

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:

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

V. EVALUATION PROCESS/GRADING SYSTEM:

Test #1	25%
Self-Government Paper	15%
Social Problem Analysis	20%
Test #2	25%
Attendance and Participation Notes	15%

TOTAL	100%
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TESTS: There will be two tests, one prior to mid-term and the second test close to the end of the semester. Information covered on test # 1 will not appear on test # 2. Tests cannot be re-written to receive a higher grade. Students who miss the test without making prior arrangements with the instructor will be given a zero.

SELF-GOVERNMENT PAPER: Students are required to research and write an essay on Aboriginal self-government in Canada. This research will be broken down into three sections: pre-contact governance, post-contact through present day, and political future of Aboriginal people in Canada. Specifics to be provided by the professor.

SOCIAL PROBLEM ANALYSIS: Students will be assigned groups for this assignment. Students will be provided with resources on *Aboriginal Poverty* along with online resources and information from the text to complete this assignment. The information collected will be presented to the class in the form of a dynamic power point presentation to raise awareness of the social issue. A hard copy of the power point must be submitted at the time of the presentation to your professor for marking. Specifics on this project will be provided by the professor.

ATTENDANCE AND PARTICIPATION NOTES: Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize LMS for course materials.

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%	
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.	

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 in D2L and on the portal form part of this course outline.