



# COURSE OUTLINE

## SSW0400

Prepared: Judi Gough, MSW,RSW    Approved: Martha Irwin, Chair

<b>Course Code: Title</b>	SSW0400: SSW ADVOCACY IN A MULTICULTURAL SOCIETY				
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN				
<b>Department:</b>	C.I.C.E.				
<b>Semester/Term:</b>	17F				
<b>Course Description:</b>	This course engages students from an anti-oppressive framework to examine effective helping skills, advocacy and change strategies that promote inclusion, equity, and social justice. Students will identify and analyze patterns of discrimination and oppression in order to develop entry level multi-cultural competent social service work skills. The course will explore knowledge of divergent worldviews and oppression/discrimination based on sexual orientation, gender, age, culture, race, class, ability, and other variables. Students develop entry level multi-cultural advocacy and intervention skills with diverse client groups.				
<b>Total Credits:</b>	3				
<b>Hours/Week:</b>	3				
<b>Total Hours:</b>	45				
<b>Essential Employability Skills (EES):</b>	<ul style="list-style-type: none"> <li>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</li> <li>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</li> <li>#4. Apply a systematic approach to solve problems.</li> <li>#5. Use a variety of thinking skills to anticipate and solve problems.</li> <li>#6. Locate, select, organize, and document information using appropriate technology and information systems.</li> <li>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</li> <li>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</li> <li>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</li> <li>#10. Manage the use of time and other resources to complete projects.</li> <li>#11. Take responsibility for ones own actions, decisions, and consequences.</li> </ul>				
<b>Course Evaluation:</b>	Passing Grade: 50%, D				
<b>Evaluation Process and Grading System:</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Evaluation Type</th> <th style="width: 50%;">Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight		
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Advocacy Project	55%
Exam	20%
Research paper	15%
Skill development	10%

### Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

#### Course Outcome 1.

Demonstrate awareness of one’s own cultural/identity and engage in reflective practice and critical inquiry that promotes working with diverse people.

#### Learning Objectives 1.

- a)Engage in on-going reflection and analysis of personal beliefs, values and behavior to understand one’s own identity/culture and experiences of privilege/oppression
- b)Recognize how one’s behavior/values/identity impacts the development of professional relationships with others
- c)Gain sufficient self-awareness to eliminate the influence of personal biases and values to ensure behaviours/attitudes that respect and validate diverse perspectives/worldviews
- d)Demonstrate ability to accept constructive feedback and adapt approaches to ensure SSW standards and ethics are applied in the classroom
- e)Demonstrate open and positive regard to self-reflection, classroom learning and collaboration
- f)Demonstrate commitment to promoting justice, equality and social change strategies

#### Course Outcome 2.

Develop collaborative, helping relationships with diverse populations

#### Learning Objectives 2.

- a)Demonstrate SSW entry level skills that emphasize respect for diversity and resilience of diverse clients



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- b) Discuss the impact of oppression and incorporate this “context” in SSW practice with diverse clients
- c) Develop strategies that promote social inclusion and awareness of cross-cultural values, ideologies, interaction styles in relation to SSW practice with diverse populations
- d) Ensure the basic rights of individuals are honoured and protected
- e) Work collaboratively with individuals, families and communities to set and achieve goals, utilizing an anti-oppressive and strengths-based approach

### **Course Outcome 3.**

Determine the social, political, economic and historical roots of oppression and the multicultural context in Canada

### **Learning Objectives 3.**

- a) Identify and explain concepts of “privilege” and “oppression” and impact at the individual, family, community and systemic/societal level
- b) Recognize and discuss the impact of “isms” (concepts of culture, power, control, privilege, stratification)
- c) Identify both historical and current systemic issues which oppress or negatively affect people
- d) Discuss how these complex dynamics influence access to and utilization of community social services.

### **Course Outcome 4.**

Develop an understanding of client and community empowerment as a necessary component of anti-oppressive social service work practice.

### **Learning Objectives 4.**

- a) Identify community members, advocacy groups, internet resources engaged in social change efforts that challenge existing power relationships.
- b) Promote justice, equality and access to culturally appropriate services that respect race, origin, language, gender, age, ability, sexual orientation, or socio-economic status
- c) Identify and engage in culturally competent practice with diverse groups



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### **Course Outcome 5.**

Demonstrate SSW advocacy skills to become effective ally

### **Learning Objectives 5.**

- a) Identify and apply SSW advocacy skills at individual, family, community and societal level
- b) Identify and apply a variety of theoretical approaches to SSW advocacy
- c) Demonstrate professional oral and written communication advocacy strategies
- d) Advance human rights and social inclusion/justice through the use of advocacy tools learned
- e) Adhere to SSW Code of Ethics and Standards of Practice

### **CICE Modifications:**

#### **Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

#### **B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.



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**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.