

I. COURSE DESCRIPTION:

CICE students, with assistance from a Learning Specialist, will be introduced 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) Cultivation of a fundamental 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 CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. Describe 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 (i.e.: 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 wholistic 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
- Describe the impact of social welfare policy and legislation on the delivery of services and the community in general. (i.e. 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 Wholistic 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:

Hicks, S. (2014). Social Welfare In Canada: Understanding Income Security. Thompson Education Publishing Inc.

V. EVALUATION PROCESS/GRADING SYSTEM:

Chapter Quizzes (4 x 5%)	20%
Social Welfare Historical Timeline	15%
Wholistic Analysis Assignments (2 x 20%)	40%
In-Class Debate Participation	10%
Participation Notes	15%

TOTAL **100%**

CHAPTER QUIZZES: There will be 4 quizzes throughout the semester based on chapter questions. Details provided by professor.

SOCIAL WELFARE HISTORICAL TIMELINE: Each student will prepare a historical timeline covering the major events in history that has shaped social welfare practices and beliefs in Canada. Details provided by professor.

WHOLISTIC ANALYSIS ASSIGNMENT 1 & 2: The class will be divided into groups and assigned social welfare topic areas to research and critically analyze from an Aboriginal worldview view and wholistic perspective. Assignment will be presented in class. Details provided by professor.

IN CLASS DEBATE PARTICIPATION: Students will be divided into 2 groups in class to debate social issues from different perspectives. Topics and perspectives will be assigned in class. Details provided by professor.

PARTICIPATION NOTES: Each student will read and write 10 summary highlights from each chapter as assigned. Participation Notes are due at the beginning of class. Details provided by professor.

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%	4.00
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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VII. COURSE OUTLINE ADDENDUM:

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

Addendum:

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.

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.