

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. C.I.C.E. students will examine the history of social welfare, relevant social policies, and the role of social work in various fields. C.I.C.E. 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 C.I.C.E. student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Analyze current social policy and relevant legislation.

Potential Elements of the Performance:

- A) Define Social Welfare and its primary functions.
- A) Identify and describe relevant legislation, mandated policies and social welfare programs.
- B) Describe residual and institutional views of social welfare and their impact on people in need.
- 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, national and global 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 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.
 - D) Describe and identify the various roles and fields of practice in social work.
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:

Hick, S. (2006). *Social Work In Canada* 2nd Ed. Toronto: Thompson Educational Publishing Inc.

METHODOLOGY:

This course will consist of readings, lectures, 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. Media assignment	20%
2. Internet/Research Assignment	20%
4. Mid-term exam	25%
5. Final Exam	25%
6. Attendance and Participation	10%

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%	
A	80 – 89%	4.00
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: 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 703 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 *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.

SPECIAL NOTES:

- 1) 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@saultc.on.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.
- 2) 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. Marks will be deducted for chronic lateness and will be reflected in the class participation mark.
- 3) 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.
- 4) All submissions must be typed and referenced according to APA format unless otherwise stated by the professor.
- 5) Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.
- 6) Cell phones, pagers, and watches that ‘beep’ must be off or on vibrate mode. Students may respond to calls/pages after class time.

- 7) The provisions of both the College Student Rights and Responsibilities and the Social Service Worker Program Policies will apply at all times in this course.
- 8) Beverages/food are 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.
- 9) 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.

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

Internet/Research Assignment:

The C.I.C.E. students will be expected to complete an Internet assignment. The intent of the assignment is to ensure that students are aware of relevant social policies and related human services/programs available. In addition, students will develop an awareness of the diverse opinions and positions regarding social policies.

Instructions:

1. Search the Internet and locate the main **government site** with information regarding **one** of the following social policy/programs/services: Ontario Works, Child Tax Credit, Old Age Security Pension, Canada Pension Plan, Employment Insurance, Child and Family Services Act, Ontario Disability Support Act, Indian Act, special services at home, disability pensions or workmen's compensation. Students may choose another social policy area with the **advanced approval** from Professor.
2. Search the Internet and find at least **one** reputable website that critiques the social policy. Students are encouraged to utilize their textbook and/or professor for assistance in locating credible websites. Please note that I expect your critique to be based on knowledge/research, not just your opinion.
3. Search locally (i.e. telephone book, internet, Get Street Smart Resource) and identify and locate the relevant government office and/or service/program related to the Social Policy studied.
4. Complete a **word-processed report** according to APA guidelines, responding to the following questions:
 - a. Identify and document the correct name of the Social Policy, when the policy came into effect, what government level is responsible and a brief summary of what the policy is about.
 - b. Identify and document the government website that describes the policy.
 - c. In paragraph form, **concisely** summarize the main goals and objectives of the policy, who is eligible and/or the targeted population. Students are advised not to "cut and paste" from the site. The student is expected to demonstrate skill in paraphrasing and summarizing the main goals and objectives from the website material with proper references.
 - d. Utilizing the knowledge from the website that critiques the social policy, students list in point form a minimum of three strengths and three weaknesses of the policy.
 - e. Document the local information. Include the name, address, and phone number, email address of the organization. When applicable, describe and discuss briefly the services, programs and/or supports available locally.
 - f. Discuss how your knowledge from this assignment will enhance your role and ability as a future Social Services Worker.
 - g. Complete a Reference Page according to APA Guidelines

Grade: 20% of final grade

Due Date: Thursday, October 6, 2005 (at beginning of class)

Late submissions reduced by 10% per day (including weekends). Papers submitted beyond one week of due date will not be graded.

Grading Criteria for Internet Assignment

As a SSW it is critical to develop professional writing and documentation skills. As such, please note that when grading assignments, the style and skill of writing is important and your potential grade in each category is reduced when there are spelling, grammar, organizational difficulties that impact the reader's ability to understand and follow the report.

The following grading criteria will be applied to the Internet assignments.

Student identifies and clearly documents the name of the policy, the date the policy took effect, and level of gov't responsibility.	1	1.5	
Student demonstrates ability to briefly and clearly summarize what the policy is about.	1	1.5	2
Student concisely summarizes the main goals, objectives, eligibility and target population of the policy	1	2	3
Student demonstrates a beginning level to utilize critical thinking.	1	1.5	
Student identifies at least 3 strengths and 3 limitations of the policy.	1	2	3
Student documents clearly the local information about the policy programs, services and organization in accordance with assignment expectations.	1	1.5	2
Student assignment is professional, free of grammar and spelling errors. Student uses professional language, avoids common everyday jargon/slang.	1	1.5	2
Student has followed APA guidelines with references and format.	1	1.5	
Student assignment is well organized, thoughts are well stated and understandable to the reader.	1	1.5	
Student has researched the topic (evidence of a <i>minimum</i> of one resource/reference material to assist in critique)	1	1.5	2

Total: /20

Media Assignment:**Assignment: 20% of final grade.****Due Date: Wednesday, November 16, 2005 (at beginning of class)****Late submissions reduced by 10% per day (including weekends). Papers submitted beyond one week of due date will not be graded.**

Students will review/read a newspaper (local or national) and select a **minimum of 5 articles**. Students will identify **one** social issue/problem/theme, media coverage of a population-at-risk or social policy to track. Students will submit a typed report. APA guidelines must be followed with respect to font size, double-space document, cover page, and referencing both in the submission when needed and including a reference page. Students are to answer the following questions about the articles. Students may submit the assignment in report style, type the question and respond to the question in paragraph form.

1. Write at least one paragraph summarizing the issues and themes discussed in the articles.
2. Write at least one paragraph indicating your “personal” and “professional” interest in this topic.
3. Write at least one paragraph indicating the role of a social worker or social service worker with this topic.
4. Write at least two paragraphs detailing from your knowledge to date, how well the media covers the topic. Consider whether the information is factual, whether the information informs the public or contributes to “myths” or “fallacies”, whether the articles generalize about the issue, cover various perspectives or are one-sided.
5. Write at least one paragraph about how the articles reviewed relate to the social welfare course (i.e. social welfare perspective, populations at risk, values, etc)
6. Write a summary paragraph that highlights your learning from the assignment. Include any recommendations you believe are important to address the social issue/policy that you studied.

Grading Criteria for the assignment:

Question #1:	2 marks
Question #2:	2 marks
Question # 3:	3 marks
Question #4:	5 marks
Question #5:	3 marks
Question #6:	3 marks
APA style referencing, spelling, grammar, organization of thoughts etc	2 marks

Please note that when grading assignments, the style and skill of writing is important and your potential grade in each category is reduced when there are spelling, grammar, organizational difficulties that impact the reader’s ability to understand and follow the report.

Due Date: November 16, 2005**Grade: 20% of final grade**

Participation:

C.I.C.E. students will be expected to come prepared to class (completed readings/in-class assignments) to facilitate group learning regarding social welfare and social service 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.

Mid-term Exam Date: Wednesday, October 19, 2005

Final Exam Date: Wednesday, December 14, 2005

Week	Topic	Related Readings
1 Week of Sept 5	Introduction & Review of Course Outline/Expectations	Chapter 1, 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 2 Supplementary Material
3 Week of Sept 19	Social Policy in the Canadian Context: <ul style="list-style-type: none"> ➤ 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 <ul style="list-style-type: none"> ➤ 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	Poverty & the Social Welfare System Social Welfare and Social Work with Children & Youth	<u>Internet assignment Due in Class on October 6, 2005</u> Chapter 6
6 Week of Oct 10	Social Welfare and Social Work with Children & Youth	Chapter 6
7 Week of Oct 17	Mid-term Exam Scheduled in class Social Welfare, Social Work & Health	<u>Mid-term Exam in Class on October 20,2005</u> Chapter 7
8 Week of Oct 24	Social Welfare & Women	Chapter 8
9 Week of Oct 31	Social Work and Aboriginal Peoples	Chapter 9
10 Week of Nov 7	Anti-Racist Social Work Today	Chapter 10
11 Week of Nov 14	Social work and the Elderly	Chapter 11 <u>Media Assignment Due in class on November 17, 2005</u>
12 Week of Nov 21	Social Work and Sexual and Gender Diversity	Chapter 12
13 Week of Nov 28	Social Work & Disabilities	Chapter 13
14 Week of Dec 5	International Social Work Globalization and Human Rights	Chapter 14
15 Week of Dec 12	Final Exam scheduled in Class	Final Covers Chapters 7-14 <u>Final Exam in Class on December 14, 2005</u>

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

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

A. 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.

B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant 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.

C. 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 Integrative Educational Assistant 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

D. Evaluation:

Is reflective of modified learning outcomes.