is taken during the evening, while the field training and In College training is taken during the day.

LOCATION OF FIELD TRAINING: Children's Aid Societies, Provincial Welfare Departments, Rehabilitation Agencies, Mental Health Agencies, and Social Service Departments of General Hospitals, where the student will work directly with clients of the social agency, i.e. interviewing, home visits, contacting resource personnel and other agencies, preparing social histories and attending case conferences.

The student will be supervised by an agency social worker during the field training, but will maintain contact with their classroom instructors.

NOTE: Applicants for field training must submit their request to be placed in a field training position by December 1, as field training starts about March 1 every year.

IN COLLEGE: Consists of 180 hours of study relating to human behaviour, family interaction patterns, group methods relating to social services and standards for social services and practice are developed.

EVENING STUDIES IN SOCIAL SERVICES

COURSE DESCRIPTIONTERMS 1 & 2 - ACADEMIC STUDIES AT NIGHT

A01 - G130 LAW - 36 hours

A brief introduction to Canadian Law with particular emphasis on those aspects relating to the social services, for example, the Canada Assistance Plan, the Juvenile Delinquent's Act, the Manitoba Social Allowances Act, Child Welfare Act, Mental Health Act and Corrections Act.

A08 - C904 COMMUNICATIONS - 60 hours

A lecture discussion course designed to develop written communication skills, with particular emphasis on situations requiring letters and reports to achieve action. Grammar skills will be reviewed incidentally.

A09 - P100 PSYCHOLOGY - 80 hours

The focus of this subject will be on the basic principles of human behavior - how the individual interacts with and responds to his environment. It will include such topics as the biological base of human behavior, learning, intelligence, motivation, emotion, sensation, perception, and personality.

A09 - S100 SOCIOLOGY - 80 hours

Attention will centre on man's social behavior - men living with other men - and the nature of the arrangements man devises to make group living functional. Topics such as culture, society, social stratification, status and role will be considered as well as Canadian minority groups.

A09 - B100 CANADIAN SOCIAL SERVICES - 100 hours

In this subject the student will be introduced to the values of a democratic society relative to the social services so that he can examine personal values and attitudes as he contemplates a career in the social services. In addition, four broad areas of services will be considered: income maintenance, child welfare, corrections and health. The types of services and their underlying philosophy, features and limitations will be discussed.

A09 - H100 SOCIAL SERVICE PRACTICE - 100 hours

The primary focus of this subject will be on the helping process in need situations. It will include discussion of the worker's goals, values and ethical obligations.

- 2 -

A09 - F110 CONSUMER ECONOMICS - 60 hours

A topical view of the consuming situation in Canada which will deal with such topics as food, health care, housing and insurance. Consumer rights and remedies to problem situations will be considered as well.

A09 - W120 POLITICAL SCIENCE - 36 hours

This subject will deal with the major political institutions existing in Canada at the federal, provincial and municipal levels.

A01 - T503 PUBLIC ADMINISTRATION - 36 hours

The main focus will be on the features of bureaucratic organizations and the functioning of personnel within them. Canadian examples, both private and public, will be considered.

TERM 3 - FIELD TRAINING

Students applying for a field training placement must do so by December 1 each year. Term 3 or field training takes place between about March first and mid-May each year.

TERM 4 - IN COLLEGE

Students wishing to complete their studies by taking the In College portion of their training must make arrangements to do so prior to May 1 each year. Term 4 or in college studies take place from mid-May to the end of June each year.

A09 - P140 STRESS AND BEHAVIOR - 45 hours

This course deals mainly with stress in its positive and negative aspects and on how humans can learn to respond to stress in a positive manner by achieving a working relationship with their environment. In addition there will be some discussion of neuroses, psychoses and the various therapies. Personal relationships in psychological disorders will also be dealt with.

A09 - S140 FAMILY INTERACTION PATTERNS - 45 hours

An in-depth study of interpersonal relations in the family group.

A09 - M140 GROUP METHODS IN THE SOCIAL SERVICES - 45 hours

The application of group methods in a variety of services such as public assistance, child welfare, corrections and the health services.

A09 - H140 STANDARDS FOR SERVICES AND PRACTICE - 45 hours

The basic data for this subject will be the practicum experiences of the students from which standards for social services and practice as a worker within these services can be developed.

APPENDIX XIV

ASSINIBOINE COMMUNITY COLLEGE
SOCIAL SERVICES DEPARTMENTEVALUATION GUIDELINES

The guidelines outlined below are designed for use by a College Evaluation Committee in cases where course work has been taken at night school and the applicant is requesting a certificate in Social Services which would be equivalent to the certificate issued to graduates of the regular day program. The applicant would not have had a period of supervised field training similar to the day students, however, would have had some years experience in a social agency as a social service worker.

The Committee would consist of:

- a) the College registrar.
- b) the head of the Social Services department.
- c) a member of the Advisory Committee, preferably a graduate of the course.

On receipt of a request for a certificate and on payment of a \$20.00 fee, the committee would meet with the applicant at Assiniboine Community College, Brandon.

The evaluation should include the following:

- a) courses taken and grades obtained; are these sufficient to qualify the applicant for the certificate?
- b) a written report from the applicants immediate supervisor including the nature of the duties being performed and the quality of the work activity.
- c) an independent enquiry by the Committee about the applicant's work performance. This should include contact with applicants peers within his/her own agency, as well as with personnel in other agencies.

- 4 -

d) a discussion with the applicant about his/her work designed to elicit information on:

1. the applicants knowledge about the legislative background to his/her work.
2. the applicants knowledge about the programs of his/her agency, as well as about related community resources.
3. the guiding principles of operation in his/her work.
4. the applicants attitudes toward people particularly the client population he/she is working with.
5. the applicants knowledge about human behaviour.

Where the applicant has, in the opinion of the Evaluation Committee, achieved equivalent status to a graduate of the regular day program, the Committee will recommend to the Principal of A.C.C. in writing that a certificate be awarded.

ASSINIBOINE COMMUNITY COLLEGEGuidelines For Admission Interviews - Social Services Department

In the assessment of candidates the interviewer(s) should focus on the following areas:

1. Education:

- what formal education does applicant have. What is said about past educational experiences; were these pleasant, unsatisfactory, unappealing?
- is applicant willing to be a student; to read extensively, to study, to prepare assignments, to be evaluated, to assume some responsibility for his/her learning?
- is he/she perceptive, able to reason logically?

2. Experience in working with people:

- what experience does applicant have either as an employee or as a volunteer. Is this experience viewed positively or negatively. Are any comments made about working under the direction of a superior?
- do the comments applicant makes about general life experiences indicate he/she is realistic, pessimistic, optimistic, embittered, has learned from them?

3. Self-Concept:

- does applicant have a fairly clearly defined concept of his/her abilities and limitations?
- is there any indication that applicant has personal problems which he/she hopes to work out while in the course or in social service employment?

4. Personality:

- what impression does applicant make. Does he/she have a relaxed, confident manner or is this person tense, nervous, abrasive?

5. Attitudes:

- are these rigidly held, is applicant markedly biased toward specific groups?
- is there any evidence of flexibility, of wanting to examine differences in customs, habits, life-styles?

6. Interest in social service work:

- what information has applicant obtained about the social services. Does he/she display interest in a specific area such as child welfare, corrections, mental retardation?

7. Perception of the role of a social service worker:

- is applicant realistic about the capabilities of graduates of the course and about the kinds of job situations open to them?
- what perceptions does the applicant have about the role of the community college graduate in the social service system particularly with reference to the preference Agencies have for university graduates in their hiring practices?

8. Health:

- does applicant have any physical disabilities that will limit his/her getting around?
- is applicant in good health?

9. Driver's License:

- does applicant hold a valid driver's license. If no, has applicant tried to obtain one and has been unsuccessful?

10. Mobility:

- is applicant able to re-locate during field training or is he/she restricted to the Brandon area?

11. Finances:

- is applicant aware of student loans and bursaries available through Student Aid and possible financial support from Canada Manpower?

NOTE: Applications will be accepted from former clients such as ex-alcoholics and ex-inmates, however it is considered advisable that such applicants have had a period of time following their agency involvement to establish an independent living pattern.

During the interview the applicant should be given ample opportunity to ask questions so that the interviews will involve a sharing of information. The interviewer will be expected to state in writing whether the applicant is suitable and why and if not, why not.

May/76

TABLES
FROM I-VII

TABLE I
INCREASE IN STUDENT NUMBERS
IN SOCIAL SERVICES WELFARE COURSE
IN BRANDON
BETWEEN 1965-1970

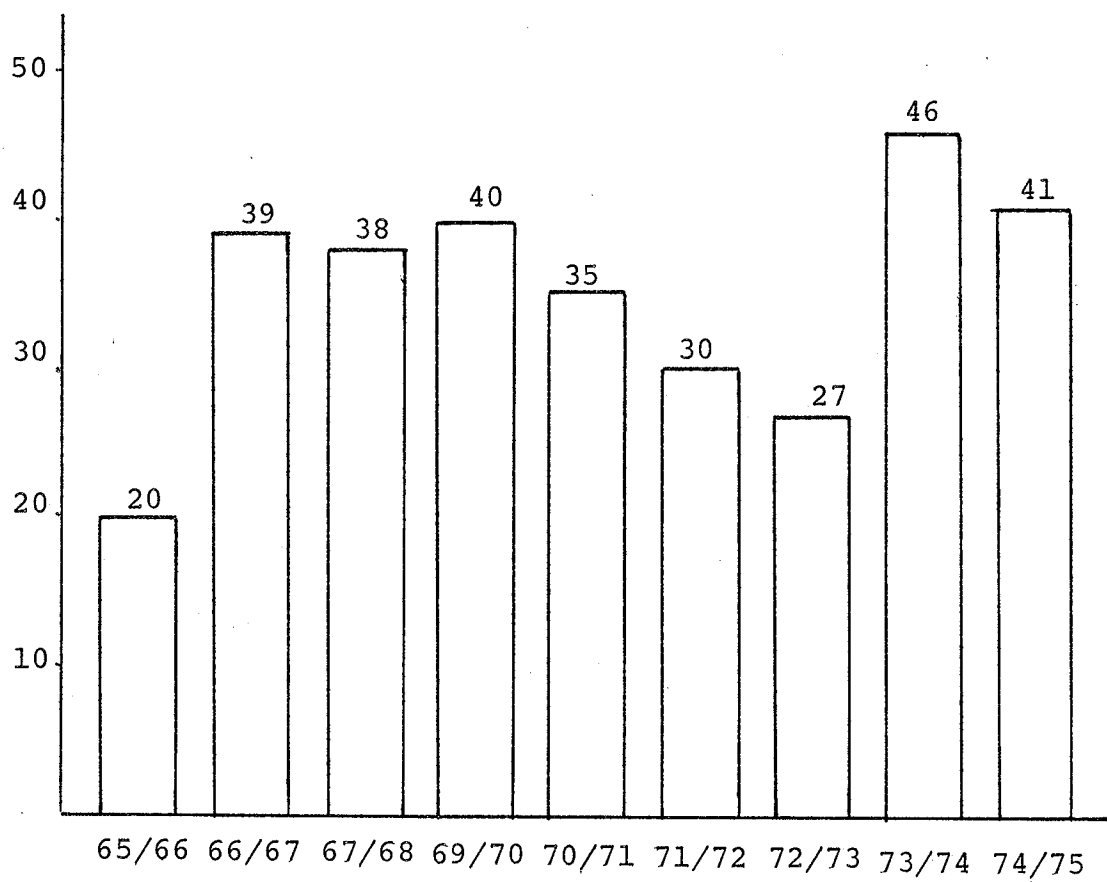


TABLE II

	No. of C.C. Programs	No. of Graduates	No. of Univer- sity courses in soc. work*	No. of Graduates
1965	4			
1969	16	494	10	460
1970	29	759	14	634
*These were universities offering B.S.W. or M.S.W. courses, or both.				
Table V: Number of Graduates from Community Colleges Social Service and University Social Work Programs between 1965 and 1970 (Andrew's Report, 1971).				

TABLE III
 DISTRIBUTION OF STUDENTS
 IN SOCIAL WELFARE SERVICES
 AT ASSINIBOINE COMMUNITY COLLEGE

	1965/66	1966/67	1967/68
From Winnipeg and Eastern Manitoba	9* (+2)	25* (+1)	29
From Brandon and Western Manitoba	9	9* (+2)	8
From Out of Province	-	2	1
<u>Total</u>	18 (20)	36 (39)	38

* (plus 2 withdrawals)

*1 and 2 (plus 3 withdrawals)

TABLE IV

ASSINIBOINE COMMUNITY COLLEGE
SOCIAL WELFARE SERVICES STUDENTS

Age Grouping:

	<u>1965/66</u>	<u>1966/67</u>	<u>1967/68</u>	<u>1968/69</u>	<u>1969/70</u>	<u>1970/71</u>
Under - 25	8	21	16	19	27	18
25 - 29	1	3	6	7	5	4
30 - 34	3	6	1	6	3	5
35 - 39	-	4	8	3	1	1
40 - 44	3	1	2	3	3	5
45 - 49	3	4	4	0	1	-
50 +	<u>2</u>	<u>-</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>2</u>
	20	39	38	39	39	35

Sex:

Male	6	16	20	17	19	19
Female	14	23	18	22	20	16

Did not Complete	2	2	3	2	2	1
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TABLE V

ASSINIBOINE COMMUNITY COLLEGE
SOCIAL WELFARE SERVICES STUDENTS

<u>Age Grouping:</u>	<u>1971/72</u>	<u>1972/73</u>	<u>1973/74</u>	<u>1974/75</u>
Under - 20	-	6	15	14
20 - 24	13	16	19	19
25 - 29	4	2	5	3
30 - 39	6	2	3	4
40 +	<u>7</u>	<u>1</u>	<u>4</u>	<u>1</u>
	30	27	46	41
 <u>Sex:</u>				
Male	14	7	21	15
Female	16	20	25	26
 Did not Complete	3	4	3	-

	No. Grad.	Manitoba Dept. Health & S.S.				Children's Aid Societies			City Welfare	Correc- tions	S.C. C.A.	Hosp.	Out of Pro- vince	Other	Total Employed	Total Volun- tary Unem- ployed
		Health	Social Services			Brandon	Wpg.	Other								
1965/66	18/20	1	4	1	3	1	4	-	1	-	1	1	-	-	17	1
1966/67	36/39	5	-	3	2	1	13	2	4	-	1	1	2	1	35	1
1967/68	37/38	4	-	6	4	-	12	2	3	-	-	2	-	1	34	2
1968/69	38/40	6	2	3	4	-	6	3	-	1	2	1	3	5	36	2
1969/70	36/39	3	3	-	8	1	1	-	1	1	-	-	3	7	28	4

TABLE VI: NUMBER OF GRADUATES OF SOCIAL WELFARE
SERVICES PROGRAM IN ASSINIBOINE COLLEGE
FROM 1965-1970, AND THEIR RESPECTIVE
EMPLOYMENT
(Unpublished reports from Mr. A. Bauman)
(1971)

TABLE VII

Chart on Post-Secondary School Non-University Training for the Social Services - Canada: Oct/68

PROVINCE	Name of Institution	Name of Course	Sponsoring Body	Length of Course	Amount of Field Training	Admission Requirements	Course Objectives
British Columbia	Vancouver City College (1965)	Welfare Aide Training Progs.	Vancouver School Board	1 yr. (9 mos) (2nd yr opt.)	1 mos. plus some observation	Gr. 12	train persons to act as assistants to S.W.'s
Alberta	(1) Northern Alberta Inst. of Technology, Edmonton (1967)	Social Services Education Technology	Alberta Dept. of Education	2 yrs. (9mos)	2 days a week ca. yr. plus 1 mo. at start of 2nd yr.	Gr. 12	employment in health, welfare, recreational & related fields
	(2) Mount Royal Junior College Calgary (1968)	(a) Social Service Career Course (b) Correctional Career Course (c) Child Care Worker Course	Mount Royal College	(a) 2 yrs (8mos) (b) 2 yrs (8mos) (c) 1 yr. (8mos)	1 day a week	Gr. 12	(a) social service career (b) correctional career (c) residential child care worker
Manitoba	(1) Manitoba Vocational Centre Brandon (1965)	Social Welfare Services	Man. Dept. of Ed.	1 yr (10 mos)	10 weeks	Gr. 12	employment in the social service field
	(2) Man. Institute of Applied Arts Winnipeg (1968)	Social Welfare Services	Man. Dept. of Ed.	1 yr (10 mos)	10 weeks	Gr. 12	employment in the social service field
Ontario	(1) Ryerson Polytechnical Inst. Toronto (1964)	(a) Social Services (b) Welfare Institutions Management	Ryerson Polytechnical Institute	2 yrs (8 mos)	160 hrs 1st yr. 300 hrs 2nd yr.	Gr. 12 (Min. age 18)	(a) employment in social agencies (b) employment in inst.
	(2) Colleges of Applied Arts & Technology (1st in 1966) colleges (12) now giving courses, more are planned	Social Service Diploma Course	Ont. Dept of Ed.	2 yrs. (8mos)	approx. 500 hrs.	Gr. 12	employment in social agcn
Quebec	Academies & Colleges d'enseignement general sociaux et professionnel 1st (1954)	conseillers Institutions private but receive some prov. fin. support		3 yrs (30 wks a yr)	15 weeks	Gr. 12	employment in social agcn
Nova Scotia	N.S. Inst. of Tech. (1966)	Social Welfare Workers Course	N.S. Dept. of Ed.	1 yr (10 mos)	3 months	Gr. 12	train people for a career in the social services

Manitoba:	Welfare Worker A	Salary Range \$434 - 554 per month
	(Prov. Dept. of Welfare) B	Salary Range \$479 - 611 per month
Ontario:	Current salaries	\$5,500 - \$6,200 per year approximately

** Ryerson Polytechnical Institute, Toronto - Projected enrolment 1969/70 - 200 students in all years
(started with 25 students in 1964/65)

Adin M. Bauman
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