

I. COURSE DESCRIPTION:

This course will provide an introduction to Canadian social welfare and policies, and Aboriginal Social Policies. Focus at the micro, mezzo and macro levels of Social Service Work are guided directly by social policies. In examining the evolution, devolution and consequences of social policies on the general Canadian population and specifically the Aboriginal population, students gain key pieces of understanding social issues in the context of larger structural pieces. This course will examine 'a distinctly Aboriginal perspective on understanding social relations, challenging conventional analysis for...failure to take into account Aboriginal world views and experiences.' (Wotherspoon and Satzewich, xxii, 2000) Critical analyses of historical and current legislation, social policies and practices, related to child welfare, education, health care and criminal justice in Canada will begin development of skills necessary for effective practice

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. .Critically analyze the effectiveness of the Canadian welfare system in addressing social welfare problems of the general Canadian population and specifically the Native Canadian population.

Potential Elements of the Performance:

- Differentiate between the various approaches to social welfare and critically assess their congruence with the Aboriginal concept of community as caretaker
- Complete a systemic analysis of social problems identified as high risk for Canadian Native people (ie: poverty, addictions, unemployment, homelessness, child welfare)
- Identify and communicate the key income security and social services delivery organizations that make up the Canadian and Ontario welfare state and the local delivery agents.
- Distinguish between universal and selective income security programs.
- Educate others on the benefits and consequences of social welfare policies in the lives of Canadian Native People

2. Illustrate how federalism, globalization and reforms to the Canadian social welfare system impact the general Canadian population and specifically the Native Canadian population

Potential Elements of the Performance:

- Identify the provincial social welfare responsibilities and the Federal role according to the Indian Act for “registered Indians”
- Explain the gap of service responsibility for the hyper-mobile Urban Aboriginal population
- Describe the impact of globalization on social welfare and Canada’s income security programs
- Compare and contrast the Canada Assistance Plan (CAP), Canada Health and Social Transfer (CHST) and the Social Union Framework Agreement (SUFA)

3. Identify current and historical barriers, obstacles and benefits of collaborative, comprehensive strategies that recognize the key role of First Nations and Urban Aboriginal communities and the role of self government.

Potential Elements of the Performance:

- Educate on social inequities, current and historical, that prop up forms of socially created privilege and power.
- Differentiate between holistic and segregated approaches to social issues
- Provide accurate and up to date information on services for Aboriginal peoples in areas such as Children, Youth & Education, Health and Well-being, Housing, Land and the Environment and Justice provided by Canadian government.
- Identify various Native and non-Native structures with a voice in social welfare policies affecting Native Canadian people
- Demonstrate an understanding of the process and consequences of the Restoration of Jurisdiction project
- Connect the work of the Royal Commission on Aboriginal Peoples, the Aboriginal Healing Foundation and the ongoing consequences of Canadian social policy on Canadian Aboriginal People

4. Demonstrate an understanding of the various levels of Canadian governmental structure

Potential Elements of the Performance:

- Demonstrate an understanding of the structures of the Federal, provincial/territorial, municipal, First Nation, Métis, and pre-contact traditional governmental structure
 - Identify the impact of government, including federal, provincial/territorial, municipal and First Nation, on social welfare policy and service delivery
 - Apply the concept of devolution to the process of self government for Canadian Aboriginal people
5. Advocate and liaise for Native Canadian individual and community consumers of social welfare legislation

Potential Elements of the Performance:

- Incorporate an historically informed perspective on Native child welfare in Canada to interpretation of the Child and Family Services Act in everyday language
- Educate on the rights and responsibilities of youth and their families in the Youth Criminal Justice Act
- Critically assess the impact of social welfare policy and legislation on the delivery of services and the community in general. (ie. Impact of changes in youth justice after adoption of YCJA; goals and consequences of changes in child welfare; differences between SA and IA)

III. TOPICS:

1. What is social welfare? How is it provided in Canada?
2. Canadian Governmental Structure/ Federalism and Globalization
3. Naming and Resisting Injustice: Identifying and Advocating Against Isms to enable Social Justice
4. Analysis of Social Issues from a Holistic Perspective
5. Legislation: Child and Family Services Act and the Youth Criminal Justice Act
6. Restoration of Jurisdiction, Self Government and Self Reliance
7. Provincial and Federal Social Welfare Services

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Course handouts and materials will be provided in class. Additional resources will supplement the course materials provided.

Handouts will originate from such sources as:

Cariol, B. (2005) *Case Critical: Social Services & Social Justice in Canada Fifth Edition*; Toronto, On: Between the Lines Publishing

Chartrand, P. (2002) *Who Are Canada's Aboriginal Peoples? Recognition, Definition and Jurisdiction*; Saskatoon, SK: Purich Publishing

Hick, S. (2007) *Social Welfare in Canada: Understanding Income Security Second Edition*; Toronto: Thompson Education Publishing

National Council of Welfare Reports: *First Nations, Métis, and Inuit Children and Youth: Time To Act*; Fall 2007/Volume#127

Restoration of Jurisdiction Project: Education Working Group 2006/2007 Annual Report Anishinaabe Kinomaadswin Nongo Anishinaabe Pane

V. EVALUATION PROCESS/GRADING SYSTEM:

<u>ASSIGNMENT/EXAM</u>	<u>WORTH</u>	<u>DUE (tentative)</u>
Self Government Paper	20%	Week 5
Test #1	25%	Week 7
Social Problem Analysis	20%	Week 11
Community Presentation	10%	Week 13
Test #2	<u>25%</u>	Week 16
TOTAL	100%	

There will be two **Tests**. The tests will not be cumulative and once information is covered on the first test, it does not appear on the second. Exams cannot be re-written to receive a higher grade. Students who miss the exam without making prior arrangements with the instructor will be given a zero on the exam.

Students will produce a 4 -6 double-spaced, 12 font paper on **Self-Government for Native Canadian People**. The paper will compare and contrast the Canadian government and Native Canadian interpretation and initiatives relating to self government of Canada's Native population. Specifics to be provided by the professor

Analysis of a Social Problem and Community Presentation :

Students will be assigned to groups for this assignment. Each student will be provided with a copy of Time to Act Report on Aboriginal Poverty from the National Council of Welfare Reports. There are individual and group requirements for this assignment. Use of LMS Discussion Threads will constitute a requirement as part of the grade for this assignment.

Each group will create a project timeline to complete the requirements of this project. Each group will .Each group will prepare brief surveys (5-10 questions) related to information in Chapter 3-8 of the report. Each survey will be given to a minimum of 10 people. Results of the survey will be summarized and presented as part of your document and PowerPoint. Each group will prepare a hard copy document and a PowerPoint of the material requested in the Assignment Booklet. Documents are to be written using APA format. They should be proofread for proper grammar and spelling. All documents are to be prepared as double-spaced 12 font – using Arial or Times New Roman. The class, as a group, will then decide which pieces of information from group projects will compile a class document and PowerPoint to be presented to interested parties. (details of this will be provided in class). Assignment Booklet will be provided by the 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:

ALL assignments are to be handed in on the due date and must be typewritten. Any late assignments will be deducted 1% per day late and will be accepted up to a maximum of 5 days late. After that time, the instructor will no longer accept the assignment

Students must attend a minimum of 60% of scheduled classes to receive a passing grade in the course. **If students miss more than 60% of classes, they will receive an F for the entire course.**

Disability Services:

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 Disability Services 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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.