

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:** 3

PROGRAM: Social Services Worker

AUTHOR: Leanne Murray, MSW, RSW

DATE: September/ **PREVIOUS OUTLINE DATED:**
2001

APPROVED:

DEAN **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK: 3

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For additional information, please contact Judi Maundrell, Dean
School of Health and Human Services
(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

This course will provide an introduction to Canadian Social policy and practice. 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 relevant federal, provincial and municipal social welfare policies to facilitate effective social justice advocacy. Social policies reflect a community's commitment and responsiveness to human needs/welfare. Students will examine their own values relative to current social policies and practices and will develop skills to critically analyze current social welfare policies.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Analyze current social policy and relevant legislation.

Potential Elements of the Performance:

- A) Define Social Welfare and its primary functions.
- B) Identify and describe relevant legislation, mandated policies and social welfare programs.
- C) Describe the consequences of reduced social spending on consumers and identify populations at risk given government cutbacks.

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

Potential Elements of the Performance:

- A) Describe the historical and philosophical foundations of social welfare.
 - B) Analyze the effects of major policy shifts on service delivery and consumers in Ontario.
 - C) Explain the role of local; provincial and national planning bodies play in advocating for social justice and change.
 - D) Identify and evaluate student's values/beliefs relative to current social welfare policies.
 - E) Evaluate your role as a social service worker and your ability to influence social policies.
3. Explore and review how social welfare programs are delivered.

Potential Elements of the Performance:

- A) Identify the range of 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 such as poverty, unemployment, ageism, family violence, etc.
- C) Label, describe and employ effective social change strategies including advocacy, awareness of contextual and multi-cultural issues.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Chappell, R. (2001). Social Welfare in Canadian Society. 2nd Ed.
Scarborough: Nelson Thompson Learning.

METHODOLOGY:

This course will consist of lectures, classroom discussions and presentations. Students will be expected to be analytical and creative at addressing social welfare issues and social problems at both a micro and macro level. Students will be expected to be prepared for each class (assigned readings and activities completed).

V. EVALUATION PROCESS/GRADING SYSTEM:

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

| | |
|------------------------------------|-----|
| 1. Research Paper | 20% |
| 2. In-class Debate (Group Project) | 20% |
| 3. Mid-term Exam | 20% |
| 4. Final (end of term) Exam | 25% |
| 5. Attendance and Participation | 15% |

The following semester grades will be assigned to students in postsecondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|---|-------------------------------|
| A+ | 90 - 100% | 4.00 |
| A | 80 - 89% | 3.75 |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| R (Repeat) | 59% or below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |

| | |
|----|---|
| S | Satisfactory achievement in field placement or non-graded subject areas. |
| U | Unsatisfactory achievement in field placement or non-graded subject areas. |
| X | A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>). |
| NR | Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades. |

VI. SPECIAL NOTES:

1. All written submissions must be in word processing format and follow APA guidelines.
2. Students are expected to be familiar with and abide by the College's "Student Rights and Responsibilities" policies.
3. Missed tests or late assignments are at the professor's discretion for substantial and substantiated reasons. Students are responsible to discuss directly with the professor.

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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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 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

Research Paper:

Each student will conduct an in-depth social issues research paper. Students will be required to select a current social welfare issue/policy and discuss the implications/pressures faced by government, service providers, consumers and the general community. Each paper will provide an analysis of the historical context, relevant social policy/legislation and current issues incorporating learnings from classroom discussions, readings and literature review. Topics of interest may include recent changes to Ontario Works, provincial child welfare policies, family violence initiatives, Aboriginal self-government, etc.

Papers submitted shall be a minimum of 8 pages double-spaced and #12 font. Papers should include an introduction, brief synopsis of the policy/legislation, an analysis including strengths, limitations, and implications for those impacted, summary and recommendations for change.

Date Due: November 16, 2001

In-Class Debate:

Students will be divided into groups (approximately 6 students per group). Each group will prepare, plan and present a debate regarding a social problem, issue or policy. Each group will be expected to present "both sides" of the issue in debate form. Further instructions, as well as time lines will be discussed in class. Topics will be pre-approved by the instructor to avoid duplication. Topics of interest may include:

- Public versus privately funded health care
- Universal access versus limited access to social welfare programs/services
- Safety of the child versus preservation of the family
- Mandatory drug testing for welfare recipients versus no drug testing
- Work for welfare versus no stipulations
- Individual responsibility versus societal responsibility (Value debate)

Participation:

Students will be expected to come prepared to class (completed readings/in-class assignments) to facilitate group learning regarding social welfare and practice. Grades assigned for attendance and participation will reflect the student's knowledge of the content discussed, willingness to share thoughts and opinions about the material and ability to accept views different from their own.

Mid-term & Final Exam:

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