



**I. COURSE DESCRIPTION:**

This course will provide an introduction to Canadian social welfare, social policies, and social work service 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, and the role of social 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. (2006). *Social Work In Canada* 2nd Ed. Toronto: Thompson Educational Publishing Inc.

### IV. METHODOLOGY:

This course will consist of readings, lectures, presentations and classroom discussions. 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 and activities completed).

**V. EVALUATION PROCESS/GRADING SYSTEM:**

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

1. Personal Perspective/Reaction Paper	20%
2. Group Presentation & Report	20%
3. Reaction Paper on Poverty	20%
4. Mid-term exam	20%
5. Final Exam	20%

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%	3.00
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:** 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:**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 post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *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-class assignments) to facilitate group learning 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 at [leanne.murray@saultcollege.ca](mailto: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. 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) Personal Perspective/Reaction Paper:

Students will read Delaney, R. (2005) The Philosophy and Value Base of Canadian Social Welfare. In Turner, J & Turner, F. (Ed.), *Canadian Social Welfare* (pp. 13-27). Toronto, ON: Pearson

#### Students will respond to the following areas:

- 1) Briefly summarize the article
- 2) Discuss your reactions & learning from the reading
- 3) Share your personal values regarding social welfare and the roots of these beliefs, values, position
- 4) Based upon the reading, discuss which view of social welfare best fits with your personal perspective and how this fits with the social work field and the impact on vulnerable populations served
- 5) Identify and discuss the strengths and potential challenges of your perspective as an SSW professional

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 3-5 pages.

**Due Date:** In class week of October 2<sup>nd</sup>, 2006

**Grade:** 20%

### 2) 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 and each group will choose one area to research and arrange a visit 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%



### 3) Reaction Paper on Poverty:

Students will read and review the following:

<http://www.campaign2000.ca/rc/rc05/05NationalReportCard.pdf>

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

- 1) A brief concise summary of the report's major themes
- 2) 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) Identify at least 2 community resources, programs or services that are mandated to address poverty. Provide a brief overview of the services/programs targeted to address poverty. Provide a critique (what are the strengths and the weaknesses in addressing poverty at the community level)
- 5) Discuss why poverty is an issue of social justice. Why? What are the roles of the "state" (government) in producing or eliminating poverty?
- 6) Discuss what can social workers/social services worker do about it?

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 pages. Students are required to augment and support their responses by utilizing professional and credible resources/references (a minimum of 3).

**Due Date: Week of November 6<sup>th</sup>, 2006**

**Grade: 20%**

### 4) Mid-Term Exam:

**Grade: 20%**

**Date Scheduled: In class week of October 16<sup>th</sup>, 2006**

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: 20%**

**Date Scheduled: In class week of December 10, 2006**

## Weekly Schedule: SSW121

Week	Topic	Related Readings
1 Week of Sept 5	Introduction & Review of Course Outline/Expectations	Chapter 1: <b>pgs 11-15 only</b> Chapter 2 Course Outline
2 Week of Sept 12	Overview of Social Welfare In Canada Income Security and Social Welfare System Social Welfare Theory & Ideology	Chapter 1& 2 Supplementary Material
3 Week of Sept 19	Social Policy in the Canadian Context: ➤ Social Policy in a Changing Economy ➤ Social Change and Social Policy	Supplementary Material Review modules/power points at socialpolicy.ca
4 Week of Sept 26	Canadian Policy-making Process ➤ Government Divisions of Power ➤ Participants in Social Policy Making ➤ Role of Social Work & Social Services Work ➤ History of Social Welfare and Social Policy	Supplementary Material
5 Week of Oct 3	Continuation of above Anti-oppressive social work, advocacy, human rights and application to social welfare Anti- Racist Social Work Today	Supplementary Material Chapter 10 <b>Assignment Due in Class</b>
6 Week of Oct 10	Social Welfare and Social Work with Children & Youth	Chapter 6
7 Week of Oct 17	Social Welfare and Social Work with Children & Youth Youth Criminal Justice System <b>Mid Term Exam scheduled in class</b>	Chapter 6 Supplementary material
8 Week of Oct 24	Poverty & Homelessness	Supplementary Material
9 Week of Oct 31	Social Work with Women	Chapter 8
10 Week of Nov 7	Social Work with Women –wrap up Begin Social Work & Aboriginal Peoples	Chapter 8 Chapter 9 <b>Assignment Due in Class</b>
11 Week of Nov 14	Social Work & Aboriginal Peoples	Chapter 9
12 Week of Nov 21	Social Work & Disabilities	Chapter 13
13 Week of Nov 28	Social Work & Health Care	Chapter 7
14 Week of Dec 5	Social Work & Sexual & Gender Diversity	Chapter 12
15 Week of Dec 12	<b>Wrap Up and Final Exam</b>	

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