



Fall 2019

Course Number: SOWK 606 S01	Classroom: Online (D2L and Zoom)
Course Name: Advanced Policy Practice in Context (Leadership Cohort)	
Day & Time: Zoom sessions: September 19; October 3, 17 & 31; November 28; December 5; 6:30 – 9:00pm MT	

Instructor: Jacqueline Fields	Office Hours: By appointment
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COURSE OUTLINE

Syllabus Statement

Explores the influences of public policy on the lives, relationships, and well-being of individuals, families, groups and communities, while examining the relationship between social justice in the policy-making process and the role of social workers in shaping policy.

Course Description

This course will provide you with the opportunity to examine current Canadian social policies as they pertain to social work practice. By critically analyzing practice through a policy lens, this course seeks to enhance and support further linkages between social work practice and social justice as integral to a holistic practice framework. The final assignment (#4) provides the opportunity for you to integrate learnings across the four courses included in the Clinical MSW Direct Entry curriculum. **This course is delivered in an online format using a combination of D2L and Zoom sessions.**

Course Learning Objectives

Upon completion of this course, you will be able to:

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

Relationship to Other Courses

As one of four courses offered at the beginning of the MSW program, this course will support you in further developing skills necessary to critically evaluate policy practice in context. You will explore connections between this course and your learnings about social justice and theory (SOWK 600), research and philosophy (SOWK 602), and practice theories in context (SOWK 604) in advanced social work practice. These explorations will be continued as you advance your knowledge and skills in the next component of your MSW program.

Course Text

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

Recommended Readings

Six policy-focused articles are posted on the D2L Content page.

Class Schedule

Dates	Topics	Required Readings, Guiding Questions & Due Dates
Class #1: September 19, 2019	<ul style="list-style-type: none"> ▪ Introductions ▪ Class guidelines ▪ Review course syllabus ▪ Relationship of SOWK 606 to the other ASWP courses ▪ Defining social policy and policy structures ▪ The Importance of taxation 	<p>Canadian Social Policy for Social Workers text:</p> <ul style="list-style-type: none"> ▪ Ch. 1 – A critical perspective on Canadian social policy ▪ Ch. 2 – Media and public discourse ▪ Ch. 3 – Ideas and social policy ▪ Ch. 4 – The ideals and realities of policy-making processes and structures in Canada ▪ Ch. 5 – Making Canadians richer and poorer <p>Guiding Questions for Breakout Rooms (8:30 – 9:00pm):</p> <ul style="list-style-type: none"> ▪ What is your emerging understanding of social policy in Canada? ▪ Why is understanding the role of discourse important? ▪ Why do you consider social policy to be important?
Class #2: October 3, 2019	<ul style="list-style-type: none"> ▪ Social policy and Indigenous Peoples ▪ Social policy and diverse groups 	<p>Canadian Social Policy for Social Workers text:</p> <ul style="list-style-type: none"> ▪ Ch. 6 – Social policy and Indigeneity: Internal colonization and the Canadian State ▪ Ch. 7 – Race, racialization, and racism ▪ Ch. 10 – (dis)Ability policy: A tangled web of complexity ▪ Ch. 16 – Justice for whom? The effect of criminalization of marginalized peoples <p>Guiding Questions for Breakout Rooms (8:30 – 9:00pm):</p> <ul style="list-style-type: none"> ▪ How is social policy currently effected with Indigenous Peoples in Canada? ▪ What is the impact of colonization on Indigenous Peoples? ▪ How is social policy enacted with diverse groups?

<p>Class #3 October 17, 2019</p>	<ul style="list-style-type: none"> ▪ Policy and diversity issues ▪ Social policy and the problem of homelessness 	<p>Canadian Social Policy for Social Workers text:</p> <ul style="list-style-type: none"> ▪ Ch. 8 – Women, intersecting oppressions, and social policy in Canada ▪ Ch. 9 – Sexual and gender diversity ▪ Ch. 13 – Homelessness and housing insecurity <p>Guiding Questions for Breakout Rooms (8:30 – 9:00pm):</p> <ul style="list-style-type: none"> ▪ Are current Canadian social policies perpetuating oppression? ▪ How do your own experiences, values, and beliefs shape your personal and professional reactions to the problem of homelessness? ▪ What advocacy initiatives could be considered to mitigate homelessness?
<p>Class #4: October 31, 2019</p>	<ul style="list-style-type: none"> ▪ Re-imagining Social Policy (Part I) ▪ Re-imagining Social Policy (Part II) 	<p>Canadian Social Policy for Social Workers text:</p> <ul style="list-style-type: none"> ▪ Ch. 14 – Reaching beyond hunger ▪ Ch. 15 – Canadian health care policy: Gaps, inequalities, and solutions ▪ Ch. 18 – The role of policy in sustaining or eliminating poverty <p>Guiding Questions for Breakout Rooms (8:30 – 9:00pm):</p> <ul style="list-style-type: none"> ▪ What gaps and/or inequalities do you observe in current Canadian health care policies? ▪ Why, in your opinion, do these gaps/inequalities exist? ▪ What might be your response to bridge such gaps and reduce existing inequalities?
<p>Class #5: November 28, 2019</p>	<p>Guiding structures for social policy development</p> <p>The impetus for change</p>	<p>Canadian Social Policy for Social Workers text:</p> <ul style="list-style-type: none"> ▪ Chapter 12 – Post-secondary education policy in Canada ▪ Chapter 11 – Child and youth policy: Building equality or buttressing inequities ▪ Chapter 17 – Nationalism, neo-liberalism, and the securitization of Canadian Immigration policy ▪ Chapter 19 – Social policy and the promise of social change <p>Guiding Questions for Breakout Rooms (8:30 – 9:00pm):</p> <ul style="list-style-type: none"> ▪ What do social work practitioners need to consider when contemplating policy changes for vulnerable, diverse groups? ▪ What do practitioners need to do to effect change? ▪ What leadership role might you assume in the change process?

Class #6: December 5, 2019	Final Reflections and Wrap-up	Guiding Questions (Full class group participation): <ul style="list-style-type: none"> ▪ What are some of your key takeaways/learnings from this course? ▪ How might these takeaways/learnings influence your practice? ▪ How has your thinking about policy work changed?
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Assignments

1. Participation (30% of total grade) – 5% for each of the five Breakout Sessions and final full-class Group Discussion

The participation grade awards you marks for your dedication to being an active learner in the course. The participation grade is based on your professionalism, participation, and contributions to our learning community. Allocation of the participation grade will be based on your attendance at, and engagement in, each of the five breakout sessions and the final sixth full class group discussion. The three guiding questions outlined in the class schedule will be the focus of the Breakout Room discussions. Students will be divided into three Breakout Rooms for each of the first five classes. In addition to speaking in class, I also recognize some of the unique ways students express their engagement (e.g., affirming others, taking notes in small group work, coming prepared class discussions, being punctual etc.).

2. Reflection Post (20% of total grade) due September 28, 2019 at 11:59 p.m. in the D2L Discussion Board

You will submit a succinct 400 – 450 word reflection post in the D2L Discussion forum in which you clearly state: 1) why you consider policy to be an integral component of social work practice; 2) why policy work is important to you (e.g., Are you social justice-driven? Are you value-driven?); 3) what intentional, meaningful change you consider initiating and/or creating through policy work; and 4) how you plan to accomplish this task. **Your post must not exceed 450 words. Attention must be paid to correct grammar and spelling, and all references must be in APA format. Avoid jargon/slang in your post. Be sure to follow the rubric that outlines the grading criteria for the post. Critical thinking must be evident in your post.**

3. Reflection Post Reply (10% of total grade) due October 19, 2019 at 11:59 p.m. in the D2L Discussion Board

Assignment #3 is a direct follow-up to assignment #2. In 300 – 350 words, you will post one reply to **one** of your classmates, offering one thoughtful suggestion, that they could consider as an additional option to their response to item (4) in assignment #2 above. You will also provide the rationale for your suggestion. **Your reply post must not exceed 350 words. Attention must be paid to correct grammar and spelling, and all references must be in APA format. Avoid jargon/slang in your post. Be sure to follow the rubric that outlines the grading criteria for the reply post.**

4. Critical Analysis Policy Paper (40% of total grade), due November 30, 2019 by 11:59 p.m.

You will prepare a critically analytical paper on a specific social issue/problem that is discussed in the course content. Potential choices could include a deeper exploration of poverty, racism, sexual and gender diversity, and disability as they relate to policy and policy development.

The paper will be graded according to **six** major components. You will clearly:

- (i) identify and describe the social problem/issue that interests you;

- (ii) address your personal and professional identities in relation to your choice of social problem/issue (describe the alignment of your chosen interest to your identities);
- (iii) critically discuss the effectiveness of current policy governing the issue/problem, or lack thereof;
- (iv) articulate recommendations for appropriate policy change or development that could ameliorate the social issue; and
- (v) highlight implications for social work practice, including the potential leadership role(s) you could assume.
- (vi) Ensure that your paper is in **Word format (no pdf)**, is supported with up-to-date literature, and attends to a professionally and visually appealing style (headings and sub-headings), clarity, correct grammar and spelling, and referencing. APA 6th edition referencing is required. A minimum of **6 academic** sources, **in addition** to the course text, are to be used (*academic* source refers to a book, peer-reviewed journal article, or book chapter). **A grading rubric will be posted in D2L.**

You will email your paper directly to me. The subject line should read: SOWK 606 Assignment #4_ your Surname + First name initial (e.g. SOWK 606 Assignment #4_FieldsJ).