



COURSE OUTLINE

SSW0209

Prepared: Judi Gough, MSW,RSW Approved: Martha Irwin, Chair

Course Code: Title	SSW0209: SSW PRACTICE AND SPECIALIZED POPULATIONS				
Program Number: Name	1120: COMMUNITY INTEGRATN				
Department:	C.I.C.E.				
Semester/Term:	17F				
Course Description:	This course offers theoretical, research-based and applied information regarding diverse populations in Ontario. Students will gain basic understanding of the needs, barriers and strengths of the populations studied. Students will learn entry level engagement skills and how to adapt assessment, intervention and referral strategies to address client needs. Emphasis will be on older adults, persons with disabilities, and Lesbian, Gay, Bisexual, Transgendered, Transsexual, Two-Spirit, Intersex and Questioning (LGBTTTIQ) individuals. This course provides a basis for further skill and knowledge development in the SSW 400: SSW Advocacy in a Multicultural Society course.				
Total Credits:	3				
Hours/Week:	3				
Total Hours:	45				
Essential Employability Skills (EES):	<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>#4. Apply a systematic approach to solve problems.</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>#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>				
Course Evaluation:	Passing Grade: 50%, D				
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>assignments/in class application</td> <td>30%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	assignments/in class application	30%
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Interview assignment	30%
Tests	40%

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.

Identify social work values, ethics and standards of practice universal to social service work practice with all individuals, families, groups and communities.

Learning Objectives 1.

- a) Demonstrate the incorporation of social work values and standards of practice into applied practice
- b) Demonstrate ability to apply social work concepts and principles to understanding strengths and challenges of diverse populations
- c) Demonstrate an understanding of and ability to apply anti-oppressive practice principles
- d) Demonstrate an understanding of the social construction of ageism, homophobia and ableism and ability to apply effective social work methods to confront and address stigma

Course Outcome 2.

Identify and utilize interventions that respect diversity and promote strengths, well-being and facilitate positive change in each population studied within SSW Scope of Practice

Learning Objectives 2.

- a) Assess, in collaboration with populations served, the social/emotional needs of individuals and groups



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- b) Demonstrate knowledge of community agencies and programs designed to meet the needs of the identified populations
- c) Plan selected strategies to foster therapeutic relationships
- d) Identify community resources, services offered and referral methods
- e) Identify appropriate assessment tools within scope of practice of social service work
- f) Ability to conduct an interview using interviewing skills and knowledge of the population

Course Outcome 3.

Understand the strengths and challenges for each population studied utilizing an ecological framework

Learning Objectives 3.

- a) Utilize a biopsychosocial-spiritual and multi-level (micro, mezzo and macro) approach to assess and plan supports and interventions
- b) Demonstrate ability to understand risk and protective factors relevant to each population
- c) Identify and articulate strengths and challenges, risk and protective factors relevant to social service practice and support of individuals, families and communities
- d) Identify and understand the social determinants of health that impact each population

Course Outcome 4.

Understand and discuss strategies that promote client advocacy and community education to enhance the resilience, strengths and abilities of each population studied

Learning Objectives 4.

- a) Demonstrate ability to use professional literature and research to locate credible data on populations served
- b) Demonstrate ability to identify and address areas of strengths and risk within each population
- c) Identify existing community resources available to each population

Course Outcome 5.



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Perform ongoing self-assessment to enhance professional competence

Learning Objectives 5.

- a) Develop working awareness of personal values and beliefs in relation to populations served
- b) Integrate self-assessment into regular practice by expressing in verbal or written form personal thoughts and reactions to course materials in a professional, respectful manner
- c) Develop a personal plan to address potential biases that may negatively impact on professional practice or that are incongruent with social work ethics and values

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.

The Learning Specialist may:



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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.