



**I. COURSE DESCRIPTION:**

This course will provide the CICE student an introduction to Canadian Social policy, social work practice and service. Social Service Workers are involved directly in the provision of services under social policies; therefore, familiarity and knowledge about the history, development and implications of social policies are critical to effective practice. CICE students in this area of concentration need to also be aware of the above. Students will examine the history of social welfare, relevant social policies, and the profession of social work in various fields. Students will examine their own values relative to current social policies and practices and will develop beginning skills to critically analyze current social welfare policies and practices. Throughout the course, human rights and advocacy are emphasized. The CICE student will be closely monitored by an educational assistant in regards to critical thinking and abstract concepts.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Analyze current social policy and relevant legislation.

Potential Elements of the Performance:

- A) Define Social Welfare and its primary functions.
- B) Identify and describe relevant legislation, mandated policies and social welfare programs.
- C) Describe residual and institutional views of social welfare and their impact on people in need.
- D) Describe the consequences of reduced social spending on consumers and identify populations at risk given government cutbacks.

2. Understand the influence of the political, cultural, and/or economic systems on social policy development.

Potential Elements of the Performance:

- A) Describe the historical and philosophical foundations of social welfare.
- B) Analyze the effects of major policy shifts on service delivery and consumers in Ontario.
- C) Explain the role of local; provincial and national planning bodies play in advocating for social justice and change.
- D) Identify and evaluate student's values/beliefs relative to current social welfare policies
- E) Evaluate your role in the area of concentration social service worker, and your ability to influence social polices.

3. Explore and review the history of social work, social work as a profession and how social welfare programs are delivered.

Potential Elements of the Performance:

- A) Identify the range of programs and services, how they are delivered and funded.
  - B) Identify how programs/services are accessed, eligibility criteria, what provisions are, how they are delivered and financed.
  - C) Analyze the strengths and limitations and the impact of stigmatization on accessing services.
  - D) Describe and identify the various roles and fields of practice in social work.
4. Understand social problems within a larger social context and design plans of actions accordingly.

Potential Elements of the Performance:

- A) Identify and describe the presenting problems of individuals and families in the context of larger structural issues.
- B) Identify and describe current social issues/problems such as poverty, unemployment, ageism, family violence, etc.
- C) Label, describe and employ effective social change strategies including advocacy, awareness of contextual and multi-cultural issues.

#### **IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Hick, S. (2002). Social Work In Canada An Introduction. Toronto: Thompson Educational Publishing Inc.

#### **METHODOLOGY:**

This course will consist of lectures, classroom discussions, presentations and internet searches. CICE students will be expected to be knowledgeable and creative at addressing social welfare issues and social problems at a micro mezzo, and macro level with the ongoing support of the Educational Assistant. Students will be expected to be prepared for each class (assigned readings and activities completed).

**V. EVALUATION PROCESS/GRADING SYSTEM:**

The final grade will be calculated according to the outline below:

|                                 |      |
|---------------------------------|------|
| 1. Media assignment             | 15%  |
| 2. Sample advocacy letter       | 10%  |
| 3. Internet Assignment          | 15%. |
| 4. Mid-term exam                | 20%  |
| 5. Final (end of term) Exam     | 25%  |
| 6. Attendance and Participation | 15%  |

The following semester grades will be assigned to students in postsecondary courses:

| <u>Grade</u> | <u>Definition</u>   | <u>Grade Point Equivalent</u> |
|--------------|---|-------------------------------|
| A+           | 90 - 100%   | 4.00                          |
| A            | 80 - 89%  | 3.75                          |
| B            | 70 - 79%  | 3.00                          |
| C            | 60 - 69%  | 2.00                          |
| F (Fail)     | 59% or below  | 0.00                          |
| CR (Credit)  | Credit for diploma requirements has been awarded.   |                               |
| S            | Satisfactory achievement in field placement or non-graded subject areas.  |                               |
| U            | Unsatisfactory achievement in field placement or non-graded subject areas.  |                               |
| X            | A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ). |                               |
| NR           | Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.  |                               |

**VI. SPECIAL NOTES:**

- All written submissions must be in word processing format and follow APA guidelines.
- Students are expected to be familiar with and abide by the College's "Student Rights and Responsibilities" policies.
- Missed tests or late assignments are at the professor's discretion for substantial and substantiated reasons. **1 % per day**, (including weekends) will be deducted. Students are responsible to discuss directly with the professor.

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1100 or call Extension 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

## ASSIGNMENTS

### Internet Assignment:

Students will be expected to complete an Internet search assignment. The intent of the assignment is to ensure that students are aware of relevant social policies and social work services available. In addition, students will develop an awareness of the diverse opinions and positions regarding social policies.

Search the Internet and locate site(s) with information regarding **one** of the following government funding programs/services: Ontario Works, Child Tax Credit, Old Age Security Pension, Employment Insurance, special services at home, disability pensions or workmen's compensation. Students may choose another policy/program with approval from Professor. Students must include in their submission the following:

The title and location of the website

Concisely discuss the policy/ program/service (i.e. eligibility criteria, type of support available, application process, etc.)

Discuss/critique the strengths/limitations of the policy/service/program

**Students must follow APA guidelines.** Students must supplement their submission with one additional reference about their topic to ensure that the critique provided is based on knowledgeable sources and not simply the referencing student's opinion. Please note that I expect your critique to be based on knowledge/research, not just your opinion.

**CICE Students will complete a modified version of this assignment.**

With the professor's approval, the educational assistant will present the CICE student with specific questions regarding one of the Income Security Programs outlined above.

The following grading criteria will be applied to the Internet assignment.

Minimal level of skill and competence (1)

Expected level of skill and competence (1.5)

Highest level of skill and competence (2)

|  |   |     |   |
|--|---|-----|---|
| Student demonstrates ability to clearly summarize material in a concise manner and in a way that the reader understands. | 1 | 1.5 | 2 |
| Student commentary on article demonstrates self awareness and awareness of SSW profession.                               | 1 | 1.5 | 2 |
| Student demonstrates a beginning level to utilize critical thinking.   | 1 | 1.5 | 2 |

|   |   |     |   |
|---|---|-----|---|
| Student assignment is professional, free of grammar and spelling errors. Student uses professional language, avoids common everyday jargon/slang. | 1 | 1.5 | 2 |
| Student has followed APA guidelines with references and format.   | 1 | 1.5 | 2 |
| Student assignment is well organized, thoughts are well stated and understandable to the reader.  | 1 | 1.5 | 2 |
| Student has researched the topic (evidence of a <i>minimum</i> of one resource/reference material to assist in critique)                          | 1 | 1.5 | 2 |
| Student has followed assignment instructions (i.e. submitted on time, responds to questions requested & above criteria).                          | 0 | .5  | 1 |

**Due Date:****Media Assignment:**

Students will review/read a newspaper (local or national) and select a minimum of 10 articles. Students will identify a social issue/problem, media coverage of a population-at-risk, or social policy to track. Students will submit a typed report (minimum 4 pages, double-spaced). APA guidelines must be followed. Please ensure you reference any supplementary material you utilized for your critique. Also, a reference page must be included. Students are expected to include the articles reviewed in the submission (appendix). Students must follow the guidelines below:

**CICE students will complete a modified version of the above assignment.**

With the approval of the professor, the educational assistant will modify this assignment by requiring the CICE student to select **5** articles, and answer questions outlined by the educational assistant. The student will include a reference page, and this assignment is to be typed.

In your typed report include the following:

- A. Introduction
- B. Summary of the themes/issues of the articles read (briefly describe the population at-risk, the social problem or policy issue)
- C. An analysis of the articles utilizing critical thinking. Include:
  - How well does the media coverage discuss the issues
  - Question the conclusions stated in the articles that concern the population at risk/social policy
  - Comment on whether the policy/program/response to social problem is working and how you know this

- ❑ Question any generalizations
- ❑ Analyze the position of the articles, any fallacies, are the articles focusing on only a few case examples and making assumptions, or scientific research? Do the articles focus on individual testimonials as absolute fact? Are the descriptions of the problems vague? One-sided? Do you believe or not believe, what the article is saying? Explain? How does it relate to the knowledge you have gained in class? Are the themes representing a conservative/liberal (residual/institutional) view of social welfare? Are the themes consistent with social service worker values? Explain?

D) Conclusions/recommendations

- ❑ include any recommendations about the social issue/policy in your conclusion section
- ❑ pull together your submission with final thoughts

Submissions will be graded usually the following criteria:

1. Adherence to assignment instructions.
2. Evidence of 10 articles
3. Proper referencing
4. Organization and clarity of thought (clear introduction, body and conclusion, etc)
5. Spelling and grammar
6. Ability to summarize material in a concise, meaningful way
7. Ability to analyze material utilizing SSW program learning to date/shows evidence of critical thinking skills, understanding of social welfare issues, and SSW perspective.

**Due Date:**

**Sample Advocacy Letter:**

Utilizing the format discussed in class, students will write a “sample” letter addressing a social issue of concern. Letters drafted may include a letter of complaint, letter to the editor, or letter to government official. Students are expected to type and format the letter professionally. Effective letter writing advocacy skills will be discussed in class. Students may choose to work on this assignment in groups. This must be discussed and approved by the professor.

Students must ensure that the letter demonstrates knowledge of the issue, thus some research on the topic will be critical. Letters shall also be consistent with the Social Service Worker knowledge and value base.

**The CICE student will work closely with the Educational Assistant in developing this letter.**

Additional instructions will be provided in class.

**Due Date:**

**Participation:**



Students will be expected to come prepared to class (completed readings/in-class assignments) to facilitate group learning regarding social welfare and social service practice. Grades assigned for attendance and participation will reflect the student's knowledge of the content discussed, willingness to share thoughts and opinions about the material and ability to accept views different from their own.

### **Mid-term & Final Exam:**

The mid-term and final exam will be based upon the assigned readings, classroom lectures and discussions. The professor in class will provide additional instructions.

### **CICE Modifications:**

#### **Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

### **CICE Modifications:**

#### **A. 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.

- B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.**

*The Integrative Educational Assistant 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.