

I. COURSE DESCRIPTION:

This course offers theoretical, research-based and practical information regarding vulnerable populations in Ontario and will provide CICE students the opportunity to learn about the needs, barriers and strengths of these populations. Students will gain basic understanding of the populations studied. Students will learn entry level engagement skills and how to adapt assessment and intervention strategies to address client needs. Emphasis will be on older adults, persons with disabilities, and persons within the Lesbian, Gay, Bisexual, Transgendered, Transsexual, Two-Spirit, Intersex and Questioning (LGBTTTIQ) communities. This course provides a basis for further skill and knowledge development in the SSW 400: SSW Advocacy in a Multicultural Society course.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

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

Potential Elements of the Performance:

- Demonstrate knowledge of Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics
- Demonstrate incorporation of social work values into practice
- Demonstrate incorporation of standards of practice into practice
- Demonstrate basic ability to apply social work concepts and principles to understanding strengths and challenges of all populations

2. Identify and utilize interventions that respect diversity and promote strengths, well-being and facilitate positive change in each population studied

Potential Elements of the Performance:

- Assess, in collaboration with populations served, the social/emotional needs of individuals and groups
- Plan selected strategies to foster therapeutic relationships
- Identify how to evaluate success of the results of strategies and how to make necessary adaptations based on outcomes

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

Potential Elements of the Performance:

- Utilize a biopsychosocial-spiritual and multi-level (micro, mezzo and macro) approach to assess and plan supports and interventions
 - Identify risk and protective factors relevant to each population
 - Identify social determinants of health that impact each population
4. Design and implement strategies that promote client advocacy and community education to enhance the resilience, strengths and abilities of each population studied

Potential Elements of the Performance:

- Demonstrate basic ability to use professional literature and research to locate credible data on populations served
 - Demonstrate basic ability to identify and address areas of strengths and risk within each population
 - Identify existing community resources available to each population
5. Perform ongoing self-assessment to enhance professional competence

Potential Elements of the Performance:

- Develop working awareness of personal values and beliefs in relation to populations served
- 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
- 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

III. TOPICS: The course will include, but not be limited to the following topics (additional topics will be discussed as time permits/need is identified)

1. Demographics of each population
2. Common and unique strengths and needs of each population in relation to social determinants, quality of life, social support and advocacy
3. Community services/supports
4. Effective engagement, assessment and intervention strategies relevant to each population
5. Role of SSW's in supporting individuals and groups within each population
6. Developing ability to resource self as a professional to learn about and keep updated on needs of/effective interventions related to each population

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

There is no text for this course. Journal, newspaper, website and other readings will be assigned on an ongoing basis. Articles may be posted on LMS and/or provided to students.

V. EVALUATION PROCESS/GRADING SYSTEM:

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| 1. Interview with an older adult | 25% |
| 2. Tests or in class activity: (2 or 3) | 45% |
| 3. Reflection paper | 15% |
| 4. Participational/professional development /in-class case studies | |

* marks will be provided
for the case studies completed in
class 15%

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%	1.00
F (Fail)	49% and below	0.00
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.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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. Late arrivers are welcome to join the class after the first break. Students who miss more than 60% of class time may be issued a failing grade or their mark will be reduced by one grade if less than 60% of classes are attended.

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.