

**Fall 2020**

<b>Course Number</b>	<b>SOWK 651 S02</b>	<b>Classroom</b>	<b>Online Delivery</b>
<b>Course Name</b>	<b>Policy as a Context for Clinical Work</b>		
<b>Day(s)</b>	Course dates: August 31- September 18 <b>Zoom sessions</b> Synchronous Zoom sessions: Monday August 31, 9:30 am – 11:30 am Friday September 4, 9:30 am – 11:30 am; Tuesday September 8, 6:30 pm - 8 pm; Friday September 11, 6:30 pm - 8 pm; Monday September 14, 6:30 pm - 8pm; Friday September 18, 6:30 pm - 8pm.  <b>Asynchronous</b> Refer to course schedule and D2L		
<b>Instructor</b>	Janki Shankar PhD. RSW Professor, Faculty of Social Work	<b>Office Hours/Location</b>	As arranged by ZOOM
<b>E-mail</b>	<a href="mailto:jshankar@ucalgary.ca">jshankar@ucalgary.ca</a>	<b>Phone: by prior appointment</b>	
<b>SYLLABUS STATEMENT</b>			
Policies and their impacts on the delivery of clinical work will be examined			
<b>COURSE DESCRIPTION</b>			
This course will provide you with the opportunity to examine current Canadian social policies as they pertain to social work practice in different social work settings. By critically analyzing practice through a policy lens, this course seeks to enhance and support further linkages between social policy practice and clinical social work as integral to a holistic practice framework.			
<b>Learning objectives</b>			
<b>Program-Level Learning Outcomes (PLOs)</b>			
<ol style="list-style-type: none"> <li>1. Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups, and communities in Canadian and global contexts.</li> <li>2. Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.</li> <li>3. Contribute to the development and implementation of new and more equitable social policies.</li> <li>4. Demonstrate critical thinking and reasoning in analyzing complex social situations and make professional judgments.</li> <li>5. Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.</li> </ol>			

6. Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.

### **Course Learning Outcomes**

1. Critically analyze the historical, political, economic, social, and cultural contexts of social work practice.
2. Critically examine and discuss contemporary policy issues and current debates in social work practice and research.
3. Assess the role and impact of social policy on the well-being of Canadians and in social work practice.
4. Integrate concepts of diversity, anti-oppression, and social justice into social work practice.
5. Initiate and implement action towards creating change to address social/economic inequalities, injustices, and oppressive social conditions.
6. Articulate your position within theoretical, and critical perspectives and in relation to your practice.
7. Debate and articulate your position on contemporary and current issues in social work practice and research; and
8. Advocate for social justice and the social well-being of all peoples, particularly disadvantaged individuals, groups, and communities.

### **Learning Resources**

#### **TEXTBOOKS AND/OR READINGS**

##### **Prescribed Text**

McKenzie, B & Wharf, B. (2015). *Connecting Policy to Practice in the Human Services*. Oxford University Press.

##### **Recommended Text**

Harding, R., & Jeyapal, D. (2018). *Canadian social policy for social workers*. Oxford.

**Essential readings** and references for the course are put up on D2L

#### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

The learning technologies that will be used for this course include D2L and Zoom. The D2L site that has been set up for this course will contain the readings and relevant course materials.

You will need a laptop and internet access and microphone and speaker is required for Zoom access.

### **RELATIONSHIP TO OTHER COURSES**

SOWK 651 is part of the core curriculum for the MSW clinical specialization. The content of SOWK 651 forms a foundation from which practice issues, research, and other core courses intersect. This course will build on foundational social policy courses students may have completed in previous years. The focus will be on connecting macro level policies with micro level social work practice in various settings.

<b>CLASS SCHEDULE (Asynchronous)</b>		
<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
Module 1 Discussion Opens August 31, 2020 Module 1 <b>Closes Sept 4, 2020</b> midnight	Social and Political Environment of policy making; Making Social Policy in Canada; Policy making and Policy makers.	Chapters. 1,2,3 from prescribed text Questions for discussion will be put up in D2L
Module 2 Discussion Opens Sept 4, 2020 Module 2 <b>Closes Sept 11, 2020</b> midnight	Policy making process; Implementation stage; Making policy for social change from inside the system. Influencing policy form outside.	Chapters 4,5,6, 7 from prescribed text Questions for Discussion will be put up in D2L
<b>Class Schedule (Synchronous)</b>		
<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
Zoom 1, Aug 31 9.30 -11.30 am	Course outline discussion Introduction to Course topics.	
Zoom 2, Sept 4 9.30 -11.30 am	Neoliberalism; Welfare Reform Policy and Poverty Reduction;	Posting for Discussion Board 1 is due
Zoom 3, Sept 8 6.30 – 8pm	Homelessness and Housing First Policy; T& R Call to Action	
Zoom 4, Sept 11 6.30 -8 pm	Temporary Financial Assistance to Disability Support; Universal Basic Income Guarantee	Part 1 of Social Policy Paper is due Posting for Discussion Board 2 is due
Zoom 5, Sept 14 6.30 -8 pm	Covid 19 and Disability support; Family Law Reform	
Zoom 6, Sept 18 6.30 -8 pm	Advancing Mental Health Strategy; Covid and Long-term care	Sept 18. Social Policy Paper is due Sept 18. Poster/Power-point presentation and write up are due

**Assumptions Underlying this Course: the instructor’s philosophy**

The classroom is an inclusive space and should be free from prejudice and discrimination based on gender, race, ethnicity, class, age, ability, religion, sexual orientation, and gender identity. • the instructor and students are responsible to ensure full inclusion and will commit to this through self-reflection, peer support and constructive dialogue. • ideas, rather than individuals, are open to challenge. Students will engage with respect to familiarity with the topics we will discuss in this course; all questions contribute to learning and all voices should be heard. • everyone in the classroom is a potential teacher and learner. Everyone brings valuable life experiences from which we can all learn. Some students may contribute prior learning and experience; others’ contributions may be less direct and include, for example, skills in asking questions or knowledge of other cultures and contexts. All contributions will be honored and appreciated. • students are responsible for their own learning and commit to reading and viewing assigned materials, contributing to ongoing group discussions in an ongoing and timely fashion, and supporting one another to achieve learning objectives. • the instructor will monitor all online activities, be responsive to students’ questions and ensure that learning objectives and course requirements are clearly stated and understood.

**Zoom recordings of online classes**

Students are advised to attend all the six Zoom sessions that are part of this course. The instructor will record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

**ASSESSMENT COMPONENTS**

Evaluation of student performance in this course will be based on four components: 1. ( Asynchronous) Participation in group discussions for each module via discussion board; 2. Group/individual presentation based on essential readings; 3. One written assignment and 4. Class participation. Discussion times have been designated for each module as indicated above and the written assignments and presentations will be submitted by each student/group in specified drop boxes in D2L. Students are expected to do the readings, reflect, and share your thoughts, experiences, and questions as they apply to social policy and clinical practice.

Rubrics for evaluating each assignment will be provided on D2L. **Use APA Edition 7 format for citing references**

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Course Learning Outcome
1.Postings in D2L group discussion forum	There are 2 required discussion boards to work on. Each module will require one posting concluding with a question (400 words), and one response to a question from your peers (250 words). Your postings and answers will be evaluated in terms of thoughtful, scholarly, and timely participation in D2L discussions. Work on each module should conclude prior to the opening of the next module. You can	On the day the module closes Module 1: Sept 4 midnight Module 2: Sept 11 midnight	15 x 2 =30% Discussion Posts	1-5

	<p>include references for the postings if you are making statements based on your readings.</p> <p>You are expected to do the readings, reflect, and to share your thoughts, experiences, and questions as they apply to clinical social work practice. This means that your postings must include your critical reflections on how the readings apply to clinical social work practice with marginalised groups you are working with or are interested in working with. Incorporating examples from your work or life experience can add value to postings. Your postings must demonstrate that you have read the postings of your peers and are not repeating the same points that they have discussed.</p> <p>These online discussions are intended to replicate study or seminar groups offered in face-to-face instruction, to provide the opportunity to share individual perspectives, and to foster collaborative learning.</p>			
<p>2.Zoom presentations and leading the discussion on Essential Readings.</p>	<p>For this assignment, each student will work with a group partner (randomly selected by instructor) on one or two readings specified by instructor. Each student and their group partner will prepare a <b>power-point/or a poster</b> based on their reading/s and lead the discussion at one of the Zoom sessions. The students presenting the topics, the day and time for the presentation and discussion will be put up on D2L <b>one week prior to the beginning of the course</b>. Each presentation and discussion will be for 40 minutes. Include at least 2 questions for leading the discussion.</p> <p>Your presentation (poster, power-point and a 700 words write up) must go beyond just presenting a summary of the important points in the reading. You must link your presentation to relevant recent events/ news articles/policy debates or gaps/new policy, and social work practice.</p>	<p>Post your final poster/power point presentation and write up to drop box by September 18 midnight.</p>	<p>20 %</p>	<p>1 -5</p>

<p>3. Social Policy paper</p>	<p><b>Part 1</b> Based on your work with service users of your organization (or community members), you have identified a significant need/issue and would like to initiate/create an innovative project that will address this need/issue. Email this identified need/issue, and the project you consider initiating/creating, to your instructor. (PS: You may use the discussion board to get feedback from your peers).</p> <p><b>Part 2</b> Write a detailed letter to the Executive Director of your organization (or your local MLA), describing the problem, the goals of the innovative project and outcome including a strategic action plan for implementation, recommendations for policy change or policy development to ameliorate the problem. Providing a logic model diagram for your project will be ideal.</p> <p>Your letter will be assessed based on: clear description of the nature and scope of the problem/issue including current contextual and historical factors; stakeholders and interest groups that shape the problem, including power and influence issues and values; critical discussion on effectiveness of current policy governing the issue/problem, or lack of policy on the issue; a strategic plan ( logic model) for carrying out the project; articulation of recommendations for appropriate policy change or policy development that can ameliorate the social issue; highlighting implications for social work practice, including relevance of research, and the importance of advocacy initiatives/work.</p> <p>Length: 12 pages (excluding title page and references page), 12-point Times New Roman font, double-spaced, 1" margins, word format (<b>not pdf</b>). Include at least 5 academic resources (journal articles, book, or book chapters) including text- book.</p> <p>The letter must be professionally appealing, have headings and sub-headings, must be free</p>	<p>Due date: September 11, 2020 midnight</p> <p>Post your letters to drop box by September 18 midnight</p>	<p>5%</p> <p>35%</p>	<p>1-5</p>
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	of grammatical and spelling errors and follow APA Edition 7 formatting style.			
4.Class Participation	Attendance and participation in Zoom sessions, and discussion boards.	Ongoing	10%	

**GUIDELINES FOR SUBMITTING ASSIGNMENT**

Please submit assignments 2 and 3 electronically through their respective drop-box in D2L. Assignments must be submitted in Word Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

If any student is unable to complete any part of the assignment/course they can contact the instructor.

**LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

**EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

**ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

## WITHDRAWAL DATES

No refunds for withdrawal from **this course** after August 31, 2020. The last day to add or swap this course is August 31, 2020. The last day to withdraw with permission is 4:00 p.m. September 18, 2020. The online version of the academic schedule supersedes the information on this course outline.

## COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

These are available on D2L as reference list



## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombudsman Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**