

Area of Interest: Community and Social Services

Social Service Worker

Ontario College Diploma Program Code: 0432X01FWO

2 Years

Ottawa Campus

Our Program

Pursue a fulfilling career working on the front line of social services.

In the two-year Social Service Worker Ontario College Diploma program, you gain the skills and knowledge to work effectively with individuals, groups and communities dealing with personal and social problems.

Through theory and practical experiences, the program prepares you to support a wide range of client groups and communities who are in the process of change or growth, including those impacted by issues such as:

- loss and separation
- family crisis
- poverty
- violence
- homelessness
- addiction
- disability
- unemployment
- oppression
- resettlement

As a student, you complete three semesters in field placement experiences totaling almost 700 hours. You identify, practice and incorporate theoretical knowledge at a level that provides top client service. As well, you strengthen the bond between yourself and the community by participating in various applied research projects and direct practice opportunities. With these opportunities, you are ready to work on the front line of social services.

Graduates may secure employment as Social Service Workers in provincial, municipal and private social service agencies including:

- social service departments
- long-term care facilities
- addiction and mental health services
- schools and programs for children and youth
- community health and resource centres
- community shelters



- residential treatment programs
- drop-in centres
- employment services

SUCCESS FACTORS

This program is well-suited for students who:

- Have effective interpersonal skills.
- Are committed to addressing social issues, such as poverty, homelessness, oppression and human rights.
- Understand the importance of effective communication with clients and community partners (oral and written).
- Are team-oriented and enjoy working with others.
- Deal effectively with stressful situations.

Employment

This program prepares you for your career by providing you with the opportunity to apply for professional accreditation in the field of social services. Upon graduation, you need to register as a Social Service Worker through the Ontario College of Social Workers and Social Service Workers in order to be recognized as such.

Graduates may find employment as social service workers, addictions counsellor, case manager, crisis worker, disability support worker, employment counsellor, intake worker, mental health worker, residential counsellor, shelter worker, youth counsellor, community development worker.

Learning Outcomes

The graduate has reliably demonstrated the ability to:

- Develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.
- 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.
- 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.
- Plan and implement accessible and responsive programs and services, recognizing the diverse needs and experiences of individuals, groups, families and communities, and meeting these needs.
- 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.
- 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.
- 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.
- Develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.



- Work with individuals, groups, families and their communities to ensure that service provider strategies promote social and economic justice, and challenge patterns of oppression, discrimination and harassment, and sexual violence with clients, coworkers and communities.
- Develop the capacity to work with the Indigenous individual, families, groups and communities while respecting their inherent rights to self-determine, and to identify and address systemic barriers that produce ill-effects, developing appropriate responses using approaches such as trauma informed care practice.
- Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship.

Program of Study

Level: 01	Courses	Hours
ENL1813S	Communications 1	42.0
FAM1114	Preparation for Field	28.0
FAM1115	Service Worker Interviewing	28.0
FAM1254	Social Welfare in Canada	42.0
FAM1294	Mental Health and Addictions 1	28.0
FAM1295	Relations and Relationships with the First Peoples of Canada	28.0
FAM1382	Social Service Worker Ethics	28.0
PSY1100	Human Development	42.0
Level: 02	Courses	Hours
ENL1881F	Communications for Social Service Workers	42.0
FAM1121	Group Work	28.0
FAM1129	Placement 1	182.0
FAM1263	Crisis Intervention	42.0
FAM1301	Legislation in Social Service Work	28.0
FAM1334	Placement Seminar 1	21.0
Choose one from equivalencies	: Courses	Hours
GED0432	General Education Elective	42.0
Level: 03	Courses	Hours
FAM1139	Placement 2	252.0
FAM1272	Community Development	42.0
FAM1280	Applied Social Service Work Practice	28.0
FAM1283	Working with Families	28.0
FAM1302	Mental Health and Addictions 2	28.0



FAM1335	Placement Seminar 2	21.0
Level: 04	Courses	Hours
FAM1149	Placement 3	273.0
FAM1260	Assessment, Planning and Practice in Social Service Work	28.0
FAM1436	Aging in Society	28.0
FAM1444	Placement Seminar 3	21.0
Gen Ed On-line Elective: choose 2	2 Courses	Hours
AST2000	Introduction to Astronomy	42.0
DSN2001	History of Design	42.0
ENV0002	Environmental Citizenship	42.0
ENV5004	Waste-Free Ontario	42.0
GED0021	Disability in Arts: Portrayals and Identity	42.0
GED2200	Free Speech and the Challenge of Social Media	42.0
GED5002	Victimology	42.0
GED5003	The Science of Play	42.0
GED5004	Living Green	42.0
GED5005	Greek Mythology	42.0
GED5006	World Religions	42.0
GED5007	Transatlantic Slavery and Its Abolition	42.0
GED5010	The Fungus Among Us	42.0
GED5300	The Science of Everyday Life	42.0
GED5301	On Death, Dying and Medical Assistance in Dying (MAID)	42.0
GED6022	A Sense of Humour	42.0
GEN1001	Ethics: What Is the Big Deal?	42.0
GEN1957	Science Fiction	42.0
GEO0012	Foreign Landscapes and Their Inhabitants	42.0
HIS0001	Saints and Heroes: Shining a Spotlight on the 'Dark Ages', Europe A.D. 410-1096	42.0
HOS2228	Wine, Food and Culture	42.0
HOS2288	The Dinner Party	42.0
LIB1982	Reading for Recreation	42.0
MGT7330	Trends in Today's Workplace	42.0
MVM8800	The Impact of the Car on North American Culture	42.0



PSI0003	Globalization and Sustainability	42.0
RAD2001	Popular Culture	42.0
SCI2200	Dynamic DNA: You Are Not Alone	42.0
Choose two from equivalencies	: Courses	Hours
GED0432	General Education Elective	42.0

Fees for the 2024/2025 Academic Year

Tuition and related ancillary fees for this program can be viewed by using the Tuition and Fees Estimator tool at https://www.algonquincollege.com/fee-estimator.

Fees are subject to change.

Additional program related expenses include:

- Supplies cost approximately \$1,500 in the first year and \$1,000 in the second year.
- Additional expenses related to verification for field placement requirements, ParaMed clearance, police records check and health immunizations are the responsibility of the student.

Admission Requirements for the 2025/2026 Academic Year

College Eligibility

- Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR
- Academic and Career Entrance (ACE) certificate; OR
- General Educational Development (GED) certificate; OR
- Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee will be charged.

Program Eligibility

- English, Grade 12 (ENG4C or equivalent) with a grade of 65% or higher.
- Applicants with international transcripts must provide proof of the subject-specific requirements noted above and may be required to provide proof of language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).
- IELTS-International English Language Testing Service (Academic) Overall band of 6.5 with a minimum of 6.0 in each band; OR TOEFL-Internet-based (iBT)-overall 88, with a minimum of 22 in each component: Reading 22; Listening 22; Speaking 22; Writing 22; OR Duolingo English Test (DET) Overall 120, minimum of 120 in Literacy and no score below 105.

Not sure if you meet all of the requirements? Academic Upgrading may be able to help with that: https://www.algonquincollege.com/access/.

Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.

Admission Requirements for 2024/2025 Academic Year

College Eligibility



- Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR
- Academic and Career Entrance (ACE) certificate; OR
- General Educational Development (GED) certificate; OR
- Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee of \$50 (subject to change) will be charged.

Program Eligibility

- English, Grade 12 (ENG4C or equivalent) with a grade of 65% or higher.
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Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.

Health Requirements:

The physical and emotional health of each applicant to the program must be such that he or she can successfully cope with the program of instruction including the demands of field placement (e. g. stress and time management). Individuals who have concerns about their ability to meet these requirements should contact the coordinator of the program prior to submitting an application. Students under the age of 18 years cannot obtain a PRCSVS. Upon the age of majority being reached this will be required. Students should be prepared to update their PRCSVS every six months.

Students accepted into the Social Service Worker program must meet the following health requirements:

Provide evidence of full and complete immunizations. The Algonquin College Health Services will review the student's record of immunization and provide authorization for entry into field placement. Field placement agencies require the Hepatitis B vaccine and the Influenza vaccine.

Police Records Check:

Though not an admission requirement, applicants must note important information listed below regarding Police Record Check program requirements.

Successful completion of field placement is a requirement for graduation from the Social Service Worker program. Agencies that provide placement opportunities may require you to have a clear Police Records Check for Service with the Vulnerable Sector (PRCSVS). Your acceptance for placement is at the discretion of the agency. If you register in the program and do not have a clear PRCSVS and as a result are unable to participate in placement, you will not be able to graduate.

Field Placement Eligibility:

To be eligible for placement, you must submit proof of a PRCSVS, which will be retained on your departmental file and used only for purposes related to your placement. You will be required to disclose the contents of the PRCSVS, including all notations, to the placement agencies.

It is your responsibility to obtain the PRCSVS from your local Police department prior to the deadline identified by your Department and to pay any associated costs. It may take a long time to obtain this documentation; please submit your application as early as possible. Should you require further information, contact the Program Chair.



Application Information

SOCIAL SERVICE WORKER Program Code 0432X01FWO

Applications to full-time day programs must be submitted with official transcripts showing completion of the academic admission requirements through:

ontariocolleges.ca 60 Corporate Court Guelph, Ontario N1G 5J3 1-888-892-2228

Students currently enrolled in an Ontario secondary school should notify their Guidance Office prior to their online application at https://www.ontariocolleges.ca/.

Applications for Fall Term and Winter Term admission received by February 1 will be given equal consideration. Applications received after February 1 will be processed on a first-come, first-served basis as long as places are available.

International applicants please visit this link for application process information: https://algonquincollege.force.com/myACint/.

For further information on the admissions process, contact:

Registrar's Office Algonquin College 1385 Woodroffe Ave Ottawa, ON K2G 1V8 Telephone: 613-727-0002 Toll-free: 1-800-565-4723

TTY: 613-727-7766 Fax: 613-727-7632

Contact: https://www.algonquincollege.com/ro

Additional Information

The social service worker field requires mature, flexible workers who commit to personal wellness and self-care as well as the principles of social justice and anti-oppression. This demanding program places students in learning environments and in contact with emotionally challenging situations. This may be unsettling to those who are in current recovery for mental health, abuse or addiction problems. As such, we encourage prospective students to reflect upon their readiness to meet these demands.

This full-time day program is offered at the Ottawa and Pembroke campuses. While the learning outcomes at the two campuses are the same, subject delivery is reflective of the local circumstances which affect program delivery.

There is also an Intensive offering delivered at the Ottawa Campus. This program is for individuals who have completed a degree or diploma (from an Ontario College of Applied Arts and Technology) in the humanities. Degrees outside of the humanities may be considered on an individual basis.

Social Service Worker is a registered professional title which may only be used by members in good standing of the Ontario College of Social Workers and Social Service Workers (OCSWSSW). This relates to Ontario legislation entitled The Social Work and Social Service Worker Act. Graduates of the Social Service Worker program are required by law to join the OCSWSSW after graduation in order to use this professional title. The OCSWSSW grants or denies membership. Visit https://www.ocswssw.org/ for more information.

Field Placement Requirements:

Health Requirements:

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First Aid and CPR:

Students must obtain First Aid and CPR level C certificate in order to be eligible for field placement.

Contact Information

Program Coordinator(s)

- Melissa D'Amora, mailto:damoram@algonquincollege.com, 613-727-4723, ext. 5882

Course Descriptions

AST2000 Introduction to Astronomy

What can the sky tell us about our place in the universe, and how life began? This introductory course to astronomy will teach students indigenous and Western constellations in the sky, as well as introduce them to the major planets. Students will act as beginning astronomers and engineers by performing sketches, doing research on astronomy topics, and learning about missions to Mars that are on the hunt for signs of life.

Prerequisite(s): none Corerequisite(s):none

DSN2001 History of Design

Visual communications and graphic design have played a key role in the evolution of communication through a number of historical and social art movements. Graphic design has had a major impact on civilizations over the ages. Students explore graphic design's many influences, including the invention of writing and alphabets, the origins of printing and typography, Victorian, Art Nouveau, Modern Art, and Postmodern design, to the present-day computer revolution and its influence on the many forms of contemporary visual communication that surround us every day.

Prerequisite(s): none Corerequisite(s):none

ENL1813S Communications 1

Communication remains an essential skill sought by employers, regardless of discipline or field of study. Using a practical, vocation-oriented approach, students focus on meeting the requirements of effective communication. Through a combination of lectures, exercises, and independent learning, students practise writing, speaking, reading, listening, locating and documenting information and using technology to communicate professionally. Students develop and strengthen communication skills that contribute to success in both educational and workplace environments.



Prerequisite(s): none Corerequisite(s):none

ENL1881F Communications for Social Service Workers

Social service workers create and maintain a variety of records and documents related to their interactions with colleagues and clients. These records and documents must be coherent and objective assessments of the social service workers' observations, actions, and interventions. Other methods of communication involve drafting letters and reports directed to other professional agencies and organizations. Documentation created by social service workers may be required for and used in legal proceedings. Therefore, emphasis is placed on fundamental grammar, writing mechanics and critical-thinking skills.

Prerequisite(s): ENL1813S Corerequisite(s):none

ENV0002 Environmental Citizenship

Environmental citizenship is based on the principles of national citizenship, yet it goes beyond political borders to emphasize global environmental rights and responsibilities. An environmental citizen is committed to learning more about the environment and to taking responsible environmental action. Through a combination of interactive activities, assignments and discussions, students learn how they are personally connected with current environmental issues. Students are also encouraged to adopt attitudes and behaviours that foster global environmental responsibility.

Prerequisite(s): none Corerequisite(s):none

ENV5004 Waste-Free Ontario

Ontario continues to generate more and more waste; historically, three quarters of this waste has been discarded. In this course, learners are introduced to the tremendous environmental and economic opportunities that exist to embrace resource conservation ideology and a circular economy - a system in which products are never discarded, but reused, recycled and reintroduced into new products. With interactive activities, videos, and gaming; learners identify concepts and technologies to make informed decisions regarding waste management. Learners reflect on material learned, connect it to their own personalized industry or interest, and locate innovation and entrepreneurship opportunities.

Prerequisite(s): none Corerequisite(s):none

FAM1114 Preparation for Field

The ability to understand one's professional roles and responsibilities in the workplace is foundational to success. Students explore their own beliefs and values as they relate to professional relationships and ethical principles in social service work practice. Students identify current social issues and research social networks that support meeting the diverse needs of the community.

Prerequisite(s): none Corerequisite(s):none

FAM1115 Service Worker Interviewing

Gathering information through the interview process helps identify the strengths, resources and challenges of individuals, families, groups and communities to assist them in achieving their goals. As a major component of the field of Social Service Work, students review and recognize the essential elements of a social service work interview, including the skills of active listening, open and closed questioning, awareness of body language and using empathy to build trust. Attention is also paid to relationship building and the facilitation of change while recognizing diversity. Students practice with role-play scenarios to develop and fine tune these skills in preparation for work with clients.



Prerequisite(s): none Corerequisite(s):none

FAM1121 Group Work

Working in groups is part of many social service work settings. Making use of a simulated exercise, students practice skills involved in the planning and facilitation of topic based support groups. Emphasis is placed on the co-leadership model, self-awareness and group process skills.

Prerequisite(s): FAM1115 and FAM1382

Corerequisite(s):none

FAM1129 Placement 1

Practical and professional learning experiences support the integration of theory and professional expectations in social service agencies. Students may practice observation skills, information gathering, interviewing skills, documentation and preliminary assessment skills through supervised practice in simulations and/or agency settings.

Prerequisite(s): FAM1114 and FAM1115 and FAM1294 and FAM1382

Corerequisite(s):FAM1334

FAM1139 Placement 2

Practical learning experiences support the integration of theory and professional expectations in social service agencies. Students are provided the opportunity to deepen and expand their knowledge and skills through supervised practice in an agency setting. Students assume increasing levels of responsibility and independence, and continue to increase their writing, reporting, interviewing and engaging and assessment skills as social service professionals.

Prerequisite(s): FAM1121 and FAM1129 and FAM1263 and FAM1301

Corerequisite(s):FAM1335

FAM1149 Placement 3

Practical learning experiences support the integration of theory and professional expectations in social service agencies. Students are provided the opportunity to deepen and expand their knowledge and skills through supervised practice in an agency setting. Students assume increasing levels of responsibility and independence, and refine their writing, reporting, interviewing and engaging and assessment skills as social service professionals. The focus is on cumulative knowledge that reflects the students' readiness for frontline social service work.

Prerequisite(s): FAM1139 and FAM1280 and FAM1302

Corerequisite(s):FAM1444

FAM1254 Social Welfare in Canada

Students study the historical progress of the social welfare system in Canada. In addition, the fundamentals of inequity, poverty, homelessness, violence, oppression, and discrimination are introduced in both historical and current delivery of service. Students examine their own values and practices to develop their knowledge and to critically analyze current social welfare practices.

Prerequisite(s): none Corerequisite(s):none

FAM1260 Assessment, Planning and Practice in Social Service Work

Assessment and intervention are core skills for qualified social service workers and are fundamental learning requirements for practice in the field. Strong assessment skills are required to develop an accurate understanding of clients and their needs, to identify problems, and to serve as a basis for evaluating the effectiveness of helping interventions. Students develop skills related to



data collection, data interpretation, problem identification and intervention. Students learn to assess common issues experienced in the field, as well as develop comprehensive and effective intervention plans.

Prerequisite(s): FAM1280 and FAM1283 and FAM1302

Corerequisite(s):none

FAM1263 Crisis Intervention

One's ability to function in a professional manner in crisis situations is essential in the field of social service work. Students differentiate long-term counselling from crisis intervention and examine crisis related assessment techniques and intervention strategies to de-escalate and support those in crisis. Students explore the concept of professional burnout as it relates to crisis.

Prerequisite(s): FAM1115 and FAM1382

Corerequisite(s):none

FAM1272 Community Development

Community development focuses on systemic issues that create social problems. It involves working to achieve social justice through structural change and advocacy. Students learn how to improve community awareness, create strategic alliances, foster collaboration and build community. Social Service Workers are guided by the Code of Ethics and Standards of Practice for Social Workers and Social Service Workers and by principles of sustainable community development capacity. Students develop a basic understanding of community development while undertaking a community project in a group.

Prerequisite(s): FAM1129 and FAM1263 and FAM1301

Corerequisite(s):none

FAM1280 Applied Social Service Work Practice

Social service work practice is the foundation for meeting human needs in our society. Students apply core values, ethics and helping skills critical to social service work, combining philosophical bases for practice with experiential learning to develop helping skills. Students explore strength-based practice and principles of empowerment to establish relationships with clients including individuals, families, groups and communities. Students refine their skills and knowledge through interactive lectures and role-playing.

Prerequisite(s): FAM1115 and FAM1129 and FAM1263

Corerequisite(s):none

FAM1283 Working with Families

Understanding family systems is essential to providing optimum support to families. Students are grounded in family systems theory and explore patterns of interaction in terms of the wide range of problems that families and partners bring to social agencies. Emphasis is placed on how the family has changed over the generations and various intervention options. Students utilize genograms, timelines and eco maps to assess family functioning.

Prerequisite(s): FAM1115 and FAM129 and FAM1263 and FAM1294

Corerequisite(s):none

FAM1294 Mental Health and Addictions 1

Instances of substance misuse are higher amongst those experiencing mental health challenges. Students become familiar with the nature of addiction and mental health challenges and the issues that are consistent with concurrent disorders. Students examine the prevalence of addiction and mental health problems in Canada, the risk and protective factors that influence addictions and/or mental health, and the links between addiction, mental health and the social determinants of health. Students explore the basic concepts of mental health and mental illness and learn about different forms of addiction and how addiction affects the body and one's behaviour. Students examine the role and scope of practice of the social service worker (SSW) in the field of mental



health and addictions. Emphasis is placed on the student's capacity to examine their own attitudes towards people who experience mental health challenges and/or addictions.

Prerequisite(s): none Corerequisite(s):none

FAM1295 Relations and Relationships with the First Peoples of Canada

As human service practitioners, it is imperative that Social Service Workers have specific knowledge of the history and resiliency of Indigenous peoples in Canada. Students begin to develop the capacity to work with First Nations, M?tis, and Inuit (FNMI) Indigenous individuals, families, groups, and communities. Students examine the impacts of trauma and colonization for Indigenous peoples and communities by exploring topics such as the residential school system, the Sixties Scoop, and intergenerational trauma. Through exploration of Indigenous knowledges, students identify culturally safe practices using an Indigenous Worldview Perspective. Students demonstrate practical skills and self-reflective practices to build meaningful relationships with Indigenous individuals, families and communities while recognizing the impact of their own privilege on these relationships.

Prerequisite(s): none Corerequisite(s):none

FAM1301 Legislation in Social Service Work

As social service workers, the profession is guided under legislation. Students explore the governance and legislative acts in Canada. Through research, role play, and discussion, students explore topics such as immigration, human rights, policing, violence, income support, housing, criminal justice, child welfare and legal aid.

Prerequisite(s): FAM1254 Corerequisite(s):none

FAM1302 Mental Health and Addictions 2

Deeper knowledge of mental health, addiction and concurrent disorders allows social service workers to guide individuals to the services and supports available using an evidence-informed lens. Students learn to work from a client-centered, strength-based and trauma-informed perspective to support a wide variety of clients with mental health challenges and/or addictions, including specific populations such as seniors, youth, women, LGBTQ2S+, and Indigenous populations. Students also develop an understanding of harm reduction as well as other counselling modalities. Students continue to examine the role and scope of practice of the social service worker (SSW) in the field of mental health and addictions and prevention, treatment, and community resources are explored from a Social Service Worker perspective.

Prerequisite(s): FAM1294 Corerequisite(s):none

FAM1334 Placement Seminar 1

Professional development of social service worker students continues with the extension of the learning opportunities that integrate theory and practice. Students learn with and from each other's direct experiences as beginning practitioners. The integration of theory, field-related issues and personal development is essential for students to formalize a basic understanding of how our community, clients and professionals work together to effect positive change. Students learn to identify and practice clinical, organizational and personal skills in a solution-focused manner. Students explore and solve ethical issues as they relate to the Code of Ethics and Standards of Practice for Social Workers & Social Service Workers. Self-care is emphasized.

Prerequisite(s): none Corerequisite(s):FAM1129



Professional development of social service worker students continues with the extension of the learning opportunities that integrate theory and practice. The integration of theory, field-related issues and personal development is essential for students to formalize a basic understanding of how our community, clients and professionals work together to effect positive change. Students learn to identify and practice clinical, organizational and personal skills in a solution-focused manner. Students explore and solve ethical issues as they relate to the Code of Ethics and Standards of Practice for Social Workers and Social Service Workers. Self-care is emphasized.

Prerequisite(s): FAM1334 Corerequisite(s):FAM1139

FAM1382 Social Service Worker Ethics

Ethics is the cornerstone for providing effective Social Service Work. Students examine the principles of the Code of Ethics and Standards of Practice as outlined by the Ontario College of Social Workers and Social Service Workers as well as scopes of practice. Students gain the necessary skills and knowledge required to practice within an ethical framework.

Prerequisite(s): none Corerequisite(s):none

FAM1436 Aging in Society

Canada has an aging population where the need for mental health, housing, income security, health care and recreation supports and interventions is increasing. Students explore the various topics related to growing older which will help inform their future interactions with older adults. Students examine concepts such as independence, community involvement, funding opportunities, and health and wellness concerns related to the aging process.

Prerequisite(s): PSY1100 Corerequisite(s):none

FAM1444 Placement Seminar 3

Professional development of social service worker students continues with the extension of the learning opportunities that integrate theory and practice. The integration of theory, field-related issues and personal development is essential for students to formalize a basic understanding of how our community, clients and professionals work together to effect positive change. Students learn to identify and practice clinical, organizational and personal skills in a solution-focused manner. Students explore and solve ethical issues as they relate to the Code of Ethics and Standards of Practice for Social Workers and Social Service Workers. Self-care is emphasized.

Prerequisite(s): FAM1335 Corerequisite(s):FAM1149

GED0021 Disability in Arts: Portrayals and Identity

All forms of art have a powerful influence on our perceptions. Students describe and explore through case studies a range of disabilities and their unique features. Using arts, enquiry and discussion, students critique historical and modern-day portrayals of individuals with disabilities. Students consider the attitudes and social barriers that individuals with disabilities face, and focus on the link between the formation of cultural identity and the arts.

Prerequisite(s): none Corerequisite(s):none

GED0432 General Education Elective

Students choose one course, from a group of general education electives, which meets one of the following five theme requirements: Arts in Society, Civic Life, Personal Development, Social and Cultural Understanding, and Science and Technology.

Prerequisite(s): none



Corerequisite(s):none

GED0432 General Education Elective

Students choose one course, from a group of general education electives, which meets one of the following five theme requirements: Arts in Society, Civic Life, Personal Development, Social and Cultural Understanding, and Science and Technology.

Prerequisite(s): none Corerequisite(s):none

GED2200 Free Speech and the Challenge of Social Media

This course will allow students to explore social media and its effects on free speech and public discourse in contemporary society. It will cover the philosophical foundations of free speech, the legal and institutional expressions of free speech in modern democracies, the characteristics of social media infrastructure, how our society's free speech is being influenced if not transformed by this infrastructure, and perspectives on the need, or not, for "regulatory fixes" advanced from different viewpoints.

Prerequisite(s): none Corerequisite(s):none

GED5002 Victimology

An increased awareness of the ripple effect of crime has given rise to victimology as a significant field of study. Students investigate victims of crime and the impact that crime has on their lives, their families and society. Students raise personal awareness through the study of history of victimology and the victims' movement, the nature and extent of victimization, its emerging theories and resulting legislation. In addition, victims' services, accessibility to services, rights of the victim and the victim in the criminal justice system are examined. Students also explore crime in the workplace, schools, and campuses and the importance of recognizing those at risk.

Prerequisite(s): none Corerequisite(s):none

GED5003 The Science of Play

Toys and games, key components of play, have evolved from homemade trinkets to highly engineered items in a multi-billion-dollar industry. Students explore the connections between technology and play, specifically the benefits, drawbacks and ethical implications of toy and game design. Case studies allow students to consider familial, cultural, sociological, and other influences upon toy and game design over the last century. Through discussion, analysis and workshops, students move towards designing their own toy or game, or modifying an existing one.

Prerequisite(s): none Corerequisite(s):none

GED5004 Living Green

The need to lead healthy, environmentally conscious lives is increasingly important. Students acquire the practical knowledge and skills required to explore current environmental challenges and identify personal plans for living in an environmentally responsible manner. Through a combination of assignments, discussion boards, and quiz work, students investigate the history and development of current environmental concerns, the environmental impact of our choices and behaviours, and strategies involved in living green.

Prerequisite(s): none Corerequisite(s):none



Students explore intriguing characters, important places and famous myths of Classical Greece. By examining a variety of popular myths, students discover how the Ancient Greeks crafted narratives of gods, goddesses, monsters, and heroic figures to make sense of their lives and the world around them. Using examples from art, science, and industry, students examine how these epic stories from oral tradition have endured and continue to influence contemporary society.

Prerequisite(s): none Corerequisite(s):none

GED5006 World Religions

In Canada, society embraces people from many cultures of the world. By exploring different religious beliefs about the world, the individual, the meaning of life and death, and how individuals are encouraged to conduct themselves, students begin to appreciate the underlying forces that shape followers' lives. Students explore the history and basic teachings of six of the major religions of the world: Hinduism, Buddhism, Judaism, Christianity, Islam, and the Baha'i Faith. Each religion's distinctive features are highlighted, while their similarities and shared values are examined. Students have the opportunity to broaden their worldview through an exposure to divergent religious traditions.

Prerequisite(s): none Corerequisite(s):none

GED5007 Transatlantic Slavery and Its Abolition

The effects of transatlantic slavery, which began in the 15th century and was not abolished until the 19th, are still present in contemporary social, political and economic systems. In this course, students are provided with a chronological understanding of the transatlantic slave trade that charts: 1) its creation and its economic underpinnings in European and American power and wealth; 2) the resistance to slavery and its eventual abolition; and 3) the afterlife of slavery in the present day. Through class discussion, examination of academic and non-academic literature, and analysis of images and videos, students will be introduced to the history and continuing legacy of the transatlantic slave trade.

Prerequisite(s): none Corerequisite(s):none

GED5010 The Fungus Among Us

Understanding fungi is critical for a more complete picture of both natural history, as well as historical and current human affairs. Students learn the major groups of fungi most of which are beneficial to humans. Students learn the influence of fungi on historical and cultural activities including art and food. Students also examine the direct involvement of fungi on industrial processes and current medical and biotechnological processes. Students explore the role of fungi as it relates to soil fertility and best practices in agriculture and environmental sustainability. Students will connect fungi to the world around them.

Prerequisite(s): none Corerequisite(s):none

GED5300 The Science of Everyday Life

The mysteries of science surround us constantly and play a significant role in everyone's daily life regardless of their level of awareness. Familiarity with the basic concepts of science in disciplines such as biology, physics, and chemistry, helps students better understand the world in which they live, the attitudes and opinions of those with whom they interact, and the reasons why many things happen. By examining everyday occurrences, students are introduced to scientific ways of thought and to problem-solving methods used by scientists. A background in science and math is not required.

Prerequisite(s): none Corerequisite(s):none



GED5301 On Death, Dying and Medical Assistance in Dying (MAID)

Though death is an immutable consequence of life, society's attitudes and reactions to it have been ever-changing. The viewpoint that life is sacrosanct, to be protected at all costs, is now being challenged by individuals demanding greater control of their quality of life, including the right to die. An historical overview of attitudes towards death will be examined, with a focus on the growing acceptability of medical assistance in dying (MAID), and the reasons behind this movement (demographics, economics, medicine). This course, through discussion of differing social perspectives, government legislation, case studies, research, images and videos will provide students a greater understanding of society's past and present approaches to death.

Prerequisite(s): none Corerequisite(s):none

GED6022 A Sense of Humour

Humour is a universal tool of communication and social influence. Students survey the development, use, and value of humour in Canadian visual and creative arts. Varieties of humour, such as irony, satire and farce are positioned in the context of Canadian culture to enhance the student's appreciation of humour and self-awareness.

Prerequisite(s): none Corerequisite(s):none

GEN1001 Ethics: What Is the Big Deal?

In today's society there is increasingly more attention focused on questions of right or wrong, good or evil. Ethical issues relating to a wide variety of concerns are examined. Students clarify their own moral values and explore how these values impact the course of their lives. Students practise using tools and decision-making models to deal with personal and professional dilemmas.

Prerequisite(s): none Corerequisite(s):none

GEN1957 Science Fiction

Science fiction is both a major genre of popular entertainment and an effective mode of social commentary. Students explore the formal conventions and the history of the genre, analyze a representative range of science fiction, and develop their critical appreciation of the role and place of science fiction in society. In addition to writing reflective and analytical assignments, students have an opportunity to create their own piece of science fiction.

Prerequisite(s): none Corerequisite(s):none

GEO0012 Foreign Landscapes and Their Inhabitants

Understanding the natural environment and the geological features and landscapes that shape our world is vital for students to have a greater understanding and respect for others by being more globally and culturally aware. The transformation of Earth as we know it has been a 4.5 billion year marvel in the making. The ever-changing continents, oceans, seas, and geographic landforms continue to reshape our world. Through the exploration of the unique landscapes of Earth and the examination of the geographic distribution of populations, countries, and regions of the world, students will use virtual field trips, case studies, and web quests to enhance their sense of global community.

Prerequisite(s): none Corerequisite(s):none

HISO001 Saints and Heroes: Shining a Spotlight on the 'Dark Ages', Europe A.D. 410-1096

When the mighty Roman Empire began to collapse, it was attacked from all directions by Barbarian armies. The resulting turmoil caused Europe to sink into a period of social and political upheaval



known as The Dark Ages. However, during these troubled times, extraordinary warriors and missionaries emerged whose profound influence has played a vital role in shaping what has become our modern world. Students examine the social, political, intellectual, and economic history of this era and explore its enduring impact on modern Western society.

Prerequisite(s): none Corerequisite(s):none

HOS2228 Wine. Food and Culture

An understanding of culture can be discovered by exploring eating and drinking customs. Students experience a virtual global tour, exploring culture, history and traditions through the lens of wine and food. Students acquire a sense of the customs of their culture and those of others. Through comparison, observation, discussion, and reflection, students discover something found in all cultures: the importance of food and drink.

Prerequisite(s): none Corerequisite(s):none

HOS2288 The Dinner Party

Table manners are as unique to a culture as the foods they eat - how people eat varies widely from country to country. Participants in this course explore the culture and customs of international dining practices. Through investigation, discussion and reflection, participants have the opportunity to raise their own and each other's awareness and sensitivity to different cultural behaviours and customs. Over scheduled lunches and dinners, participants consider the influence of culture, society, religion, geography and history on dining practices around the world.

Prerequisite(s): none Corerequisite(s):none

LIB1982 Reading for Recreation

Reading gives us knowledge and new ideas to draw from in the future. It tones the mind in ways similar to the way exercise tones the body. As a result, time spent in reading for recreation has benefits beyond the immediate appreciation of the text. Students examine appeal factors of various genres of fiction and non-fiction by reviewing the history and classics of each genre, considering the therapeutic values of reading, and examining recent trends in online reading and publishing.

Prerequisite(s): none Corerequisite(s):none

MGT7330 Trends in Today's Workplace

In today's culture of work, every employee needs to be knowledgeable about current trends and issues in the workplace. Students explore emerging issues facing employees in today's technology-driven workplace and investigate the realities of social networking, diversity in the workplace, and work mobility.

Prerequisite(s): none Corerequisite(s):none

MVM8800 The Impact of the Car on North American Culture

Students explore the social, economic, political, and environmental impact of the automobile on North American lives. Through a combination of assignments, discussion boards, and quiz work, students study the history of the automobile, from its introduction to the present day. Doing so allows students to track the changes the car has introduced to manufacturing, lifestyles, design principles, transportation systems, the environment, labour-management negotiation, and economic organization.

Prerequisite(s): none



Corerequisite(s):none

PSI0003 Globalization and Sustainability

The rapid growth of the global economy raises fundamental questions: How do trade and politics affect development and the environment? What are the effects of free trade and the rise of multinational corporations on local cultures? What are the effects of the "clash of cultures" produced by international travel, migration, and new social, collaborative technologies that send film, books, television, music and other "proprietary" content spinning around the world instantly? Is globalization environmentally sustainable? Students examine these and other questions and analyze the day-to-day choices raised by globalization in an increasingly interconnected world.

Prerequisite(s): none Corerequisite(s):none

PSY1100 Human Development

Understanding an individual's developmental stage in relation to challenges they may face directs the intervention of social service workers. Students examine various theories of psychosocial development including Freud, Maslow and Erikson in connection to the interrelationship of the biopsychosocial aspects of ages and stages from birth to late adulthood. The goals of studying lifespan development are to describe, explain, and optimize human development throughout a person's entire life. Students study the interaction between different theories; cultural, social, and historical impacts; and biological maturation to gain a holistic understanding of human Students also gain a personal understanding of their own lives in the context of psychosocial and lifespan development.

Prerequisite(s): none Corerequisite(s):none

RAD2001 Popular Culture

One dictionary definition of popular culture is the "totality of socially transmitted behaviour patterns, arts, beliefs, institutions, and all other products of human work and thought." This definition allows us great freedom and scope. Students examine recent North American popular culture including trends, fads, styles, theories and the cult of the new. By exploring our perceptions of culture and the trivialization of society, students begin to appreciate how the media has relentlessly helped to shape today's values. Through online research, assigned readings, and participation in self-directed learning, students critique popular culture's place in North American society, concentrating on their decade of choice.

Prerequisite(s): none Corerequisite(s):none

SCI2200 Dynamic DNA: You Are Not Alone

DNA is the recipe book for all living things. This small molecule can tell us about our past, present, and future. It is what makes us all unique and what ties us together. DNA can answer some of life's biggest questions: Where do we come from? How are we made? Can we cure disease? Can we predict the future or change the outcome? In this course, we will examine the spectacular DNA molecule and how it works. Through contemporary articles, research, images, and videos, we will investigate ways in which DNA can be used to predict traits, detect disease, discover ancestry and engineer babies. We will look at DNA's involvement in our evolution, and how we can harness its powers to create superfoods, change a wolf into a pug or clone extinct species. Through a combination of discussion boards, quizzes and assignments, students will discuss DNA history, technology and social attitudes, providing them with a greater understanding of their genetic make-up, both on a personal and global level.

Prerequisite(s): none Corerequisite(s):none