

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE:	Canadian Social Welfare and Aboriginal Policies		
CODE NO. :	NSW 104	SEMESTER:	2
PROGRAM:	Social Service Worker - Native Specialization		
AUTHOR:	Lisa Piotrowski		
DATE:	December 16	PREVIOUS OUTLINE DATED:	June 15
APPROVED:	"Martha Irwin"		Dec/16
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	DEAN		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	None		
HOURS/WEEK:	3		

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For additional information, please contact Martha Irwin, Chair

Community Services and Interdisciplinary Studies

(705) 759-2554, Ext.2543

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/ideologies related to social welfare
- Complete an 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 targeted 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 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 issues and services for the Urban Aboriginal population

- 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
 - 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, and Justice provided by Canadian government.
 - Identify various Native and non-Native structures with a voice in social welfare policies affecting Native Canadian people
4. Demonstrate an understanding of the various levels of Canadian governmental structure

Potential Elements of the Performance:

- Identify the policy and law making process in Canada
- 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

5. Advocate and liaise for Native Canadian individual and community consumers of social welfare legislation

Potential Elements of the Performance:

- Articulate the complexity of carrying out federal, provincial, municipal and First Nation jurisdiction and social welfare policy
- Critically assess the impact of social welfare policy and legislation on the delivery of services and the community in general.

III. TOPICS:

1. What is social welfare? How is it provided in Canada?
2. Canadian Governmental Structure and Federalism
3. Income Support Programs
4. Critical Analysis of Social Issues
6. Urban Aboriginal social welfare
7. Municipal, Provincial and Federal Social Welfare Services

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Readings provided by various agencies/organizations/authors including but not limited to:

Chappel, R. (2014). Social Welfare in Canada. 5th Ed. Nelson Education Ltd.

Greenwood, M., deLeeuw, S, Lindsay, N., Reading, C. (2015) Determinants of Indigenous Peoples' Health in Canada – Beyond the Social Canadian Scholar's Press

Peters, E. (2012) Urban Aboriginal Policy Making in Canadian Municipalities. McGill Queen's University Press

Heaman, E. (2015) A Short History of the State in Canada University of Toronto Press

V. EVALUATION PROCESS/GRADING SYSTEM:

Reading Submissions/Tests	40%
Problem Analysis/Policy Impact (4 Submissions – 5%,10%,10%,10%)	35%
Special Topic Conversations: How Social Welfare Meets Needs of Canadians	15%
Income Security/Social Service Delivery	10%

TOTAL	100%
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Specifics on all Assessments will be provided by Professor.

LATE SUBMISSIONS: Any assignments or submissions for marks will be deducted 1%/calendar day late. Nothing will be graded after the 5th calendar day late from the due date.

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.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students 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.

VIII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.