

I. COURSE DESCRIPTION:

This course offers theoretical, research and practical information regarding vulnerable people in Canada. The course will provide CICE students, with assistance from a learning Specialist, the opportunity to learn about the needs, barriers and strengths of various populations within Canadian society. CICE students will develop a fundamental understanding of the populations studied and a basic ability to adapt assessment and intervention strategies to address client needs at an individual, family and community level. Emphasis will be on older adults, people with disabilities, children/youth and LGBTQ community.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student, along with the assistance of a Learning Specialist will demonstrate the basic ability to:

1. Identify social work values, ethics and standards of practice universal to social service work practice with all individuals, families, groups and communities.

Potential Elements of the Performance:

- Demonstrate knowledge of Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics
- Demonstrate the incorporation of social work values and standards of practice into applied practice
- Demonstrate ability to apply social work concepts and principles to understanding strengths and challenges of diverse populations
- Demonstrate an understanding of and ability to apply anti-oppressive practice principles
- Demonstrate an understanding of the social construction of ageism, homophobia and ableism and ability to apply effective social work methods to confront and address

2. Identify and utilize interventions that respect diversity and promote strengths, well-being and facilitate positive change in each population studied

Potential Elements of the Performance:

- Assess, in collaboration with populations served, the social/emotional needs of individuals and groups
 - Demonstrate knowledge of community agencies and programs designed to meet the needs of the identified populations
 - Be involved in selected strategies to foster therapeutic relationships
 - Identify community resources, services offered and referral methods
 - Identify appropriate assessment tools within scope of practice of social service work
 - Ability to conduct an interview using interviewing skills and knowledge of the population
 - Identify how to evaluate success of the results of strategies and how to make necessary adaptations based on outcomes
3. Understand the strengths and challenges for each population studied utilizing an ecological framework

Potential Elements of the Performance:

- Utilize a biopsychosocial-spiritual and multi-level (micro, mezzo and macro) approach to assess supports and interventions
- Demonstrate ability to understand risk and protective factors relevant to each population
- Identify and articulate strengths and challenges, risk and protective factors relevant to social service practice and support of individuals, families and communities
- Identify and understand the social determinants of health that impact each population

4. Identify and implement strategies that promote client advocacy and community education to enhance the resilience, strengths and abilities of each population studied

Potential Elements of the Performance:

- Demonstrate ability to use professional literature and research to locate credible data on populations served
 - Demonstrate ability to identify and address areas of strengths and risk within each population
 - Identify existing community resources available to each population
5. Perform ongoing self-assessment to enhance professional competence

Potential Elements of the Performance:

- Develop working awareness of personal values and beliefs in relation to populations served
- Integrate self-assessment into regular practice by expressing in verbal or written form personal thoughts and reactions to course materials in a professional, respectful manner
- Develop a personal plan to address potential biases that may negatively impact on professional practice or that are incongruent with social work ethics and values

III. TOPICS: The course will include, but may not be limited to, the following topics (additional topics will be discussed as time permits/need is identified)

1. Demographics of each population
2. Both common and unique strengths and needs of each population in relation to social determinants, quality of life, social support and advocacy
3. Community services/supports and referral methods
4. Effective engagement, interviewing, assessment, intervention and referral strategies relevant to each population
5. Role of SSW's in supporting individuals and groups within each population
6. Developing ability to resource self as a professional to learn about and keep updated on needs of/effective interventions related to each population

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

SSW209 - SSW Practice with Specialized Populations (Special Bundle).
Pearson Education.

Journal, newspaper, website and other readings will be assigned on an ongoing basis. Articles may be posted on Desire to Learn (D2L) and/or provided to students.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Interview with an older adult	35%
2. In class activities/case studies/notes Participation/professional development	20%
3. Reflection paper	15%
4. Midterm and Final exams	30%

Further detail will be provided in the addendum distributed in class or posted on D2L.

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.	

VI. SPECIAL NOTES:

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. Late arrivers are welcome to join the class after the first break. Students who miss more than 70% of class time may be issued a failing grade or their mark will be reduced by one grade if less than 70% of classes are attended.

Students are expected to learn and display professional social service worker behaviours. The classroom is an excellent place to begin to practice these. These behaviours are attached in the 'Professional Development and Participation Guidelines'. If everyone in the class develops and uses these skills, we will have a safe and respectful environment to explore and discuss many issues.

VII. COURSE OUTLINE ADDENDUM:

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

VIII. ASSIGNMENTS:

Students are expected to follow APA guidelines for written assignments, including cover pages, etc. unless otherwise directed. Students are expected to use faculty feedback, 'Cites and Sources', the Library, Write Place, and other resources to develop their written skills. Assignments must be word processed and stapled. The late coupon can be used for one assignment. Students must email the professor ahead of the due date that the coupon is being used, or submit the late coupon with the submitted assignment at the beginning of the next class. The coupon is posted on D2L. To be accepted by the professor, all assignments must be submitted at the beginning of class, stapled and word-processed.

IX. CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

ALL EXPECTATIONS MET 5%

- ❑ Demonstrates excellent preparation for class: has read assigned material and references this in class
- ❑ Contributes in a significant way to ongoing discussions
- ❑ 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 good level of self-understanding and commitment to personal and professional development
- ❑ Consistently takes responsibility for asking questions/seeking clarification
- ❑ No inappropriate use of laptops, cellphones or other technology
- ❑ Consistently uses D2L as required for course
- ❑ Has attended at least 90% of classes

MOST EXPECTATIONS MET 4

- ❑ Demonstrates good preparation for class, evidence that is familiar with some of the material
- ❑ Is prepared with questions and insights from course material
- ❑ Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- ❑ Consistently takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates consistent involvement in most aspects of course
- ❑ Demonstrates adequate level of self-understanding and commitment to personal and professional development
- ❑ Consistently uses D2L as required for course
- ❑ No inappropriate use of laptops, cellphones or other technology
- ❑ Has attended a minimum of 80 – 90% of classes

SOME EXPECTATIONS MET, SOME CONCERNS NOTE 3

- ❑ Demonstrates adequate preparation, knows basic material
- ❑ Appears interested in most of the content of course material
- ❑ Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- ❑ Usually takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates involvement in some aspects of the course
- ❑ Demonstrates a limited level of self-understanding
- ❑ Personal and professional development as defined by behaviours listed in above categories is not evident
- ❑ Occasionally disruptive or inattentive: (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- ❑ D2L not regularly accessed and interferes with staying current with course communications and expectations
- ❑ Has attended less than 80 % of classes

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0- 2

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language has given the impression of disinterest in content of class (sleeping, checking cell phones, not participating in class activities, etc.)
- ❑ 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
- ❑ Frequently disruptive (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- ❑ Infrequent use of D2L which impacted remaining current with course communications and expectations
- ❑ Frequent absence has impacted ability to participate

Addendum:

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

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. 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 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.

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 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

D. Evaluation:

Is reflective of modified learning outcomes.