Course Number	SOWK 383 S02	Classroom	Online via Zoom
Course Name	Social Policy and Social Justice		
Day(s) & Time	Zoom Sessions on Mondays from 1:00 to 3:50pm		
Instructor	Jeny Mathews-Thusoo, M.Sc.	Office Hours	By Appointment
U of C E-mail	jeny.mathews@ucalgary.ca	Phone	Please contact instructor via email

SYLLABUS STATEMENT

This course provides an understanding of Canadian social policy, its impact on social justice and how it influences social work practice.

COURSE DESCRIPTION

The course will examine the relationship between social policy, social justice and futures thinking. As a core value of the profession, social justice will serve as the guiding lens by which the development and implementation of social policies is examined.

The focus of the course is for students to understand and critically analyze social policies in the Canadian context. The course will provide students with skills to develop equitable social policies, to use futures thinking and a social justice lens to identify gaps in policy, and to understand the role of social workers and communities in influencing policy directions and outcomes that contribute to a socially responsible society.

COURSE LEARNING OUTCOMES

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

1. Describe current social policies/strategies that support equity-seeking communities, and populations facing vulnerabilities;
2. Identify ways of influencing policy directions through community development, social innovation, and systems change approaches;
3. Explain the different ideologies that affect the development and implementation of social policies in the Canadian and global context;
4. Identify gaps between policy and practice and their implications to equity-seeking communities;
5. Develop skills in creating future-focussed, and equitable social policies/strategies; and
6. Evaluate current social policies in protecting populations facing vulnerabilities, ensuring social and economic equality for a socially responsible society.

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook. Required readings are listed below in the Class Schedule. Additional reading materials will be posted on D2L.

Optional textbook: Mackenzie, B, & Wharf, B. (2016). *Connecting policy to practice in the human services* (4th ed.). Oxford University Press.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site (http://d2l.ucalgary.ca) is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 383 is a core course in the BSW program.

CLASS SCHEDULE (subject to change, based on interests, needs and progress of class)

The class is scheduled 1:00 to 3:50pm on the Mondays indicated in the schedule below. The scheduled class times may include individual or small group activities (in some cases away from the main Zoom session) as well as Zoom sessions. The instructor will announce the format of each upcoming class in a timely manner. Please ensure that you are available for the entire scheduled time on class days.

Date	Topic(s)	Required Readings
PART I: INTRODUCTIONS AND SOCIAL JUSTICE REVIEW		
Sept 14	Introduction to course, context and expectations Review social justice concepts	Social justice readings and resources are available on D2L
PART II: UNDERSTANDING SOCIAL POLICIES		
Sep 21	Systems thinking in social change What is social policy Ideologies that influence policy **Individual Assignment Due**: One-Page Reflection #1	Breton, M., Cox, E., & Taylor S. (2003). Social justice, social policy and social Work: Securing the connection. *The Social Policy Journal*, 2(1), 3-20. Kania, J., Kramer, M. & Senge, P. (2018). *The water of systems change.* Reimagining Social Change. https://www.fsg.org/publications/water_of_systems_change Alberta Government. (2013). *Alberta's social policy framework.* https://open.alberta.ca/dataset/e269764d-e3ed-431c-9db3-b65073cc6e51/resource/998e15a5-c992-4a61-b6b4-2957eb6227d6/download/6214203-2013-albertas-social-policy-framework-2013-02-28.pdf

Sep 28	The City of Calgary social policies/strategies **Individual Assignment Due**: One-Page Reflection #2	The Calgary Aboriginal Urban Affairs Committee. (2017). *The City of Calgary Indigenous policy framework*. The City of Calgary. https://www.calgary.ca/content/dam/www/csps/cns/documents/cauac/indigenous-policy-framework.pdf Other City of Calgary social policies/strategies are available on D2L. Students are required to read only one of these Calgary social policy/strategy documents of interest.
Oct 4	Provincial and national social policies Analyzing social policies using a social justice lens Class time to work on Assignment 3: Social Policy Analysis Placemat **Individual Assignment Due**: One-Page Reflection #3	Social policy documents are available on D2L. Students are required to read only one social policy document of interest.
Oct 12	**Thanksgiving Day**	No readings
**PART III: FUTURES THINKING AND POLICY**	
Oct 19	Social Work and futures thinking Futures thinking stage 1: Prepare ▪ Develop a futures thinking mindset ▪ Signals of the future ▪ Drivers of change	Social Work Futures. (2019, November 19). *Macro social work, the future and foresight practice*. https://socialworkfutures.com/2019/11/19/macro-social-work-the-future-and-foresight-practice/ Social Work Futures. (2019, May 9). *Why social work belongs in the future – and some ideas about how to get there!* https://socialworkfutures.com/2019/05/09/why-social-work-belongs-in-the-future-and-how-to-get-there/
Oct 26	Futures thinking stage 2: Explore ▪ Imagining and describing futures ▪ Storytelling the future Class time to work on Assignment 3: Social Policy Analysis Placemat **Individual Assignment Due:** Analyze a Signal	Futures thinking readings are available on D2L
Nov 2	Futures thinking stage 3: Experience ▪ Create immersive scenes of the future **Individual Assignment Due:** Social Policy Analysis Placemat	Futures thinking readings are available on D2L
Nov 9	**Week break – no class**	No readings

Nov 16	Futures thinking stage 4: Execute ▪ Crash test social policies in different futures Afrofuturism Class time to work on Assignment 4: Storytelling a Transformative Future	Social Work Futures (2020, June 1). *Afrofuturism – amplifying Black futures and voices: A Resource for change workers*. https://socialworkfutures.com/2020/06/01/afrofuturism-amplifying-black-futures-and-voices-a-resource-for-change-workers/ Other futures thinking readings are available on D2L
PART IV: INFLUENCING POLICY CHANGE		
Nov 23	Theory of change Class time to work on Assignment 4: Storytelling a Transformative Future	YMCA Canada. (2003). *HIPP – Have influence on public policy*. https://www.yumpu.com/en/document/read/7184712/hipp-have-influence-on-public-policy-ymca-canada Organizational Research Services Impact. (2013). *Pathways for change: 10 theories to inform advocacy and policy change efforts*. http://www.pointk.org/resources/files/Pathways_for_Change.pdf
Nov 30	Collaboration for policy change Class time to work on Assignment 5: Theory of Change **Group Assignment Due:** Storytelling a Transformative Future	Tamarack Institute. (2016). *Collective impact 3.0: An evolving framework for community change*. https://collectiveimpactforum.org/sites/default/files/Collective%20Impact%203.0.pdf
Dec 7	Review and reflections **Individual Assignment Due**: Theory of Change	No readings

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, discussions, etc.). All students are expected to behave in a professional manner during the session.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may 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.

CONFIDENTIALITY

Students and instructors are expected to respect the guidelines of confidentiality as outlined in the CASW Social Work Code of Ethics and the ACSW Standards of Practice. They are expected to:

1. Ensure that no information that could identify a client of any service system is used in class meetings or in assignments; and

2. Keep issues introduced in class confidential by ensuring that issues are discussed only in general (rather than specific) ways outside the classroom.

ASSESSMENT COMPONENTS

1. **Individual Assignment: Reflections (15%).** Class attendance and participation in collaborative learning is an essential component of this course. Consistent with the tenets of reflective practice, students will write three reflection papers on topics and issues discussed in class. Reflection papers must not exceed one page and must be double spaced. It needs to include at least one reference, in APA 7 format, from that week's assigned readings to support the reflections. The assessment rubric for these reflections will be posted on D2L.

   Aligned Course Learning Outcome: 1

   Due Date for Reflection 1: September 21, 2020 at **11:59pm**
   Due Date for Reflection 2: September 28, 2020 at **11:59pm**
   Due Date for Reflection 3: October 4, 2020 at **11:59pm**

2. **Individual Assignment: Analyze a Signal (15%).** Students will do an Internet search for a signal (specific example of something that suggests how the world is changing and how the future could be different). This signal can be a new technology, scientific breakthrough, a new law or regulation, startup company, etc. that could impact the Future of Governance / Power in Society.

   This Word (text) document will include:

   • The name of the signal and the URL to the website/article that explains the signal;

   • A brief description of the signal;

   • The change this signal represents;

   • The driver of this signal or change; i.e., the future force behind the signal;

   • A brief explanation of what the world could look like in 10 years if this signal gets amplified; and

   • The student's opinion if this a possible future she/he/they want and why?

The assessment rubric for this assignment will be posted on D2L. The document, in Word format, will be a maximum of two pages, single sided, double spaced. A template with questions will be provided to students on D2L to complete this assignment.

Aligned Course Learning Outcomes: 2, 4

Due Date: October 26, 2020 at **11:59pm.**

3. **Individual Assignment: Social Policy Analysis Placemat (25%)** Students will describe a social policy/act/legislation and provide a critique of its strengths and weaknesses using a social justice lens. Students will select a social policy/act/legislation from a predetermined list found on D2L. Class time will be given to work on this assignment.

   This one-page visual document will include:

   - A description of the social policy, including, but not limited to the mandate, target communities, eligibility, the order of government responsible, definitions, etc.;
   - A description of why this social policy is relevant to social workers and how it supports their work with communities/clients;
   - An analysis of the social policy's ideological framework, including the benefits and challenges of the ideology in supporting equity-seeking communities/populations facing vulnerabilities;
   - A detailed description of who really benefits from this policy and who are excluded, including an explanation of why;
   - The use of infographics and creative visuals to clearly and plainly communicate this information on a one-page document; and
   - A minimum of five references from scholarly texts (e.g., journals, texts, community-based policy documents) that support the document (references can be listed on a separate page).

   The assessment rubric for this assignment will be posted on D2L. The document, in either a PowerPoint, Canva, or PDF format, will be a maximum of one 11x17 page, single sided. Bonus marks will be given to the clearest and most visually appealing placemat.

   Aligned Course Learning Outcomes: 1, 3, 4, 6

   Due date: November 2, 2020 at **11:59pm.**

4. **Group Project: Storytelling a Transformative Future (25%).** Students will imagine a transformative future in 10 years where governance (leadership and decision-making) is democratized, representative, and decolonized in Canada. A "Storytelling the Future" tool will be used to create this story, which will be provided on D2L. Group sizes can range from 2 – 4 students per group, depending on student preferences.

   This creative and engaging future story will include descriptions of:

   - A signal (i.e. emerging social transformation / leading edge behavior) that could lead to this future;
   - The New Normal of Governance in the year 2030;

- A fictional character (protagonist of the story), who has benefited from the current state of governance, and now must navigate this new future in the year 2030;
- Other characters who interact with the protagonist of the story as the protagonist accepts and adopts the new normal;
- Events that happen from The Disruption to The New Normal; and
- Implications of this future to social policy, equity-seeking communities, and the field of social work.

The assessment rubric for this assignment will be posted on D2L. Different formats, such as Word, PowerPoint, graphic stories, videos, etc. can be used for this assignment. Bonus marks will be given to the most creative stories that generates a variety of emotions. Class time will be given to work on this assignment.

Aligned Course Learning Outcomes: 1, 2, 4

Due date: November 30, 2020 at **11:59pm.**

5. **Individual Assignment: Theory of Change (20%).** Based on the findings from the Social Policy Analysis Placemat and the Storytelling a Transformative Future assignments, students will write a one-page Theory of Change statement, using the Calgary FCSS Theory of Change template. The purpose of this assignment is to provide a recommendation on how to improve the social policy from Assignment 3.

This document will include:

- The need for the change to the social policy with information about the policy gap and relevant statistical information about the population that would be impacted by the policy change.
- The goal of the policy change that will state the long-term outcome the policy change is expecting to achieve.
- The specific strategy that will be used by the student to achieve the goal, including who the policy change is aimed at and what will be done.
- A summary of key research findings that support why the recommended strategy is a promising practice for achieving the goal.
- A minimum of 5 references, in APA 7 format, that support the need for this policy change and the rationale for using the strategy.

The assessment rubric for this assignment will be posted on D2L. The document will be a maximum of one page, single-sided, single spaced and all references must be in APA 7 format. A template will be provided to students on D2L. Class time will be given to work on this assignment.

Aligned Course Learning Outcomes: 2, 4

Due date: December 7, 2020 at **11:59pm.**

Summary of Assignments and Due Dates:

Reflection #1	September 21
Reflection #2	September 28
Reflection #3	October 4

Analyze a Signal	October 26
Social Policy Analysis Placemat	November 2
Storytelling a Transformative Future	November 30
Theory of Change	December 7

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments must be submitted to the D2L course drop box no later than 11:59pm on the due date. Instructions for each assignment format will be given on D2L. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Please ensure that the proper version of your assignment is submitted and keep a copy of each submission.

LATE ASSIGNMENTS

If you cannot meet the deadline for an assignment, please communicate this to your instructor as early as possible. Adjustments to the deadline may be made for good reason and at the instructor's sole discretion. Unless arranged otherwise, assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on the quality of writing. This includes grammar, punctuation, sentence structure, as well as general clarity and organization. APA 7th Edition referencing is required and APA 7th Edition will be the basis of assessing style, grammar, and citations. You may consider the following source for guidance: https://owl.english.purdue.edu/owl/resource/560/01/. 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.

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

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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

Additional suggested readings for the course be provided to students in D2L.

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.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/ . 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 (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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 Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**