

I. COURSE DESCRIPTION:

This course offers theoretical, research-based and practical information regarding vulnerable populations in Ontario and will provide students the opportunity to learn about the needs, barriers and strengths of these populations. Students will gain basic understanding of the populations studied. Students will learn entry level engagement skills and how to adapt assessment and intervention strategies to address client needs. Emphasis will be on older adults, persons with disabilities, and persons within the Lesbian, Gay, Bisexual, Transgendered, Transsexual, Two-Spirit, Intersex and Questioning (LGBTTTIQ) communities. This course provides a basis for further skill and knowledge development in the SSW 400: SSW Advocacy in a Multicultural Society course.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the 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 incorporation of social work values into practice
- Demonstrate incorporation of standards of practice into practice
- Demonstrate ability to apply social work concepts and principles to understanding strengths and challenges of all populations

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
- Plan selected strategies to foster therapeutic relationships

- 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 and plan supports and interventions
 - Demonstrate ability to understand risk and protective factors relevant to each population
 - Discuss the social determinants of health that impact each population
4. Design 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 not be limited to the following topics (additional topics will be discussed as time permits/need is identified)

1. Demographics of each population
2. 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
4. Effective engagement, assessment and intervention 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:

There is no text for this course. Journal, newspaper, website and other readings will be assigned on an ongoing basis. Articles may be posted on LMS and/or provided to students.

V. EVALUATION PROCESS/GRADING SYSTEM:

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| 1. Interview with an older adult | 25% |
| 2. Tests or in class activity: (2 or 3) | 45% |
| 3. Reflection paper | 15% |
| 4. Participation/professional development /in-class case studies | |

* marks will be provided
for the case studies completed in
class 15%

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.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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 60% of class time may be issued a failing grade or their mark will be reduced by one grade if less than 60% of classes are attended.

VII. COURSE OUTLINE ADDENDUM:

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

VII. ASSIGNMENTS

Students are expected to follow APA guidelines for written assignments, including cover pages, etc. 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, and the assignment is due at the beginning of the next class with the coupon attached. The coupon is posted on LMS.