



**I. COURSE DESCRIPTION:**

This course will provide an introduction to Canadian Social policy, social work practice and service. CICE students will be involved in an assistive role in regard to the provision of services under social policies. Therefore, familiarity and knowledge about the history, development and implications of social policies are critical to effective supportive practice. CICE students, with assistance from a learning specialist, will examine the history of social welfare, relevant social policies and the profession of social work in various fields. CICE students will examine their own values relative to current social policies and practices and develop emerging skills relevant to current social welfare policies and practices. Throughout the course, human rights and advocacy are emphasized.”

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

Upon successful completion of this course, the CICE student with assistance of a learning specialist, will demonstrate the basic ability to:

1. Identify current social policy and relevant legislation.

Potential Elements of the Performance:

- A) Define Social Welfare and it's primary functions
- B) Describe how social welfare policy is relevant to the helping profession
- C) Identify and describe relevant legislation, mandated policies and social welfare programs.
- D) To understand social issues impacting citizens
- E) Identify the steps in critical thinking and problem solving about social policy issues.

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

Potential Elements of the Performance:

- A) Describe the significant factors that influence policy development (i.e. historical and philosophical foundations, media, and political structures, social welfare theoretical ideologies).
- B) Identify CICE student & SSW professional values/beliefs relative to current social welfare policies.
- C) Describe the social welfare policy making process

3. Explore and review the history and current delivery of social welfare system/programs.

Potential Elements of the Performance:

- A) Identify how programs/services are accessed, eligibility criteria, what provisions are, how they are delivered and financed.
  - B) Examine the current social conditions, trends in social welfare ideology, policies and impact on Canadian citizens
  - C) Describe the historical periods of social welfare development in Canada
  - D) Recognize the impact of social welfare ideology/policy implementation on marginalized/oppressed people
4. Understand social problems within a larger social context .

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 selected social welfare ideologies/theories
- C) Describe Canadian social welfare issues within a social justice and anti-oppressive framework.
- E) Communicate clearly, concisely and correctly in the written, spoken and visual form to inform audience of learning about social welfare

**III. TOPICS:**

1. Introduction to social welfare and the historical periods of social welfare development in Canada
2. Identify social welfare theory/approaches and structural/anti-oppressive SSW stance with populations who are “marginalized”.
3. Review of current Income security and social welfare policies, legislation and programs pertaining to SSW field of practice and the impact upon clientele served
4. Special topics may include poverty, homelessness, children and their families, older Canadians, Aboriginal Canadians, Recent Immigrants, and People with disabilities.

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

Hick, S. (2014). *Social Welfare in Canada Understanding Income Security*.

3<sup>rd</sup> Ed. Toronto: Thompson Education

**EVALUATION PROCESS/GRADING SYSTEM:**

**V.**

- |  |      |
|--|------|
| 1. Tests/Exams/  | 60 % |
| 2. Social Policy/Social Problem Analysis Report  | 20%  |
| 3. In class work/Skill development/participation<br>(Viewing documentaries, policy group work) | 20%  |

Assignment Instructions, grading criteria and due dates to be reviewed in class by professor.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. **There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions.** This implies arriving on time and remaining for the duration of the scheduled session.

### **Addendum:**

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.

Students are encouraged to call or email the professor when they are going to be absent from class. All attempts are made by the Professor to start and end classes on time. Students who arrive late for class **may not** be permitted entry. Students are encouraged to enter class at scheduled break time. Students who chronically arrive late will be asked to meet with the Professor.

**The professor reserves the right to deduct marks for chronic lateness and/or unsubstantiated/unexplained absences beyond 3 full classes up to 10% of final grade.**

Tests/Assignments:

Students are responsible to contact the professor directly and immediately when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor immediately and prior to the beginning of scheduled exam at [leanne.murray@saultcollege.ca](mailto:leanne.murray@saultcollege.ca) requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional circumstances.

Punctual completion of assignments is required. **All assignments must be submitted at the beginning of class on the due date.** Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day (including weekends). Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. **Assignment extensions must be negotiated one week in advance of due date.**

All submissions must be word processed and referenced according to APA format unless otherwise stated by the professor. Assignment submission methods will be provided by the professor (Drop Box, Hard Copy etc.).

Classroom Conduct:

Students must follow established and agreed upon classroom conduct as detailed on page 8 of this course outline. Students are expected to model in the classroom behaviour reflective of the profession.

Professor reserves the right to reduce final grade up to 10% when classroom guidelines are not consistently followed.

Cell phones must be off or on vibrate mode. Students may respond to calls/texts after class time.

Students may use laptop computers for class related activities only. Students are to ensure other programs (i.e. face book, MSN) are turned off. Compliance will be reinforced by the professor as per Student Code of Conduct.

The provisions of both the College Student Code of Conduct and the Social Service Worker Program Policies will apply at all times in this course.

## VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal and LMS form part of this course outline.

### *Classroom Conduct Guidelines:*

#### **All Expectations Met**

- Demonstrates excellent preparation for class: has read assigned material and references this in class activities
- Completes and participates respectfully in class work and activities
- Contributes in a very significant way to ongoing discussions, shows evidence of critical thinking skills
- Keeps focused and centered on classroom activities/discussions
- Responds thoughtfully and respectfully to other students' comments
- Takes initiative, asks questions, seeks clarification
- Has attended 90% or more of classes

#### **Most Expectations Met**

- Demonstrates good preparation for class, consistently demonstrates knowledge of the material discussed
- Completes and participates respectfully in class activities and work
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Takes responsibility for asking questions/seeking clarification. Beginning level of critical thinking skills evident
- Demonstrates consistent involvement in most aspects of course
- Has attended a minimum of 80 – 90% of classes

#### **Some Expectations Met, Some Concerns Noted**

- Demonstrates adequate preparation, knows basic material
- Appears interested in content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Completes and participates in most class work and activities
- Usually takes responsibility for asking questions/seeking clarification
- Occasionally disruptive, (involved in side discussions and reading other material during class etc.)
- Has attended 60-70 % of classes

**Few Expectations Met, Serious Concerns Noted**

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language has given the impression of disinterest in content of class
- ❑ Minimally participates or completes in class work or activities
- ❑ Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- ❑ Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- ❑ Is disruptive (frequent side discussions, reading other materials during class, etc.)
- ❑ Frequent absence has impacted ability to participate and demonstrate knowledge of class material

**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. 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 CICE office with assistance from a Learning Specialist.*****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.

**C. 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

**D. Evaluation:**

Is reflective of modified learning outcomes.