

COURSE NAME: SSW101 Introduction to Social Service Work Practice I

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

The purpose of this course is to introduce students to the profession of Social Service Work. Social service workers are committed to anti-oppressive practices and working for social justice. Emphasis will be placed on Canadian experiences with social policy regarding poverty, working conditions, native issues, housing, and law and order. The role of the social service worker will be examined through a Community Learning Service experience.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation, Treaty #10 in the Robinson Huron Treaty of 1850 since time immemorial.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Present a knowledgeable overview of the attitudes, values, perspectives, and scope of a comprehensive social welfare system.</p> <ul style="list-style-type: none">1.1 Describe what is referred to as the "welfare state in Canada".1.2 Analyze the residual and institutional approaches to social welfare.1.3 Relate historical events to demonstrate the evolution of the social welfare system as a response to social and economic change. <p>2.0 Demonstrate a rudimentary knowledge of Canadian approaches to income security.</p> <ul style="list-style-type: none">2.1 Describe the concept of "redistributive welfare state".2.2 Outline and critique the types of income security in Canada.2.3 Outline the changing of constitutional provisions regarding income security.2.4 Describe the notion of "poverty line". <p>3.0 Create a profile of skills, knowledge, and behaviours of a practicing Social Service Worker.</p> | <ul style="list-style-type: none">3.1 Outline the historical development of the profession of social service work.3.2 Summarize the main areas of social service work methodology.3.3 Identify and outline the role of professional social service work associations.3.4 Articulate the role and scope of practice of a social service worker. <p>4.0 Demonstrate an awareness of the connection between the human services field and the values of citizenship.</p> <ul style="list-style-type: none">4.1 Examine the value of community involvement and the benefits/challenges of volunteerism in career building and beyond.4.2 Participate in a Community Service Learning experience. <p>5.0 Learn how to collaboratively identify the elements contributing to inter-professional team development. Team Functioning; learners/practitioners understand the principles to team dynamics and group processes to enable effective interprofessional team</p> |
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collaboration.

5.1 Develop an awareness of IP groups.

6.0 Communicate across disciplines. Role

Clarification: Learners/practitioners understand their own roles and the roles of those in other professions, and use this knowledge appropriately to establish and meet client/family and community goals.

6.1 Outline the benefits of working with other professions.

6.2 Identify the challenges faced when working in interprofessional teams.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Social Service Worker

1. develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.
2. record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards.
3. integrate a practice framework within a service delivery continuum, addressing the needs of individuals, families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals.
5. examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for individuals and communities when delivering services to the user/client.
6. develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.
7. work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of individuals and communities when responding to the diverse needs of marginalized or vulnerable populations to act as allies and advocates.

Social Service Worker - Gerontology

1. develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.
2. record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards.
3. integrate a practice framework within a service delivery continuum, addressing the needs of older individuals, their families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals.

5. examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for older individuals and communities when delivering services to the user/client.
6. develop strategies and approaches that support older adult individual clients, their families, groups and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.
7. work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of older individuals, their families, groups and communities when responding to the diverse needs of these marginalized or vulnerable.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

In class discussions

Community Service Learning

Tests/Quizzes

IPE activity

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F- Repeat Course, included in GPA

FS- Failure Supplemental
FR- Repeat course,
excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

No textbooks have been identified for this course.

Other Resources:

Required: Hicks, S. & Stokes, J. 2017. "An Introduction; Social Work in Canada", 4th Edition". Thompson Educational.

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Assigned readings, lectures, group discussions, Community Service Learning opportunity, Interprofessional Learning opportunity

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

EXPERIENTIAL LEARNING & INTERPROFESSIONAL EDUCATION

All full-time programs of study at Canadore College strive to provide students with opportunities for experiential learning and interprofessional education. This course provides students with both experiential learning (EL) opportunities and interprofessional education (IPE) through:

Service Learning (EL)

Core course content (IPE)

Projects (IPE)

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website:
<https://www.canadorecollege.ca/about/policies>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES - Your Success Matters!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational-related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: <https://www.canadorecollege.ca/support/student-success-services> or look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an

appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.