

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., Canadian Social Welfare, 6th ed., Pearson Education Canada

V. EVALUATION PROCESS/GRADING SYSTEM:

<u>ASSIGNMENT/EXAM</u>	<u>WORTH</u>
Attendance and Participation	5%
Self Government Paper	15%
Test #1	25%
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

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time
4. Utilizes MOODLE and email programs to communicate with professor and manage course material

Rating Scale:

0: did not meet the expectation

1: minimally met expectation with significant improvement recommended

2: met expectation with improvement recommended

3: satisfactorily met expectation

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:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. Special Notes

Submission of Assignments

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor ***prior to the due date*** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 2% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

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 uses of these devices in classroom are utilized.

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 arrivers 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 behaviour impacts other students' learning and the professor's presentation.

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.

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 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:

The provisions contained in the addendum located on the portal form part of this course outline