

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:

This course addresses the SSW vocational outcomes (#4, 5, 9) related to identifying social policy, legislation and impact, advocacy and change strategies to promote social and economic justice. Additionally, the essential skills outcomes (#1 & 3) regarding effective communication, critical thinking and problem solving skills.

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 process 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 consumers in Ontario.
- 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 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.
 - D) Communicate clearly, concisely and correctly in the written, spoken and visual form to inform audience of learning about social welfare
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. 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
4. Introduction to social justice principles and values and the role of SSW's in promoting and advocating for social change
5. Special topics include poverty, homelessness, family violence, disabilities, Aboriginal and child welfare, youth justice.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Hick, S. (2007) *Social Welfare in Canada Understanding Income Security* 2nd Ed.

Toronto ON: Thompson Educational Publishing Inc

V. METHODOLOGY:

This course will consist of readings, lectures, presentations and classroom discussions/activities. 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 completed prior to topic discussed in class) in order to actively participate in classroom discussions and activities.

VI. EVALUATION PROCESS/GRADING SYSTEM:

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

1. Internet Assignment	20%
2. Group Presentations	20%
3. Mid-term exam	20%
4. Final Exam	25%
5. Skill Acquisition & Participation	15%

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.	

VII. SPECIAL NOTES:

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.

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.

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.

Disability 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 Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

The professor reserves the right to request students to submit applicable assignments electronically through the Safe Assignment Tool.

Electronic 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.

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.

Additional Notes/Requirements:

- 1) 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.
- 2) 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.
- 3) 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.
- 4) 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.
- 5) 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.
- 6) Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.
- 7) Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time.
- 8) Students may use laptop computers for class related activities only. Students are to ensure other programs (i.e. face book, MSN) are turned off.
- 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) 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.

ASSIGNMENTS

Internet Assignment:

The intent of the assignment is to enhance student knowledge and awareness of relevant social policies and legislation that impact service delivery and vulnerable people in Canada. Students will complete a report that summarizes and critiques a relevant social welfare policy (e.g. ODSP, OW, OAS, Mental Health Act, Indian Act, CFSA, YCJA) according to the instructions provided by the professor in class.

Assignment: 20% of final grade.

Due Date: To be submitted in class week of October 12, 2009

2) Group Presentations/Assignment:

Due Date: As scheduled by professor during class

Grade: Presentation/Report: 20%

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. The professor will identify key organizations to visit related to the themes/issues covered in class. Each group will choose one area to research and arrange a visit to 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 provide the class/professor with a brief summary report/handout of their findings accordingly to the guidelines provided in class.

3) Skill Acquisition & Participation:

Grade: 15%

Grade will be determined based upon student attendance rate as well as participation and completion of in-class work. Criteria documented on page 9 of the course outline.

4) Mid-Term Exam:

Grade: 20%

Date Scheduled: To be scheduled in class week of October 19th 2009

The mid-term test will be based upon the assigned readings, classroom lectures and discussions.

5) Final Exam: The final exam will be based upon the assigned readings, class presentations, lectures and discussion.

Grade: 25%

Date Scheduled: In class week of December 14th, 2009

Skill Acquisition and Participation Guidelines

ALL EXPECTATIONS MET 15

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Analyzes and applies readings to in class activities
- Completes and participates respectfully in class work and activities
- Contributes in a very significant way to ongoing discussions, keeps focused
- Responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates exceptional level of self-understanding and commitment to personal and professional development
- Has attended 90% or more of classes

MOST EXPECTATIONS MET 12-14

- Demonstrates good preparation for class, consistently demonstrates knowledge of the material discussed
- Is prepared with questions and insights from course material
- Completes and participates 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
- Demonstrates good or expected level of self-understanding and commitment to personal and professional development
- Has attended a minimum of 80 – 90% of classes

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 10-11

- 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
- Demonstrates involvement in some aspects of the course
- Demonstrates an adequate or low level of self-understanding and may lack commitment to personal and professional development
- 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 0-9

- 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
- Participates usually only when called on
- 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
- Demonstrates minimal involvement in most aspects of the course
- Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- 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 Fall 2009

Week	Topic	Related Readings
1 Week of Sept 7	Introduction & Review of Course Outline/Expectations Begin Introduction of Social Welfare: Understanding Key concepts	Chapter 1 Course Outline
2 Week of Sept 14	Introduction of Social Welfare In Canada Social Policy & Social Work Practice	Chapter 1 Supplementary reading
3 Week of Sept 21	Social Policy & Social Work Practice History of Social Welfare in Canada	Chapter 2
4 Week of Sept 28	History of Social Welfare in Canada & Introduction to Social Welfare Theory	Chapter 2 Chapter 3
5. Week of Oct 5	Introduction to Social Welfare Theory	Chapter 3
6 Week of Oct 12	Poverty and associated social welfare policies/programs (Presentation on Ontario Works)	Chapter 11 Chapter 12
7 Week of Oct 19	Poverty and associated social welfare policies/programs (Presentation on Social Housing)	Chapter 9
8 Week of Oct 26	Poverty and associated social welfare policies/programs People in the Labour Force (Presentation on Employment Insurance and/or Workers' Compensation)	Chapter 10
9 Week of Nov 2	Women and The Family: Feminization of Poverty	Chapter 6
10 Week of Nov 9	Children/youth & families: Social Welfare Policies/Programs (Presentation on Child & Family Services Act)	Supplementary material
11 Week of Nov 16	Children/Youth & families: Social Welfare Policies/Programs (Presentation on Youth Criminal Justice Act)	Supplementary material
12 Week of Nov 23	Aboriginal Social Welfare (Understanding the history of oppression, key aspects of Indian Act)	Chapter 7
13 Week of Nov 30	Aboriginal Social Welfare Immigration, Race and Social Welfare	Chapter 7 Chapter 8
14 Week of Dec 7	Immigration, Race and Social Welfare Disability and Social Welfare (Presentation on ODSP)	Chapter 8 Chapter 13
15 Week of Dec 14	Disability and Social Welfare Final Exam Review	Chapter 13
16 Week of Dec 15	Final Exam	

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