

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Canadian Social Welfare and Aboriginal Policies

CODE NO. : NSW 104 **SEMESTER:** 2

PROGRAM: Social Services Worker - Native Specialization
(1218) Oshki-Pimache-O-Win, Thunder Bay Delivery

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APPROVED: *"Angelique Lemay"* *Jul. 2014*

DEAN **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): None

DURATION: 15 weeks

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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.

Turner F., Turner J., (2009). Canadian Social Welfare, 6th ed., Pearson Education Canada

V. EVALUATION PROCESS/GRADING SYSTEM:

<u>ASSIGNMENT/EXAM</u>	<u>WORTH</u>
Attendance and Participation	10%
Self Government Paper	15%
Test #1	20%
Social Problem Analysis	20%
Community Presentation	10%
Test #2	<u>25%</u>
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.

Attendance and Participation:

This portion of the class will be assessed using the Attendance and Participation Rubric. Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize MOODLE for course materials.

Self-Government Paper

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 MOODLE 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 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:

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.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Distribution and Submission of Assignments

To assist students in time management and organizational skills the following policy and practices will be followed by your core professors in your program.

Distribution of Assignments

- Campus schedules (subject to change) are provided to students at the beginning of the semester, outlining due dates for all assignments for the course.
- All assignments are provided in the form of a detailed outline and explained in class. Detailed outlines of assignments are provided either in hard copy or posted on MOODLE.
- Efforts are made by professors to balance out the workload for the core SSW-NS courses. Each student is responsible for personal time management to monitor upcoming assignments and to plan accordingly.
- When students are absent and miss assignment outlines and explanations, it is the student's responsibility to obtain the assignment from MOODLE or your professor. It is recommended students who miss assignment outlines and explanations contact their faculty through e-mail to seek clarification.

- Make note of any in-class assignments. It might not be possible to make these up if missed, due to the nature of the assignment. If an alternative make-up assignment option is given to replace missed in-class assignments it may not carry the same weight in the grading system due to the nature of the assignment.

Submission of Assignments

- **ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS:** All written assignments are to be submitted on the due date, generally at the beginning of class. Your professor will announce when they will collect the assignment, and after assignments have been collected, any assignment submitted after class are subject to a 1% deduction until midnight of the original due date. For example, if an assignment is worth 10%, the student will earn no more than 9% for that assignment.
- **LATE ASSIGNMENTS:** Once an assignment is considered late the student will consult with the professor to determine whether an assignment will be accepted for marking or whether deductions apply. Each assignment will outline submission criteria and late policy. Due to the nature of each assignment deductions may vary for late submissions. Additionally, some in class assignments or marked assignments already returned to the students may not be accepted. It is the student's responsibility to communicate with the professor when the student misses a submission due date.
- **HARDCOPY AND ELECTRONIC SUBMISSIONS:** All assignments are to be submitted electronically to the professor. Instructions will be provided on MOODLE or on the assignment outline. Please ensure you read and carefully follow the instruction for each assignment. When an assignment outlines require students to submit a hard copy, they must also submit an electronic copy. The assignment will be marked when both formats have been received.

Students are preparing to enter a profession where deadlines are integral to service delivery and advocacy. It is anticipated that students develop a work ethic which encompasses time management skills.

Classroom Courtesy

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the use of these devices is utilized. If the use of cell phones becomes too distracting, students may be asked to leave their phones at the front desk until the end of class.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non-class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivals may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behavior impacts other students' learning and the professor's presentation.

Students are encouraged to focus and refrain from talking to other students during lectures or presentations.

Participation and 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.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

Students will be graded on attendance for on campus and centra classes. Course participation and attendance will be evaluated using a standard rubric. This rubric highlights key areas of participation and attendance. Students will be evaluated using this rubric twice throughout the semester. The first evaluation occurs at midterm to alert the student to any areas of improvement and again at the end of the semester. Each evaluation s worth 20 points and the final mark will total 40 points. This mark will be converted to a percentage grade.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

A pattern of absences or lateness may result in academic consequences which may include failure in the course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

VII. COURSE OUTLINE ADDENDUM

1. 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.
2. 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.
3. 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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

Substitute course information is available in the Registrar's office.

4. Accessibility Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. Communication:
The College considers ***Desire2Learn (D2L)*** 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 this Learning Management System (LMS) communication tool.

***MOODLE is the online course management system used by OSHKI.
This will be the student's main source for course information.***

6. Academic Dishonesty:
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.
7. Tuition Default:
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.
8. Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.
9. Recording Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal

use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.