

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 Service Worker Program

AUTHOR: Leanne Murray, MSW, RSW

DATE: Sept 2011 **PREVIOUS OUTLINE DATED:** Sept 2010

APPROVED: "Angelique Lemay" June/11

CHAIR **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): N/A

HOURS/WEEK: 3

Copyright ©2011 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 Angelique Lemay, Chair, Community Services
School of Health and Community 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, social justice perspective is emphasized.

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 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) Use a structural analysis and anti-oppressive perspective to understand social issues impacting citizens
- E) Demonstrate and apply a variety of thinking skills to anticipate and solve problems
- F) Demonstrate a 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 citizens.
- C) Identify and evaluate student's values/beliefs relative to current social welfare polices.
- D) Evaluate your role as a social service worker and your ability to influence social polices.

3. Explore and review the history and current delivery of social welfare 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) Analyze the strengths and limitations and the impact of stigmatization on accessing services.
 - C) Describe the historical periods of social welfare development in Canada
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 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 history of social welfare in Canada
2. Understanding social welfare theory and ideology and application to SSW practice
3. Review of current Income security and social welfare policies, legislation and programs pertaining to SSW field of practice and impact upon clientele served
4. Introduction to social justice principles and values and the role of SSW's in promoting and advocating for social change
5. Special topics may include poverty, homelessness, child welfare, and women, immigration, and disabilities, Aboriginal and youth justice.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Hick, S. (2010) *Social Work in Canada An Introduction*. 3rd Ed.

Toronto ON: Thompson Educational Publishing Inc

(NOTE: Book will be used in additional courses in curriculum)

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Tests (3)	60%
2. Social Justice/Issue Assignment	20%
3. Analysis/Response to DVD(s) viewed in class	20%

Assignment Instructions, grading criteria and due dates to be reviewed in class by professor. All assignment information is posted on LMS.

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.	

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.

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 **will 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 absences beyond 3 full classes up to 5% 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 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). 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.

All submissions must be word processed 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.

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 by 5% when classroom guidelines are not consistently followed.

Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages 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.

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.

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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal 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,
- Keeps focused and centered
- 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
- 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

Weekly Schedule: SSW121 Fall2011

Week	Topic	Related Readings(Read Prior to scheduled class)
1 Week of Sept 5	Getting Acquainted Introduction & Review of Course Outline/Expectations Canadian Welfare System	Course Outline Chapter 1
2 Week of Sept 12	Class cancelled: Homework Assigned. Students to use class time to read articles provided by professor and complete questions about readings. Students to submit in class week of Sept 19 th responses to the readings assigned on: History of Social Welfare in Canada Canadian Social Welfare System: Social Welfare Theories	Homework: 2 articles to review and write responses to questions provided
3 Week of Sept 19	Debrief about readings assigned Canadian Social Welfare System Understanding “Anti- Oppressive & Structural Social Work” Approach, Human Rights Approach & Application to Social Problems & Policy	Chapter 1 Supplementary Information on Anti-Oppressive & Structural Social Work, Human Rights Approach to Social Welfare
4 Week of Sept 26	Income Security & Social Welfare Understanding common social policies/income security programs Poverty & Homelessness: DVD & in class assignment	Chapter 2
5. Week of Oct 3	Income Security & Social Welfare Understanding common social policies/income security programs More on Poverty, homelessness	Chapter 2
6 Week of Oct 10	Test # 1 (first hour of class) Understanding common social policies/income security programs (i.e. Old Age Security, Ontario Works, Canada Pension Plan, Employment Insurance etc)	
7 Week of Oct 17	Social Welfare/Work with Children & Youth: Child Welfare, YCJA, Education, Early Childhood Education and Care	Chapter 8

8 Week of Oct 24	Social Welfare/Work with Children & Youth: Child Welfare, YCJA, Education, Early Childhood Education and Care DVD & in class analysis	Chapter 8
9 Week of Nov 1	Social Welfare: Canadian Health system	Chapter 9
10 Week of Nov 7	Social Welfare: Implications for Women & children	Chapter 10
11 Week of Nov 14	Test 2 in class first hour Aboriginal Social Welfare	Chapter 11
12 Week of Nov 21	Social Welfare/Work with Aboriginal Canadians, Racialized Canadians & Immigrants	Chapter 12
13 Week of Nov 28	Disability & Social Welfare (income security programs, Ontario Accessibility Act)	Chapter 15
14 Week of Dec 5	Disability & Social Welfare (income security programs, Ontario Accessibility Act) Historical Context of LGBTTTQ community & social welfare context	Chapter 15 Chapter 14
15 Week of Dec 12	Test 3	

Please note that the professor reserves the right to adjust the schedule to accommodate student learning needs and/or course outcomes.