Fall 2019

Course Number: SOWK 651 S02	Classroom: EDC 172
Course Name: **Policy As Context For Clinical Work**	
Day & Time: **August 26, 27, 28, 29, 30 9 am – 4 pm MT**	

Instructor: **Dr. Robbie Babins-Wagner**	Office Hours: By appointment
Telephone: **(403) 691-5908**	Email: **rwagner@ucalgary.ca**

COURSE OUTLINE

Syllabus Statement

Policies and their impacts on the delivery of clinical work will be examined.

Course Description

Clinical practice does not occur in a vacuum. Social workers in clinical practice handle issues that represent fallout in various policy issues. This course takes an advanced approach to examine social welfare policy in Canada, the current roles of social welfare policies, and the roles they could have in clinical practice. This advanced policy course addresses an integrative practice-policy approach to social work. The connection between clinical practice issues and the related policy contexts and implications will be discussed. Strategies to creating changes in policy areas related to 1) mental health, 2) human services, including a) child welfare, b) family violence; 3) employment, social security, living wage, guaranteed annual income 4) homelessness 5) families and children, and 6) immigration, would also be included as the focal points of this course. The course will emphasize creating changes at the community level, as well as working toward changes at municipal and provincial levels. As an advanced level policy course, students are expected to be familiar with basic social welfare policy content related to one's own area of practice and/or interest. References related to introduction to social welfare policies can be referred to in the preparation of this course. Websites of government departments are often good sources of information for existing services and programs. This course has no pre-requisites or co-requisites.

Learning Outcomes

The course is intended for MSW students in the Clinical Social Work Practice Specialization. It identifies major structures influencing Canadian and international social policy in broad, macro, aggregate terms, and different ways in which policy and planning may be conceived and subsequently carried out. It also concentrates on understanding competing ideological/value based components of social policy and approaches to create changes. From clinical practice to policy implications, this course will facilitate students' advanced understanding of how practice is affected in the context of policy development and changes.

Course Learning Outcomes (CLOs)
1) A deeper understanding of how public policy influences and shapes people's lives and relationships;
2) A critical perspective on the economic, political and environmental forces that constitute people's lives;

3) An appreciation and integration of practices and insights from selected clinical approaches that consciously take context and policy into account in their assessment and practice with people and communities;
4) An introduction to key skills involved with influencing policy and larger contexts as a core dimension of SW practice.

Specialization Learning Outcomes (SLOs)
1. Professional identity – Students will take on the identity of a social worker and identify how social work is distinct from other helping professions.
2. Diversity/cultural – Students will critically examine and reflect on the various ways in which their languaging in their practices and in their interactions with other professionals and peers may be interpreted.
3. Social justice – Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.

Program Learning Outcomes (PLOs)
This course provides an opportunity to:
1) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society
2) Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
3) Contribute to the development and implementation of new and more equitable social policies.

Relationship to Other Courses

This is a core course for the MSW Clinical Specialization Program. This course prepares students to have a strong understanding of the policy context of change and intervention efforts as taught in SOWK653 and SOWK659.

Course Texts

McKenzie, B., & Wharf, B. (2016). *Connecting policy to practice in the human services* (4th ed.). Don Mills, ON: Oxford University Press.

Vance, J. D. (2016**).** *Hillbilly elegy: A memoir of a family and culture in crisis*. New York, NY: Harper Books.

Students are expected to read the Vance (2016) text in advance of the start of class. The McKenzie & Wharf (2016) text will have been used in SOWK 632 by many of the students and will be used as a framework for assignments.

Required Readings

See the class schedule for required readings for each class.

Recommended Readings

An additional resource list has been posted to the course D2L site.

Class Schedule

The class schedule is subject to change. Guest speakers may be rescheduled. Updated schedules will be posted on D2L.

Class Format:
Classes will vary in structure to include seminar discussions of assigned readings, lectures given by the instructor, student sharing, site visits, small group meetings and guest presentations. The course is deliberately designed to allow students to explore issues that they deem relevant to their professional practice. Power Point presentations, class assignments and additional course readings will be posted on D2L. In order to maximize learning, students should review readings before class.

	Topic	Readings and Guest Lectures
Monday August 26, 2019 9:00 - 12:00	Welcome Welfare ideologies and development of social policy in Canada	*Fortin, N., Green, D. A., Lemieux, T., Milligan, K., & Riddell, W. C. (2012). Canadian inequality: recent developments and policy options. *Canadian Public Policy, 38*(2), 121-145. https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/479819 *Shier, M. L., & Graham, J. R. (2014). Social policy in Canada. In C. Franklin (Ed.), *Encyclopedia of social work online* (pp. 1-13). New York, NY: Oxford University Press. https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-947
Monday August 26, 2019 1:00 – 4:00	Policy analysis frameworks	*Kanenberg, H. (2013). Feminist policy analysis: expanding traditional social work methods. *Journal of Teaching in Social Work, 33*(2), 129-142. **Post link:** https://bit.ly/2P6gARO *Yamatani, H., & Feit, M. (2013). Contemporary social policy analysis methods: An incorporation of ethical principles and implementation processes. *Journal of Human Behavior in the Social Environment, 23*(7), 817-823. **Post link:** https://bit.ly/2zdkoWk **Guest Lecture: TBD**
Tuesday August 27, 2019 9:00 – 12:00	How do policies affect and inform clinical practice and vice versa? Using family policy as an example	*McInturff, K., & Macdonald, D. (2015). *Time to grow up: family policies for the way we live now*. Retrieved from https://www.policyalternatives.ca/publications/reports/time-grow Vance (2016) **Guest Lecture: Dr. Ron Kneebone, School of Public Policy.**
Tuesday August 27, 2019 1:00 – 4:00	Aboriginal and Indigenous Policy in Children's Services (Child Welfare) Group meetings	*Report of the Auditor General of Alberta: Human System - Services to Deliver Child and Family Services to Indigenous Children in Alberta.* July 2016. https://www.oag.ab.ca/news/systems-deliver-child-and-family-services-indigenous-children/ *Voices for Change, Aboriginal Child Welfare in Alberta, A Special Report. Office of the Youth and Child Advocate, Alberta.* July 2016. Retrieved from: http://www.ocya.alberta.ca/wp-content/uploads/2014/08/SpRpt_2016July_VoicesForChange_v2.pdf **Guest Lecture: Carmen Esch, Associate Director, Aboriginal Services, Child & Family Services (2:30 PM)** Students will meet in Policy Groups

Wednesday August 28, 2019 9:00 – 12:00	Health care & mental health policy	*Canadian Foundation for Healthcare Improvement. (2014). *Healthcare priorities in Canada- a backgrounder 2014*. Retrieved from https://www.cfhi-fcass.ca/sf-docs/default-source/documents/harkness-healthcare-priorities-canada-backgrounder-e.pdf?sfvrsn=2 *Gap Analysis of Public Mental Health and Addictions Programs (GAP_MAP)* (2014). Retrieved from **There is this link:** https://open.alberta.ca/publications/gap-analysis-of-public-mental-health-and-addictions-programs-gap-map-final-report *Valuing Mental Health: Report of the Alberta Mental Health Review Committee* (2015). Retrieved from https://open.alberta.ca/publications/valuing-mental-health-report-alberta-mental-health-review-committee-2015 https://open.alberta.ca/publications/9781460134771 **Guest Lecture: Pam Krause, President and CEO, Centre for Sexuality (10:30 AM)**
Wednesday August 28, 2019 1:00 – 4:00	Political realities at local and provincial levels	*Ali, L., & Ali, J. (2014). *Welcome to Canada? A critical review and assessment of Canada's fast- changing immigration policies: a literature review.* Retrieved from http://www.ryerson.ca/content/dam/rcis/documents/RCIS_WP_Ali.pdf *Bragg, B. (2013). *A guide to Canada's changing immigration policy.* Action Dignity. Reading is posted on D2L. **Guest Lecture: Joy Bowen Eyre, CEO, The Alex**
Thursday August 29, 2019 9:00 – 12:00	Policy development at community-practice level	"Freudenberg, N., & Tsui, E. (2014). Evidence, power, and policy change in community-based participatory research. *American Journal of Public Health, 104*(1), 11-14. https://bit.ly/2ZbrNAc *Lupton, R., Burchardt, T., Hills, J., Stewart, K., & Vizard, P. (2013). *A framework for analysing the effects of social policy.* Retrieved from http://sticerd.lse.ac.uk/dps/case/spcc/rn001.pdf **Guest Lecture: Alexa Briggs, Director of Policy and Research, CCVO**
Thursday August 29, 2019 1:00 – 4:00	Group Meetings	Students will meet in policy groups Guest Lecture (TBD)
Friday August 30, 2019 9:00 - 12:00	Changes from within: Provincial government policy changes	Student Presentations: Workshopping the Memo's to Cabinet
Friday August 30, 2019 1:00 – 4:00	Wrap Up	Student Presentations Continued Wrap up

There will be no final exam for this course. For written assignments, standard of writing will be a factor in grading.

Participation: Value 20%
Part of understanding your own values and positions on issues is confronting the values and positions of others, so participation in in-class discussion is very important in this course. It is important to share your viewpoints and respond in a thoughtful way to the viewpoints of others during in class discussion. In class discussions could be conducted verbally or via other discussion strategies. Assessment of participation is based upon the instructor's evaluation of students' participation in class using the following general criteria:
- Eagerness to take part in discussion and sharing viewpoints and feedback – 30 points
- Quality of the sharing (such as about to accurately address the issue, able to provide a critical perspective, able to provide new ideas, able to stimulate others for more and better ideas) – 40 points
- Showing open, supportive, courteous attitude and manner in sharing and discussion – 30 points
- Engagement at all student group presentations

Assignment #1: **Speech from the Throne**: **Value 30%**
Paper Due date: September 3, 2019, via Drop Box or email.
(A grading rubric will be posted on D2L)

Students are expected to read the 2019 Alberta Speech from the Throne
https://www.alberta.ca/throne-speech.aspx

Students will complete an analysis of one of the commitments made by the government to respond to a social policy area relevant to social work practice.

This paper aims to allow students to examine and explore a subject of their interest and choosing relating to social work practice and public policy. Students are expected to investigate and understand the ways in which the government met the relevant policy commitment to this point in its mandate. This assignment aims to strengthen the students' understanding of the issues and concepts related to practice and policy. The paper is expected to be 10 pages' maximum in length.
Learning Objectives: Meets PLO 1, 2, 3; CLO 1,2, 3, 4. SLO 1,2;

Assignment #2: Reflective Paper: Value: 20%
DUE: Tuesday, September 13, 2019 by 4:00 p.m.

You are asked to write a 1000-word paper to share your reflection and viewpoints toward any one of the presentations by the guest speakers or knowledge content area covered in a particular class. Although you are encouraged to be reflective in writing the paper, the following format for the paper is required to be
used: 1) introduction, 2) key messages of guest speakers/knowledge content area covered in class, 3) your perspectives and viewpoints (supported by rationales and reasons), 4) Learning emerged.

Structure of this paper should include:
1. An introduction: Provide an interesting entry point for the readers, a clear and succinct overview of the reflective paper itself
2. Key messages clearly and accurately identified and explained
3. Own perspectives and views are clearly identified and explained with details with legitimate (preferably evidence based) rationales and supporting evidence/arguments
4. Identified own learning from the presentation and clearly discuss the implications of the learning to social policy and policy changes

Learning Objectives: Meets CLO 1, 2, 3, 5; SLO 1, 2, 3

Assignment #3: Memo to Cabinet Value 30%
Students will workshop their memo to cabinet in their groups during class on Friday August 30, 2019. The Memo to Cabinet assignment is **due September 30, 2019** via Drop Box or email.

The purpose of this assignment is to simulate the preparation for an actual memo to Cabinet in support of a policy change. Through this assignment you will identify, collect, and assemble materials that are relevant and important to understanding a policy change initiative that will be the focus of your memo to Cabinet.

Part 1: The class will be divided into five to six groups of five to six students. The groups will align to one of the key policy change related topics for the course that will be used as the focal point of the presentation. These include: 1) mental health, 2) human services: a) child welfare, b) family violence, 3) employment, social security, living wage, guaranteed annual income, 4) homelessness, 5) families and children, 6) aging, 7) immigration. The instructor has arranged for you to meet with a community agency/stakeholder(s) who is(are) working in this area who will be a key informant for your presentation.

The student will present their work to date to the class on Saturday September 1, 2019. Students will receive will receive feedback from the class that they can incorporate into their final "Report to Cabinet".

Information from multiple sources including internet websites, policy documents, journal papers, and books can be used to: 1) provide justifications and rationales for changes required, 2) identify the important conceptual and/or theoretical basis for the changes proposed, 3) provide the information about the expected idea changes, and 4) the strategies and approaches to be adapted to create such plan change.

Part 2: The memo to Cabinet will allow students to simulate the preparation of an actual memo to Cabinet for a policy area of interest. This assignment aims to strengthen the students' understanding of the issues and concepts related to the advocacy for a policy area. The instructor will provide the format for the Memo to Cabinet. The memo will be 2-4 pages' maximum in length.
Learning Objectives: Meets **PLO 1, 2, 3; CLO 1,2, 3, 4. SLO 1,2;**

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. A student must achieve an A for each assignment to receive an A in the course.

The University of Calgary Graduate Grading System 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. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** 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. **Note**: 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

Late Assignments, Extensions and Assignment Modifications
To be fair to all class members, any extension in the class written assignment must be discussed with the instructor prior to the due date. Leaving voice messages, written notes or e-mails informing the instructor that you will not be able to make the deadline do not constitute a formal agreement that an extension for handing in the assignment has been granted. Assignments that are not received directly by the instructor via email or drop box in D2L, or received and date stamped by the main office by 4:00 p.m. on the day the assignment is due will be considered late unless other arrangements are made in consultation with the instructor. Assignments handed in late without prior approval will be deducted a half letter grade for each block-day late (e.g., A- becomes a B+).

Extensions will only be granted under exceptional circumstances, such as the death of an immediate family member or illness requiring treatment by a physician. Poor planning or lack of time management is not grounds for deadline extensions.

Special circumstances requiring modifications to assignment due date must be discussed and negotiated with the instructor well in advance of the due date. This holds for students formally requesting academic accommodation through Student Accessibility Services, as well as for students with other considerations. If modifications are not negotiated in advance, assignment expectations will be commensurate with those of other students'.

Use of Laptops in the Classroom
The use of laptops in the class room is supported for the purposes of taking notes and class presentations. Students will be asked to shut down or remove their laptops if they are found chatting on IM tools, web-surfing, using Facebook or other social networking sites.

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.

University of Calgary Information

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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): https://casw-acts.ca/en/Code-of-Ethics and the Alberta College of Social Work Standards of Practice (2013): https://acsw.in1touch.org/uploaded/web/website/DRAFT%20ACSW%20Standards%20of%20Practice%20Bill%2021%20Implementation%2002282019.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

Research Ethics
"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Writing Expectations
It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar http://www.ucalgary.ca/pubs/calendar/current/k-2.html

All social work students are expected to review the Academic Integrity Module before beginning their program: https://connect.ucalgary.ca/p8lgb1nucdh/

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: http://ucalgary.ca/ssc/graduatestudent

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Supports for Mental Health and Wellness
The UCalgary Student Wellness Centre https://www.ucalgary.ca/wellness-services is an on-campus student wellness centre offering a variety of medical services, mental health services, and drop in spaces and programs. The Centre is located on the third floor of MacEwan Student Centre (MSC 370).

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed.
For more information visit the Campus Mental Health Strategy website https://ucalgary.ca/mentalhealth/

The UCalgary Student Wellness Centre provides mental health support and education to University of Calgary students Monday to Friday from 9:00a.m. to 4:30p.m. Call 403-210-9355 to make an appointment, or use drop-in appointment times (weekdays at 10:00am and 2:00pm). Afterhours support is also available by calling 403.210.9355.

Students can also call the Alberta wide, 24/7 Mental Health Help Line 1-877-303-2642 (toll free within Alberta) for confidential, anonymous service; crisis intervention; information about mental health programs and services; and referrals to other agencies if needed.

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

Technology
Students must use their ucalgary email address as the preferred email for university communications. Cell phones must be turned off in class unless otherwise arranged with the instructor.

Student Representatives
The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).
The Student Ombudsman's Office can be reached at http://www.ucalgary.ca/ombuds/ for assistance with any academic and non-academic misconduct concerns.

FOIP Act
The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Academic Accommodations
It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course. If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services http://www.ucalgary.ca/access/ (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to Jessica Ayala, the Faculty of Social Work's Associate Dean (Teaching & Learning) jayala@ucalgary.ca.

Appeals
If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

Building Evacuations
When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to the designated Assembly Point for your building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:
http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app

SAFEWALK (403) 220-5333
Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.