

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Social Welfare: Policy & Practice
CODE NO. : SSW121 **SEMESTER:** 1
PROGRAM: Social Services Worker Program
AUTHOR: Leanne Murray, MSW, RSW
DATE: Sept/07 **PREVIOUS OUTLINE DATED:** Fall/06
APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: 3
PREREQUISITE(S): N/A
HOURS/WEEK: 3

Copyright ©2007 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact
School of Health and Human Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course will provide an introduction to Canadian social welfare, social policies, and social work service delivery structure with varied populations. 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. Students will examine the history of social welfare, relevant social policies, service delivery structures and the role of social service 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 in relation to vulnerable populations.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Identify and analyze current social policy and relevant legislation.

Potential Elements of the Performance:

- A) Define Social Welfare and its 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) Describe residual and institutional views of social welfare and their impact on people in need.
- E) Describe the consequences of reduced social spending on consumers and identify populations at risk given government cutbacks.
- F) Demonstrate beginning level of critical thinking about social policy issues

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

Potential Elements of the Performance:

- A) Describe the significant factors that influence policy development (i.e. historical and philosophical foundations, media, and political structures).
- B) Analyze the effects of major policy shifts on service delivery and consumers in Ontario.
- C) Identify and evaluate student's values/beliefs relative to current social welfare policies.
- D) Evaluate your role as a social service worker and your ability to influence social policies.

3. Explore and review the history of social welfare programs.

Potential Elements of the Performance:

- A) Identify the range of policies, 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.
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
- C) Label, describe and employ effective social change strategies including advocacy, awareness of contextual and multi-cultural issues.
- D) Critically examine Canadian social welfare issues within a social justice framework

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Hick, S. (2007). *Social Welfare in Canada: Understanding Income Security 2nd*

Ed. Toronto: Thompson Educational Publishing Inc.

IV. METHODOLOGY:

This course will consist of readings, lectures, presentations and classroom discussions/activities. Students will be expected to be analytical and creative at addressing social welfare issues and social problems at a micro, mezzo, and macro level. Students will be expected to be prepared for each class (assigned readings completed prior to topic discussed in class) in order to actively participate in classroom discussions and activities.

V. EVALUATION PROCESS/GRADING SYSTEM:

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

1. Reaction Paper on Poverty	20%
2. Group Presentations	20%
3. Skill Acquisition & Participation	15%
4. Mid-term exam	20%
5. Final Exam	25%

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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.	

VI. SPECIAL NOTES:

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. 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.

Additional Notes/Requirements:

- 1) Students are expected to come prepared to class (completed readings in advance of class) to facilitate group learning and application regarding social welfare and social service practice. Attendance is critical to promote understanding and ensure academic success. **Absence beyond 3 hours of class will result in the final grade being reduced by 1% per class hour missed (unless substantial & substantiated reasons).**
- 2) Students are encouraged to call or email the professor when they are going to be absent from class. Students scheduled for presentations must attend. Allowances will only be made when reason is substantial and substantiated.
- 3) 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 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.
- 4) 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, and those who chronically arrive late will be asked to meet with the Professor. The professor reserves the right to deduct marks for chronic lateness.
- 5) 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). No late assignments will be accepted or graded after one week following the due date. Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment.
- 6) **All submissions must be typed and referenced according to APA format unless otherwise stated by the professor. The professor reserves the right to request students to submit applicable assignments to TURN-IT-IN.** This will be reviewed in class.
- 7) Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.
- 8) Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time.
- 9) 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.
- 10) Beverages/food is allowed in class on the condition that students' dispose of garbage and it does not interrupt learning of others. This privilege will be rescinded if these conditions are not followed.
- 11) Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of a particular assignment, or overall mark in the course, they must email the professor and request an appointment to discuss this issue. Students are expected to come prepared to the meeting with a written summary of their concerns, comments, etc.
- 12) Where special needs students require accommodations/extensions regarding assignments, course expectations or testing, it is understood that the student will proactively discuss, communicate and negotiate with the professor. Student is encouraged to use utilize the special needs office to assist in this process when needed.

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**1) Group Presentations/Assignment:**

This assignment will enhance students' knowledge about the range of programs and services that are delivered within our community which implement social policies, legislation, or government directives. Students will gather knowledge about the relevant legislation/policy and how the respective organization delivers services and programs within this framework to address client need.

Students will be grouped by the professor. The professor will identify key organizations to visit related to the themes/issues covered in class. Each group will choose one area to research and arrange a visit to the identified local organization. Students will be responsible to complete a thorough interview with a staff member of the organization that can speak to service delivery, clientele needs and the relevant social policy/legislation.

Each group will be expected to present their findings to the class as scheduled by the professor. Students are strongly encouraged to utilize various tools to facilitate an interactive and informative presentation (i.e. PowerPoint's, handouts, public speaking skills, guiding questions to facilitate learning). Groups are expected to submit a report to the professor accordingly to the guidelines provided in class.

Due Date: As scheduled by professor during class

Grade: Presentation/Report: 20%

2) Reaction Paper on Poverty:

Students will read and review Campaign 2000 report entitled *Oh Canada! Too Many Children in Poverty for Too Long... available at*

http://www.campaign2000.ca/rc/rc06/06_C2000NationalReportCard.pdf

Students will prepare a personal and professional reaction paper to this reading. Students are to include the following in their paper:

- 1) Introduction (provide an overview of your paper, what themes, issues will be discussed, brief summary of the article read)
- 2) Describe and share your personal learning from the reading (share thoughts, reactions, insights)
- 3) Comment about why you believe poverty persists in Canada (support your position with reputable research)
- 4) Discuss why poverty is an issue of social justice. Why? What are the roles of the "state" (government) in producing or eliminating poverty? (support with reputable research)
- 5) Discuss what can social workers/social services worker do about it? (support with reputable research)
- 6) Conclusion (wrap up, offer any ideas/suggestions regarding poverty policy/strategies)

The report must be word-processed, 12 point font (Times New Roman or Arial), double spaced, with one inch (2.54 cm) margins on all sides of the page. Submissions are to include a title page and to be stapled (no folders please). Expected length of paper is 5-7 pages. Students are required to augment and support their responses by utilizing professional and credible resources/references (a minimum of 2, not including text). Please ensure that you adhere to the APA guidelines/format regarding referencing in the body of your paper and the reference page. Students who do not format properly will be expected to re-submit the assignment within one week with corrections; otherwise a grade of zero will be issued.

Due Date: Week of November 5th, 2007

Grade: 20%

3) Skill Acquisition & Participation:

The in-class assignments are intended to assist the students to integrate the readings and apply the knowledge/skills. Students are expected to attend class and the grade assigned in this area does not only reflect attendance. The grade assigned will be calculated based upon students' completion of assigned in-class activities either individual and/or group. The assignments will be at various points in the semester at the professor discretion. Students who are absent during the in-class evaluation, will receive a grade of zero. Students are encouraged to review the Skill Acquisition Guidelines detailed in the course outline.

Grade: 15%

4) Mid-Term Exam:

Grade: 20%

Date Scheduled: In class week of October 15, 2007

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

5) Final Exam: The final exam will be a comprehensive test based upon the assigned readings, class presentations, lectures and discussion. The professor in class will provide additional instructions.

Grade: 25%

Date Scheduled: In class week of December 10, 2007

Weekly Schedule: SSW121

Week	Topic	Related Readings
1 Week of Sept 4	Introduction & Review of Course Outline/Expectations Begin Introduction of Social Welfare	Chapter 1 Course Outline
2 Week of Sept 10	Social Welfare In Canada History of Social Welfare	Chapter 1 & 2
3 Week of Sept 17	History of Social Welfare Social Welfare Theory	Chapter 2 & 3
4 Week of Sept 24	Globalization & Human Rights Poverty and Inequality	Chapter 5 pg116-127 Chapter 9
5 Week of Oct 1	Poverty and Inequality	Chapter 9
6 Week of Oct 8	People Living in Poverty	Chapter 11
7 Week of Oct 15	People Living in Poverty Children and Families Living in Poverty Mid-term Test	Chapter 11 Chapter 12 Mid-term test
8 Week of Oct 22	Children and Families Living in Poverty	Chapter 12
9 Week of Oct 29	Child Welfare System (CFSA)	Supplementary material
10 Week of Nov 5	Child Welfare System	Supplementary material Poverty Paper Due
11 Week of Nov 12	Aboriginal Social Welfare	Chapter 7
12 Week of Nov 19	Aboriginal Social Welfare Immigration, Race & Social Welfare	Chapter 7 Chapter 8
13 Week of Nov 26	Immigration, Race & Social Welfare Disability and Social Welfare	Chapter 8 Chapter 13
14 Week of Dec 3	Disability and Social Welfare	Chapter 13
15 Week of Dec 10	Wrap Up/Review Final Exam	Final Exam

Please note that the professor reserves the right to adjust the schedule when required.

Skill Acquisition and Participation Guidelines:**ALL EXPECTATIONS MET 15**

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Analyzes and applies readings to other course material and personal/professional experience
- Completes all in-class individual and group assignments thoroughly & accurately
- Contributes in a very significant way to ongoing discussions, keeps focused
- Responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates exceptional level of self-understanding and commitment to personal and professional development
- Has attended 90% or more of classes

MOST EXPECTATIONS MET 12-14

- Demonstrates good preparation for class, consistently demonstrates knowledge of the material discussed
- Is prepared with questions and insights from course material
- Completes all in-class individual and group assignments as expected
- 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
- Demonstrates consistent involvement in most aspects of course
- Demonstrates good or expected level of self-understanding and commitment to personal and professional development
- Has attended a minimum of 80 – 90% of classes

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 8-11

- 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 all or most in-class assignments, concerns about quality of work identified
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates involvement in some aspects of the course
- Demonstrates an adequate or low level of self-understanding and may lack commitment to personal and professional development
- Occasionally disruptive, (involved in side discussions and reading other material during class etc.)
- Has attended less than 80 % of classes

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-7

- Demonstrates minimal preparation, lack of knowledge of material
- Body language has given the impression of disinterest in content of class
- Minimally completes or fails to complete in-class assignments
- Participates usually only when called on
- 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
- Demonstrates minimal involvement in most aspects of the course
- Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- Frequent absence has impacted ability to participate and demonstrate knowledge of class material