

Course Number	SOWK383 S03	Classroom	Online via ZOOM
Course Name	Social Policy and Social Justice		
Day & Time	Thursdays 9:00 to 11:50 am MT		
Instructor	Peter Gabor		
U of C E-mail	gabor@ucalgary.ca	Phone	(403) 329-2386

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

This course explores Canadian social policy as a context for social work practice and for its impact on social justice. The course will focus on (1) social, political and economic contexts for social policy development, (2) trajectory of social policy development, (3) social policies in key areas such as health, education, income and employment, housing, child care; (4) policy responses to Indigenous people, minorities, immigrants, equity-seeking groups, seniors, families with children, unemployed, Francophone people inside and outside Quebec, and populations at risk; and (5) how social workers can (and should) be attuned to the impacts of policies and effect policy change.

COURSE LEARNING OUTCOMES

Students will acquire the ability to:

1. Understand how social policy is developed and implemented in the Canadian context and that social policy is a result of a series of choices affecting the generation and allocation of society's resources; (Program Level Outcome [PLO] 3.2, 4.3, 7.1, 7.2, 7.2a, 7.3)
2. Recognize how factors such as values, political ideology, diversity, corporate and business interests, and globalization influence the policy making process and, hence, life in Canada; (PLO 4.1, 4.2, 4.3, 4.4, 8.2, 10.2)
3. Understand how political processes and economic interests affect social policy; (PLO 5.2, 7.1, 7.2, 10.1)
4. Critique and analyze social policies, with special attention to impacts on social work practice; (PLO 5.1, 5.2, 7.1, 7.2, 7.2a)
5. Identify the social justice implications of social policies; (PLO 3.1a, 7.1, 9.2a, 9.3)
6. Understand various methods and approaches to social action, advocacy and citizen participation as a means of influencing social policy and creating social change. (PLO 3.1, 3.1a, 3.2, 8.1, 8.2)

The PLO's can be found here: <https://fsw.ucalgary.ca/files/fsw/bsw-program-level-outcomes-april-2015.pdf>

REQUIRED TEXT

There is **no required** text book for this course. Learning materials will be posted on Desire to Learn (D2L). It is expected that students will use the resources made available within this course, and, in addition, seek out other credible resources through the library and elsewhere to prepare for classes and to supplement the in-class learning.

RECOMMENDED TEXTS

There is no required text as a variety of resources will be provided. However, class members are highly encouraged to supplement their understanding of topics covered by reading appropriate chapters in one or both of the following books, which may be ordered from a variety of on-line sources.

Lightman, E. and Lightman, N. (2017). *Social policy in Canada* (2nd ed.) Don Mills, ON: Oxford.

Graham, J.R., Shier, M. L. and Delaney, R. (2017). *Canadian social policy: a new introduction* (5th ed.) Don Mills, ON: Pearson.

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

The policy context within which social work is practiced is an important influence on that practice. Understanding the policy framework is critical to effectiveness at all levels of social work practice. In addition, it is an ethical responsibility of social workers to advocate for and work toward socially just policies and programs. This is a foundation course in the BSW program.

SPECIAL NOTE

The current pandemic may result in unforeseen or unexpected circumstances which may necessitate changes to the class schedule, assignments, or other elements of the course. The class is scheduled 9:00-11:50 on the Thursdays 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.

In addition, the pandemic has tested many of our social structures, societal resources and socio-economic programs. Many fault-lines and gaps have been exposed, as well. Throughout the course, we will pay particular attention to these matters.

CLASS SCHEDULE

This is a TENTATIVE list of topics and class schedule and is subject to change, based on the interests, needs and progress of the group.

Date	Seminar Topics	Notes
September 10, 2020	Introduction to social policy; <ul style="list-style-type: none"> • Importance of social policy to social workers, our clients, and well-being • Overview of the course and review of course outline and requirements 	Readings and learning resources are provided on D2L
September 17, 2020	Orientations to policy Political and policy socialization <ul style="list-style-type: none"> • How do we find our political and policy identity? • What are our social policy beliefs and how did we come to hold them? 	Readings and learning resources are provided on D2L
September 24, 2020	Ideologies and social policy; Implications for social justice Capitalism, socialism, other <i>isms</i> and our policy choices	Readings and learning resources are provided on D2L
October 1, 2020	Workplace policies and income Employment, workplace, gig economy, unions, labor market, corporations Income and income supports, UBI	Readings and learning resources are provided on D2L
October 8, 2020	Federal and provincial jurisdictions, historical developments The role of government; government budgets	Readings and learning resources are provided on D2L
October 15, 2020	Influences on policy formation The media (including social media), lobby groups, think tanks, public opinion	Readings and learning resources are provided on D2L
October 22, 2020	Delivering services; Key areas of social policy	Readings and learning resources are provided on D2L
October 29, 2020	Covid-19 What will it mean for social policy?	Readings and learning resources are provided on D2L
November 5, 2020	Analyzing social policy Tools for analysis: What to look for	Readings and learning resources are provided on D2L

November 12, 2020	Term Break—no class	
November 19, 2020	<ul style="list-style-type: none"> • Policy Analysis 	Presentations
November 26, 2020	<ul style="list-style-type: none"> • Policy analysis 	Presentations
December 3, 2020	<ul style="list-style-type: none"> • Wrap-up 	Review, Integration, reflection

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

CONFIDENTIALITY

As professionals, students and instructors are expected to respect the guidelines of confidentiality outlined in the CASW Social Work Code of Ethics and the ACSW Standards of Practice. In particular, 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 the seminar confidential by ensuring that issues are discussed only in general (rather than specific) ways outside the classroom.

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, if available). 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 are expected, to turn on their webcam during sessions. All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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.

ASSESSMENT COMPONENTS

1. In-class activities and participation (20%) (CLO 1-6)

Due: Ongoing through the course.

Through the semester, a number of activities will take place. These will vary in type and may include conducting research, watching a video, completing surveys, analyzing news media, analyzing reports, and similar activities. Participation in these activities will contribute to the in-class activity grade.

In addition, a component of this grade will be for participation. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful and respectful contributions. It goes without saying that students must be in class to participate and receive full credit in this component of the grade.

2. Social Policy Description and Analysis, Presentation (35%) (CLO 3-6)

Due: November 19 and 26

The presentations will describe social policy/legislation/programs in a selected area and provide a critique of its strengths and limitations. As well, the presentations will suggest ways to improve the selected policy.

Working in teams of 3-4, (teams assigned by the instructor) prepare a presentation (approximately 15 minutes plus a 15-minute discussion; approximately 10-12 slides if PowerPoint is used) describing and analyzing a social policy/legislation/programs (provincial or federal or both) in an area of concern or interest. If your area of concern lacks an existing policy response, you may focus on documenting the gap and need and outline an appropriate policy response. The topic should have a strong economic and/or social justice element and be approved in advance by the instructor. Be sure to highlight what problem or need the policy is expected to address, who is affected and how, and how the policy has worked in practice. Identify gaps or shortcomings of the policy and suggest improvements. This presentation will provide the framework for Assignment 3, and the feedback received can be used to further develop your policy brief.

Guidelines for the presentation:

- Use PowerPoint, videos, skits, posters, other media, alone or in combination
- You are encouraged to be as creative and innovative in your presentation as possible;
- The content of the presentation should focus on the points listed below for Assignment 3
- The entire presentation **must not be no longer than 30 minutes** (including Q&A and discussion)
- Both content and presentation will be considered in grading.

3. Social Policy Analysis, Final Assignment (45%). (CLO 3-6)

Due: December 6

A committee of lawmakers is considering changes to a policy/legislation/program. Working in the same teams as Assignment 2, write a **policy brief** (essentially a short paper) to be submitted to this committee. The committee has put a limit of 1500 words on the briefs, which must be clear,

comprehensive and to the point. In your brief, you are advocating for changes, improvements or new policies, in your area of concern or interest. Essentially this assignment requires you to build on your presentation (see Assignment 2) and organize it into a policy brief.

Be sure to apply the theoretical frameworks discussed in the course as well as any other evidence to your description, critique and analysis.

In preparing this assignment, in addition to academic sources, you should use current data as well as reports from academic sources, think tanks, advocacy groups and the media.

In completing the paper, the following points must be addressed:

1. Describe what problem or need the policy/legislation/program is intended to address and explain why this is an important problem
2. Describe what population the policy is intended to affect and how it is intended to help reduce a problem or meet a need
3. Describe, analyze and critique the existing policy/legislation/program by discussing how it works in practice
4. Assess the extent to which it succeeds in addressing the problem or need, identify the policy gap and suggest how the policy should be changed or improved.

In preparing the brief:

1. Use APA 7th edition;
2. Provide a title page;
3. Headings are required. Headings may correspond to the questions posed but should be in appropriate heading form;
4. Bulleted points may be used to list key points,
5. Provide a reference list, including several up-to-date academic sources
6. Respect the length limit. The length limit does not include title page, reference list or appendices.

Summary of Due Dates:

In-class activities and participation	Ongoing through the course
Class presentation	November 19 or 26, as assigned
Policy brief	December 6

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through in the manner specified by your instructor. Assignments should be submitted in Word format. 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 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. Sources used in completing assignments 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 **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.

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**