



# COURSE OUTLINE

## NSW0104

Prepared: Lisa Piotrowski Approved: Martha Irwin

<b>Course Code: Title</b>	NSW0104: CAN. SOC. WELFARE & ABOR SOCIAL POLICIES
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semester/Term:</b>	18W
<b>Course Description:</b>	This course will provide an introduction to Canadian social welfare and policies, and Indigenous Social Policies. Focus at the micro, mezzo and macro levels of Social Service Work are guided directly by social policies. In examining the evolution, devolution and consequences of social policies on the general Canadian population and specifically Indigenous populations, students gain key pieces of understanding social issues in the context of larger structural pieces. This course will examine `a distinctly Aboriginal perspective on understanding social relations, challenging conventional analysis for...failure to take into account Aboriginal world views and experiences.` (Wotherspoon and Satzewich, xxii, 2000) Critical analyses of historical and current legislation, social policies and practices, related to child welfare, education, health care and criminal justice in Canada will begin development of skills necessary for effective practice.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	Passing Grade: 50%, D



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### Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Diverse Areas of Social Welfare Research	15%
Income Security/Social Service Delivery	10%
Indigenous Issue/Policy Impact Research	30%
Reading Submissions/Quizzes	45%

### Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

#### Course Outcome 1.

Critically analyze the effectiveness of the Canadian welfare system in addressing social welfare problems of the general Canadian population and specifically the Canadian Indigenous population

#### Learning Objectives 1.

- Differentiate between the various approaches and ideologies related to social welfare
- Complete research linking social problems/issues identified as high risk for Canadian Indigenous people (ie: poverty, reserve infrastructure, unemployment, homelessness, child welfare)with policy
- Identify and communicate the key income security and social service delivery organizations that make up the Canadian and Ontario welfare state and local delivery agents
- Distinguish between universal and targeted income security programs
- Educate others on the benefits and consequences of social welfare policies in the lives of Canadian Indigenous people

#### Course Outcome 2.

Illustrate how federalism and reforms to the Canadian social welfare system impact the general Canadian population and specifically the Canadian Indigenous population

#### Learning Objectives 2.



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Identify the provincial social welfare responsibilities and the Federal role according to the Indian Act for Indigenous people  
Explain issues and services for the Urban Aboriginal population  
Explain the welfare policy development process and the realities related to changes in welfare policy

### **Course Outcome 3.**

Identify current and historical barriers, obstacles and benefits of collaborative, comprehensive strategies that recognize the key role of First Nations and Urban Aboriginal communities and the role of self-government

### **Learning Objectives 3.**

Educate on social inequities, current and historical  
Differentiate between holistic and segregated approaches to social issues  
Provide accurate and up to date information on services for Indigenous peoples in areas such as Children, Youth & Education, Health and Well-being, Housing and Justice provided by the Canadian government  
Identify various Indigenous and non-Indigenous structures with a voice in social welfare policies affecting Canadian Indigenous people

### **Course Outcome 4.**

Demonstrate an understanding of the various levels of Canadian governmental structure

### **Learning Objectives 4.**

Identify the policy and law making process in Canada  
Demonstrate an understanding of the structures of the Federal, Provincial/Territorial, Municipal, First Nation, Metis, and pre-contact traditional governmental structures  
Identify the impact of government, including Federal, Provincial/Territorial, Municipal and First Nation, on social welfare policy and service delivery

### **Course Outcome 5.**



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Advocate for and liaise with Indigenous individual and community consumers of social welfare legislation

### **Learning Objectives 5.**

Articulate the complexity of carrying out Federal, Provincial, Municipal and First Nation jurisdiction and social welfare policy  
Critically assess the impact of social welfare policy and legislation on the delivery of services and the community in general

#### **CICE Modifications:**

#### **Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

#### **B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**



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***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.