Douglas College

A.	Division:	**Instruction**	Effective Date:		**September 2004**

B.	Department / Program Area:	**Faculty of Child, Family and Community Studies Community Social Service Worker**	Revision [ ] New Course [X]

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C:	**CSSW 1200**	**D**:	**Introduction to Social Welfare**	**E:**	**3.0**

Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar Description: **This course provides an introduction to the development of social policy as a response to difficulties experienced by minority and marginalized people both individually and collectively. Social service and human rights reactions to social problems in general will be examined, and to the problems of poverty and economic disadvantage in particular. The role of the social service worker in influencing policy development will be examined in both its technical and theoretical aspects appropriate to the role of a generalist practitioner**.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Number of Contact Hours: (per week / semester for each descriptor)

60 hours

Number of Weeks per Semester:

Flexible delivery ranging over 9 to 15 weeks.

H: Course Prerequisites:

    CSSW 1100

I: Course Corequisites:

J: Course for which this Course is a Prerequisite

K: Maximum Class Size:

    30

L: PLEASE INDICATE: **Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College, Bachelor of Professional Arts in Human Services degree program at Athabasca University, and Bachelor of Community Rehabilitation degree program at the University of Calgary.**

[ ] Non-Credit

[ ] College Credit Non-Transfer

[X] College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives / Learning Outcomes

1. **Discuss the historical aspects of social welfare policy**
   - describe the relationship between economics, politics, and the formation of
   - Canadian social policy at different periods of time
   - Identify the relationship between marginalized/oppressed groups and policy
   - structures which have limited access to services
   - develop the ability to critically analyze social policy based on the values
   - inherent in social service work
   - identify the role of the social service worker in the formation and delivery of
   - Canadian social policy based on historical antecedents
   - describe the reciprocal relationship between the formation of public opinion
   - media, consumerism, and larger social forces historically and currently

2. **Understand the experience of Poverty**
   - describe "relative" and "absolute" methods of defining poverty
   - interpret poverty statistics in both quantitative and qualitative terms
   - describe the social, psychological and economic impact of poverty on selected groups
   - identify essential social service worker skills and essential legislation that governs the provision of income assistance within the province
   - describe the procedures of income service delivery and how applicants qualify for funds based on calculations of need and life circumstances
   - describe the basic structure, function, and roles within the Ministry of Human Resources
   - identify the relationship between neo-conservatism, means testing, and its impact on service recipients

3. **Recognize the impact of Culture on the practice of Social Service Work**
   - describe what is meant by structural, feminist, and First Nations social service work
   - analysis and the implications of these for the beginning and seasoned practitioner
   - describe other multicultural factors as they relate to larger legislative and social policy
   - issues within the social service arena
   - describe how the invisible walls of racism, sexism, heterosexism, and ageism produce
   - attitudes and policies which sustain inequalities in society
   - describe different forms of power and oppression with an examination of practices designed
   - to empower and validate the individual

4. **Examine the process of Change**
   - describe different models of change within the larger sociopolitical arena and at the individual and community level
   - identify the links between social policy, public opinion, and the delivery of social welfare rights and legislation
   - delineate the role of the social service worker within bureaucratic structures which may support or run counter to his/her own values regarding the change process
   - describe future models of change as they relate to current social trends and the political agenda of left and right wing groups

5. **Service delivery system**
   - identify the components of advocacy within the formal and informal social service arena
   - describe the technical skills of advocacy within the role of an activist for service recipients
   - describe methods of brokering between professional and natural networks of support
   - evaluate the legislative/legal parameters of service delivery in terms of meeting the needs of clients and where gaps exist

N: Course Content
The following global ideas guide the design and delivery of this course.

1. **Social policy decisions are related to larger trends concerning human rights and how they should be protected and affirmed. Over time, public sentiment will in large part influence who is safeguarded by such legislation and the consequences for those who remain oppressed.**
2. **Individual problems are related to larger socio-economic political issues. This includes the need for both personal and social change: the need to explore and reflect on each individual's life (personality, gifts, needs, and motivation) and the structural context of society (class, gender, race, age, government institutions).**
3. **Poverty is an issue of equity. Although all people face some risk of being poor, people who are marginalized face significantly higher risk.**
4. **Understanding societal attitudes, the political process, relevant legislation, and the government service delivery system and policy (Ministry of Human Resources) are prerequisites for providing direct service and for advocating on behalf of recipients of service.**
5. **Different models of change are appropriate for different populations depending on numerous factors such as history, culture, activism, and an ability to be empowered within the legal, political, and social structures of society.**
6. **The delivery of social welfare is not an inert enterprise, and at both the practical and theoretical level the social service worker adopts an active role to advocate on behalf of clients within formal and informal mechanisms of providing help.**
7. **Both beginning and experienced practitioners need to be aware of their own values, political agendas and potential biases within their role as professionals.**

O: Methods of Instruction
Lecture, group exercises, student presentations, use of multimedia resources

P: Textbooks and Materials to be Purchased by Students
T.B.A.

Q: Means of Assessment:
 This course will conform to Douglas College policy regarding the number and weighting of evaluations.
1. **Examinations**
2. **Research papers**
3. **Participation**
4. **Attendance**

R: Prior Learning Assessment and Recognition
This course is available for PLAR

Course Designer(s)	Education Council / Curriculum Committee Representative
Lawrence Becker	

Dean**: Jan Lindsay**	Registrar