SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

CICE COURSE OUTLINE

COURSE TITLE: SSW Advocacy in a Multi-Cultural Society

CODE NO. : SSW400   **SEMESTER:** Winter
MODIFIED CODE: SSW0400

PROGRAM: Social Service Worker

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MODIFIED BY: Karen Marrocco, Learning Specialist CICE Program

DATE: Jan/2016   **PREVIOUS OUTLINE DATED:** 2015

APPROVED: "Angelique Lemay"   Jan/2016

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                     DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): None – SSW0300 recommended

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

This course engages students from an anti-oppressive framework to examine effective advocacy and change strategies that promote inclusion, equity, and social justice.   CICE students, with assistance from a Learning Specialist, will identify and analyze patterns of discrimination and oppression in order to develop entry level multi-culturally competent social service work skills. The course will explore knowledge of divergent worldviews and variables such as sexism, ageism, racism and ableism that promote effective helping and advocacy skills with diverse populations. This course addresses the following vocational standards and essential employability skills as outlined by the Ministry of Education & Training:

Vocational Standards:
1. Recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.
2. Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and
    discrimination.
3. Advocate for appropriate access to resources to assist individuals, families, groups, and the community.
4. Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.
5. Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.

Essential Employability Skills:
1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.
2. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
3. Evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.
4. Collect, analyze, and organize relevant and necessary information from a variety of sources.
5. Create innovative strategies and/or products that meet identified needs.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Demonstrate awareness of one's own cultural/identity and engage in reflective practice and critical inquiry that promotes working with diverse people.

    Potential Elements of the Performance:
    A) Engage in on-going reflection and analysis of personal beliefs, values and behavior to understand one's own identity/culture and experiences of privilege/oppression
    B) Recognize how one's behavior/values/identity impacts the development of professional relationships with others
    C) Gain sufficient self-awareness to eliminate the influence of personal biases and values to ensure behaviours/attitudes that respect and validate diverse perspectives/worldviews
    D) Demonstrate ability to accept constructive feedback and adapt approaches to ensure SSW standards and ethics are applied in the classroom
    E) Demonstrate open and positive regard to self-reflection, classroom learning and collaboration
    F) Show desire to promote justice, equality and social change strategies

2. Develop collaborative, helping relationships with diverse populations.

    Potential Elements of the Performance:
    A) Demonstrate SSW entry level skills that emphasize cultural strengths, respect for diversity and resilience of diverse clients
    B) Understand the impact of oppression and incorporate this "context" in SSW practice with diverse clients
    C) Develop strategies that promote social inclusion and awareness of cross-cultural values, ideologies, interaction styles in relation to SSW practice with diverse populations
    D) Ensure the basic rights of individuals are honoured and protected
    E) Work collaboratively with individuals, families and communities to set and achieve goals, utilizing an anti-oppressive and strengths-based approach

3. Determine the social, political, economic and historical roots of oppression and the multicultural context in Canada.

    Potential Elements of the Performance:
    A) Identify and explain concepts of "privilege" and "oppression"

    and impact at the individual, family, community and systemic/societal level

B) Recognize and explore the impact of "isms" (concepts of culture, power, control, privilege, stratification)
C) Identify both historical and current systemic issues which oppress or negatively affect people
D) Understand how these complex dynamics influence access to and utilization of community social services.

4. Develop an understanding of client and community empowerment as a necessary component of anti-oppressive social service work practice.

Potential Elements of the Performance:
A) Identify community members, advocacy groups, internet resources engaged in social change efforts that challenge existing power relationships.
B) Promote justice, equality and access to culturally appropriate services that respect race, origin, language, gender, age, ability, sexual orientation, or socio-economic status
C) Identify culturally competent practice with diverse groups

5. Demonstrate SSW advocacy skills to become effective ally.

Potential Elements of the Performance:
A) Identify and apply SSW advocacy skills at individual, family, community and societal level
B) Understand a variety of theoretical approaches to SSW advocacy
C) Demonstrate professional oral and written communication advocacy strategies
D) Advance human rights and social inclusion/justice through the use of advocacy tools learned
E) Demonstrate ability to develop effective working relationships with diverse people
F) Adhere to SSW Code of Ethics and Standards of Practice

III.   TOPICS:

1. Understanding Canadian diversity and SSW multi-culturally competent practice that promotes social justice/change.
2. Exploring self and engaging in professional reflective practice
3. Understanding "isms", oppression, prejudice, "white privilege",

         cultural/racial differences and impact on SSW practice (i.e. ableism, sexism, racism)

4.   Understanding dynamics of privilege & oppression from a structural perspective
5.   Application of multi- cultural competent advocacy skills and approaches to diverse individuals, families, groups and communities.

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Kristof, N. and WuDunn, S. (2014) *. A path appears*: *Transforming lives,*

     Creating opportunity. NY: A Knopf Publishing.

Other readings will be assigned by professor. Students are to use the website resources provided by the professor.

V.   EVALUATION PROCESS/GRADING SYSTEM:

Advocacy Project	50%
Class facilitation	15%
Written assignments (research/reflection)	35%

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
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.

Student Success: College Practice Statement

If a faculty member determines that a student is at risk of not being
academically successful, the faculty member may confidentially provide
that student's name to Student Services in an effort to help with the
student's success. Students wishing to restrict the sharing of such
information should make their wishes known to the coordinator or faculty
member.

Student Success: SSW Professor Approach

This professor will explain the student success strategy to students. The
professor will request students sign a SSW Program
Consent/Authorization to determine permission to release pertinent
information to Student Services in order to promote and support student
success and retention.

If a faculty member determines that a student is at risk of not being
successful in their academic pursuits and has exhausted all strategies
available to faculty, student contact information may be confidentially
provided to Student Services in an effort to offer even more assistance
with options for success. Any student wishing to restrict the sharing of such
information should make their wishes known to the coordinator or faculty
member.

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.

This is a participatory and skilled based course. To develop understanding of reflective practice, application of anti-oppressive practice, intervention and advocacy skills with diverse people, students must maintain regular attendance. **A 70% attendance rate is the minimum standard.** Students are encouraged to call or email the professor when they are going to be absent from class. **The professor reserves the right to deduct marks for chronic lateness and/or absences beyond 3 classes up to 5% of final grade.**

Explorations in privilege and oppression are not expected to be "comfortable". Students will be 'challenged' to listen effectively, share and may be "stretched outside of their learning comfort zone". This is anticipated and the professor will assist to promote a safe and respectful classroom yet the intent is not "comfort".

Students will be expected to come prepared to class to facilitate discussion, actively engage in classroom activities and demonstrate knowledge of assigned readings.

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.

Assignments/Tests:

All assignments are to be word processed and adhere to APA guidelines unless otherwise indicated by professor.

Assignments are to be submitted at the beginning of class on established due dates. Late assignments will be handled at the professor's discretion and subject to a 10% per day (weekends included) grade reduction. If you are ill on assignment due date and cannot attend class, you are expected to email the assignment through LMS. A hard copy is to be submitted upon your return.

Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. Extensions may be negotiated contingent upon advanced notice (one week) by student.

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 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 and substantiated circumstances.

Classroom Conduct:

Students are to follow the agreed upon classroom conduct. As second year SSW students in training, conduct that is reflective of our professional values and ethics is expected. You are expected to display professional social service worker behaviours within this class as outlined by the Professional Development and Participation Guidelines. **Professor reserves the right to reduce final grade by 5% when classroom guidelines are not consistently followed. Professor will advise student of concerns. Professor will support student to develop strategies to address classroom/professional conduct expectations.**

Students are expected to be familiar with the Student Code of Conduct of Sault College and adhere to this in class.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct.* The professor/instructor may impose one or more of the following College sanctions: letter of warning, temporary dismissal, letter of probation/sanction, restitution, and/or failing grade. Failure by the student to comply with the sanction imposed will result in the faculty member imposing additional sanctions and/or notifying the Academic Chair. 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.

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.

VII.   COURSE OUTLINE ADDENDUM:

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

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.