



<b>Course &amp; Session Number</b>	<b>SOWK 383 S01 (70947)</b>	<b>Classroom</b>	In person in SA 124 (or Online)
<b>Course Name</b>	<b>Social Policy &amp; Social Justice</b>		
<b>Day(s) &amp; Time</b>	Monday afternoons: 1 pm-3:50 pm In person (or online) classes on: Sept 13, 20, 27; Oct 4, (no class on Oct 11: Thanksgiving), 18, 25; Nov 1, (no class on Nov 8), 15, 22, 29; Dec 6, 2021		
<b>Instructor</b>	Professor Michael (Mishka) Lysack Ph.D., RSW		
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**SYLLABUS STATEMENT**

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

**COURSE DESCRIPTION**

Because social work practice does not occur in isolation or a vacuum cut off from its various contexts, understanding public policy and forces on a macro level and how they shape and interact with people's lives and relationships is crucial. Understanding this connection will enable students to have a deeper knowledge and more integrated perspective in their own particular area of social work practice.

Students in this course will examine public policy in multiple dimensions and its implications for social work practice. In addition to public policy, considerable attention will be given to the economic, political, social, and environmental contexts and forces that shape and constitute people's lives.

Students will also briefly explore selected clinical approaches that consciously include policy and context as part of their clinical practice (i.e., narrative therapy, just therapy), and how some of these practices could be integrated into their own social work practice.

Students will also review strategies for policy advocacy to create changes in different policy areas and in diverse contexts, facilitating changes at the community level, as well as working toward supportive changes at municipal, provincial, and national levels. Students are also encouraged to make connections between public policy and their own specific area of social work practice and interest.

This course has no pre-requisites or co-requisites. The class will include lecture and discussion formats, as well as reflection exercises and practices, role-plays, and practice exercises. The course centers on assisting and facilitating students to develop their:

- Conceptual, perceptual, and reflective skills and knowledge through reading and class discussions/interviews; and
- Processual, perceptual and practice skills through observation, participation in reflection teams, and practice exercises for policy influencing advocacy skills.

## COURSE LEARNING OUTCOMES

*Course Learning Outcomes* for students in this course will include:

- a) a deeper understanding of how **public policy** influences and shapes people's lives and relationships;
- b) a more developed and critical perspective on the **economic, political, social, and environmental forces** that constitute people's lives and shape public policy;
- c) an introduction to **key skills and practices involved with advocacy/influencing policy and larger contexts** as a core dimension of SW practice;
- d) students will be equipped with the necessary knowledge to understand issues of **diversity** and critically examine the **social structures and systems** that shape the experiences of diverse and marginalized communities. In addition, students will develop **skills and necessary tools** to facilitate  
i) accessible, inclusive, and social justice as well as ii) environmentally-oriented social work practice with these communities in a context of accelerating climate change and its growing threats to all life on the planet;
- e) students will practice **deep and generous listening** through personal reflection and in conversations and reflecting teams with classmates and the professor, and **responding in thoughtful and reflective ways that increase understanding and potential for change and development**;
- f) a brief introduction to **practices and insights from selected clinical approaches** that consciously take context, justice, and public policy into account in their assessment and clinical practice with people and communities, especially:
  - i. Narrative Therapy (Michael White; Dulwich Centre, Adelaide, Australia),
  - ii. Just Therapy (Kiwi Tamasese & Charles Waldegrave, Just Therapy Centre, Wellington, New Zealand), and
  - iii. systemic family therapy (Karl Tomm, Psychiatry/Cumming School of Medicine, University of Calgary).

## LEARNING RESOURCES

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

Students are asked to read **two (2) books** in this course, **one (1) book for paper #1**, and a **second book (1) for paper #2**:

***Required Reading for Paper #1 and for class discussions throughout most of the course:***

Hoefler, R. (2016). *Advocacy practice for social justice*. Lyceum Books. ISBN: 978-1-935871-82-8.

***Book Reading Options for paper #2:***

***Students are required to select and read one (1) book from the book list below for their paper #2:***

***N.B. Students are required to select a book that they have not read previously or used in another class.***

Shaheen-Hussain, S. & Blackstock, C. (2020). *Fighting for a hand to hold: Confronting medical colonialism against Indigenous children in Canada*. McGill-Queen's University Press.  
ISBN-10: 0228003601 ISBN-13: 978-0228003601

King, T. (2012). *The Inconvenient Indian: A curious account of Native People in North America*.  
Doubleday Canada ISBN: 9780385664226

Picard, A. (2021). *Neglected no more: The urgent need to improve the lives of Canada's elders in the wake of a pandemic*. ISBN: 9780735282247

Martin, D. (2018). *Better now: Six big ideas to improve health care for all Canadians*. ISBN:  
9780735232617

Piccard, A. (2017). *Matters of life and death: Public health issues in Canada*. Douglas & McIntyre. ISBN :  
9781771621540 (17716215411)

Klein, S. (2020). *A good war: Mobilizing Canada for the climate emergency*. ECW Press.

Lakoff, G. & Wehling, E. (2012). *The little blue book*. Free Press. ISBN: 978-1-4767-00014.

Rifkin, J. (2019). *The green new deal: Why the fossil fuel civilization will collapse by 2028; and the bold economic plan to save life on earth*. St Martin's Press.

Bakan, J. (2020). *The new corporation*. Alan Lane/Penguin. ISBN: 978-07352-388-48.

Lakoff, G. (2004). *Don't think of an elephant: Know your values and frame the debate*. Chelsea Green Publishing.

Gutstein, D. (2018). *The Big Stall: How big oil and think tanks are blocking action on climate change in Canada*. Lorimer Press. ISBN: 9781459413474

Jaccard, M. (2020). *The citizen's guide to climate success: Overcoming myths that hinder progress*.  
Cambridge University Press. Online ISBN: 9781108783453

Morris, C., & Jungjohann, A. (2017). *Energy democracy*. Palgrave Macmillan. ISBN: 978-3-319-31890.

Dominelli, L. (2012). *Green social work: From environmental crises to environmental justice*. Polity Press. ISBN-10: 0745654010 ISBN-13: 978-0745654010.

Siu, B. (2014). *Developing public policy: A practical guide*. Canadian Scholars Press.

McKenzie, B. & Wharf, B. (2010). *Connecting policy to practice in the human services*. Third edition. Don Mills, ON: Oxford University Press. ISBN: 978-0195430097

### **LEARNING TECHNOLOGIES AND REQUIREMENT**

A D2L site 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. In order to protect the privacy of both students and the professor/course instructor, students are asked not to record any classes on Zoom.

### **RELATIONSHIP TO OTHER COURSES**

This course is required for the BSW program. Class discussions in this course will facilitate students to make linkages with other social work courses and their practicum in the areas of policy, social work theory and practice, and research, so that students may integrate their learning across the curriculum into a coherent framework for social work practice and integrated professional identity.

### **CLASS SCHEDULE**

Please note these important dates for Fall 2021:

- Block Week: Monday – Friday, August 30 – September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- SOWK 383; First class: Mon Sept 13, 2021
- Thanksgiving Day: NO CLASS - Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break, no classes: Sunday – Saturday, November 7-13, 2021
- SOWK 383; Last class: Mon Dec 6, 2021
- End of All Classes: Wednesday Dec 8
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

Sept 13	<p><b>Assigned Reading:</b> <b>Hoefler, R. (2016). <i>Advocacy Practice for Social Justice</i>: Chapter 1; pages 1-22.</b></p> <p>Review of course outline; scan of student interests; review of requirements for 2 papers; micro/mezzo/macro levels of practice;</p>
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	<p>cognitive ethology: science of biological and evolutionary inheritance of 3 ethical/behavioural clusters: 1) cooperation, 2) empathy &amp; 3) justice; ethical foundations in axial traditions &amp; Indigenous peoples; context for our practice: breaking boundaries: science of planet, Johan Rockstrom (Potsdam Institute for Climate Impact Research)</p> <p>Student focus: Roots of values and ethics for the common good in the Axial Traditions and compassion as core ordering principle of life/relationships, and relationship with the Earth;</p> <p>Q: How do these ethical values from the Axial traditions relate to your own area of SW practice, e.g., mental health, poverty, homelessness; physical health, palliative care, domestic violence, etc.?</p> <p>Introduction to best practices in effective public policy:  1) distinction between <i>policy density</i> and <i>policy intensity</i>; measuring effective policy development; <i>volume of policy (policy density) matters less than how well policy is designed &amp; implemented (policy intensity)</i>,</p> <p>2) role of targets and timelines, and</p> <p>3) MRVs (measurement, reporting, verification) as key building blocks for effective policy.</p>
Sept 20	<p><b><u>Assigned Reading</u></b>  <b><u>Hoefler, R. (2016). <i>Advocacy Practice for Social Justice: Chapter 2 &amp; 3; pages 23-42 &amp; 43-61.</i></u></b></p> <p>Political philosophies re policy: comparison of progressive and conservative vision, ethics values, principles, policy directions (Lakoff);</p> <p>Should public policy a) be determined by <u>market forces</u>, or b) be shaped by <u>smart regulations</u> (Jaccard)?;  In the public policy of your SW practice area, which public policy approach prevails?</p> <p><i>Student focus: regulation vs market solutions in effective public policy, and “wicked problems” or impasses in political context</i></p> <p>key elements and building blocks of progressive public policy</p> <p>Corporate influence of government; PIA Public Interest Alberta: Case study in proposed Alberta policy/politics: Alberta’s Social Program Stock Market; Social Impact Bonds.</p>
Sept 27	<p><b><u>Assigned reading:</u></b>  <b><u>Advocacy Practice for Social Justice, chapter 11, pp. 220-234</u></b></p> <p>Effective public policy: origins, history &amp; development of progressive public policy and legislation:</p>

	<p>1) US example: a) President F. D. Roosevelt; b) Eleanor Roosevelt (Universal Declaration of Human Rights); c) Frances Perkins (cabinet minister in FD Roosevelt’s cabinet, strong advocate for social welfare for the poor etc.);</p> <p>Best practices of accountability &amp; transparency in effective public policy: e.g., UK Committee on Climate Change; international best practices; comparison with Bill C-12, Federal Parliament, Canada</p> <p>Case study: (e.g. Brief for ENVI Committee, Standing Committee on Environment and Sustainable Development: Learning from the UK committee on Climate Change and the UK Climate Change Act 2008)</p>
Oct 4	<p><b><u>Assigned Reading</u></b>  <b><u>Hoefler, R. (2016). <i>Advocacy Practice for Social Justice: Chapter 4 &amp; 5; pages 62-85 &amp; 86-103</i></u></b></p> <p>Economics &amp;, justice/injustice; Economics &amp; public policy: chrematistics vs oikonomia - economist Herman Daly (<i>For the Common Good: Redirecting the Economy toward Community, the Environment, and a Sustainable Future; also Beyond Growth</i>);</p> <p>Ordoliberalism in Germany; economist &amp; historian Karl Polanyi (<i>The Great Transformation</i>);</p> <p>Joel Bakan: the Corporation</p>
Oct 18	<p><b><u>Assigned reading:</u></b>  <b><u>Hoefler, R. (2016). <i>Advocacy Practice for Social Justice: Chapter 6; pages 86-103</i></u></b></p> <p>Social/environmental determinants of health &amp; public health policy;</p> <p>Toxic Trespass: health injustice re the poor, economically marginalized, Indigenous Peoples and communities in Canada; toxic pollution and children; in Indigenous communities, e.g., Indigenous nation in Sarnia, Ontario. Determinants of child development and health</p> <p>Childhood development &amp; corporate influence, economic exploitation of children and families; analysis of corporation (Bakan)</p>
Oct 25	<p><b><u>Paper #1 is due</u></b></p> <p><b><u>Assigned reading:</u></b>  <b><u>Hoefler, R. (2016). <i>Advocacy Practice for Social Justice: Chapters 7 &amp; 8; pages 133-159 &amp; 160-179</i></u></b></p> <p>Policy &amp; Climate Change/Sustainable Development; Climate Mitigation; Adaptation &amp; Developing Climate Resilience</p>

	<p><b>UN Sustainable Development Goals (SDGs):</b> addressing sustainable development, alleviating poverty, and addressing the threat of climate change mitigation; climate adaptation</p> <p><b>Climate Change</b> Impacts of climate change: health and disease, drought &amp; water shortages, weather extremes &amp; rising sea levels, decreasing food production, escalation of conflict over resources (water, etc.), mass migration, increased international conflict, 6<sup>th</sup> mass extinction, reduced life in oceans (plastic, warming, increased carbonization with decreasing production of oxygen);</p> <p>climate tipping points: science of key signals re close proximity of significant planetary shifts with serious life-threatening implications for life, both human and other species; Professor Tim Lenton, Professor of Climate Change &amp; Earth System Science, University of Exeter, UK);</p> <p>UN IPCC report 2018: goal: <b>reduction of CO2 emissions by 45% from 2010 levels by 2030.</b> Time line re decarbonizing sectors</p> <p>Carbon Budget; Best Practices re Effective Climate Policy: Prof Corinne Le Quere (Professor of Climate Science, University of East Anglia, UK; &amp; Lead Scientist, Climate Science Unit, UK Climate Change Committee</p> <p>How is Canada doing addressing climate change? Climate Performance Index etc. Canada is ranked 58<sup>th</sup> (down from its position last year: 56) in assessment regarding Canada’s climate performance; Germanwatch, research institute, Berlin, Germany</p> <p>Implementing Sustainable Development Goals (SDGs), alleviating poverty, and addressing climate change are all linked</p> <p>How scientists are increasingly moving into influencing public policy as advocacy, bringing science and social science together: e.g., Prof. Dr. Catherine Potvin &amp; Sustainable Canada Dialogues, Schellnhuber, Rockström, Rogelj</p> <p>Climate change action and Social Work: Lena Dominelli &amp; Green SW: policy influencing</p>
Nov 1	<p><b><u>Assigned reading:</u></b> <b><u>Hoefler, R. (2016). <i>Advocacy Practice for Social Justice: Chapter 9 &amp; 10; pages 180-201 &amp; 202-219</i></u></b></p> <p>Economies, human development &amp; economic/social justice; building the climate change/renewable energy economy; example: Denmark</p> <p>Case study re: Pathways to sustainability: WWII as model for Canada shifting to a climate change resilient society &amp; renewable energy economy</p> <p>1) Oikonomia vs. Chrematistics (Aristotle); 2) from market economy (neo-liberalism) to social economy (ordo-liberalism);</p>

	<p>3) Karl Polanyi, Shifting from market fundamentalism to social economy;  4) economists; Herman Daly; David Korten; Joseph Stiglitz</p>
Nov 15	<p>Reflection teams on books for paper #2</p> <p>Racism; Indigenous culture &amp; oppression; advocacy for racial justice, &amp; public policy; Long history of discrimination against First Nations children; Indigenous activists: Eriel Deranger</p> <p>Martin Luther King Jr. &amp; the Poor People’s Campaign; Public Policy, Justice &amp; addressing inequality &amp; challenging racial oppression</p> <p>Challenges of Effective Advocacy &amp; Policy Influencing: policy capture;  Effective public policy &amp; the challenge of policy capture: Gutstein’s research; ED’s research into policy capture re climate change policy;  ‘institutional capture’ — in which public institutions become instruments of private interests; “the revolving door”</p> <p>Advocacy: role of investigative journalism re effective policy; journalists as policy allies</p>
Nov 22	<p>Reflecting Teams of books for Paper #2;</p> <p>Effective Policy Initiatives/Campaigns (capacity-building; narrative &amp; counter-narrative; key strategic policy influencing tasks): Advocacy: case study: Abolition of Slavery movement</p> <p>Strategic thinking and planning; 8 Building Blocks of Strategic Campaigns to Effective Influencing of Public Policy (slide deck: Gideon, DSF);</p> <p>Capacity-building &amp; policy influencing skills/advocacy skills</p> <ol style="list-style-type: none"> <li>1) 4 ethical postures in both a) clinical practice (Mishka Lysack &amp; Karl Tomm); &amp;</li> <li>2) relational positioning for advocacy &amp; policy Influencing/capacity-building &amp; 4 skill sets: a) analytical skills; b) political skills; c) Interactional Skills; d) value clarification skills. (Mishka Lysack; Sarah Todd).</li> </ol>
Nov 29	<p>Policy Informed Clinical Practice/Policy advocacy skills/building social movements:</p> <p>Narrative therapy: models of policy-informed clinical practice: Aboriginal Health Council of South Australia &amp; Dulwich Centre – Reclaiming our Stories, Reclaiming our Lives;</p> <p>Just Therapy: gender and culture in clinical practice; Cultural, Gender and Socio-economic Contexts in Clinical and Social Policy Work; Cultural and gender accountability in the just therapy approach</p> <p>Marshall Ganz: building blocks of building social movements and making social movements functional, effective, &amp; influential</p>



	Talking to People with Power, or How to meet with a politician who probably doesn't want to meet with you (Dr. Rob Oliphant MP)  Reflecting Teams for Readings for Paper #2
Dec 6	<b>Last Class</b>  Reflecting Teams for Readings for Paper #2; Review of course and classes: reflecting teams
Dec 13	<b><u>Paper #2 due Monday Dec 13</u></b>

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION**

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

**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 for your best learning experiences.

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, presentations, etc.). All students are expected to behave in a professional manner during the session.

**ZOOM RECORDINGS OF ONLINE CLASSES**

**Students are asked not to record any classes to protect the privacy of both students and the professor. The course professor will not record any online Zoom class sessions.**

## ASSESSMENT COMPONENTS

### Adult Learning and Accountability

To foster a climate of mutual learning and collaborative development, students are encouraged and expected to exercise their best judgment in maximizing their learning experience. Here are some guidelines.

- Students are asked to write 2 papers.
- Students are asked to read 1 book for each paper.
- In order to maximize learning opportunities, students are asked not to re-read a book they have already read.
- Students are only required to buy or borrow books that they plan to use for their assignments, and certainly are not required to buy all the books.

### Assessment Method 1: Paper #1

**Due date: Monday, October 25 (TBC by instructor and class) by 11:59 pm**

**Portion of mark: 45%**

### Assessment Method 2: Paper #2

**Due date: Monday, December 13, 2021 (TBC by instructor and class) by 11:59pm**

**Portion of mark: 45%**

### Assessment Description & Criteria:

The intent of this assignment is to encourage each student to select their particular area of interest within the larger envelope of policy development, highlighting specific features of effective public policy regarding diverse areas, such as sustainable development, climate change and adaptation, Indigenous history and knowledges, psychology, economics, and social context.

This assignment supports students to develop and deepen their understanding and knowledge of social and public policy through **different lens of analysis**. An additional objective of this paper is to develop an overview of **micro/mezzo/macro model of SW practice** to progressively support students to apply their knowledge and skills in dealing with community issues in practice settings, and to facilitate the translation of their student learning into a practice context.

N.B. For a detailed discussion of guidelines for writing the papers, please review these 4 sections in this course outline (see below):

- 1) About the Reflection Papers
- 2) Notes & Format for Papers
- 3) Criteria for an A- level paper

4) Criteria for an A level paper

**About the Reflection Papers (#1 and #2)**

The student's working knowledge of the material can be partly demonstrated by the inclusion of some quotes (6) from the readings that the student believed to be especially important to his/her learning. Students are asked to use the following questions as a guide for their reflection and writing of the paper:

- What were the key learning moments or "sparkling moments" as you were reading the articles/chapters?
- What effect did these moments have on you as a person and as a developing professional?
- What are some of the ideas that you found to be the most helpful in these articles?
- What difference could these ideas make in how you "see" or perceive your work?
- What are some of the related practices that you find the most appealing?
- How are these practices related to the ideas that you found helpful?

**1) When students are starting to write the paper, they need to identify**

- a) 3 key learning moments, a-ha experiences, or sparkling moments from the book they read, and**
- b) 3 learning moments from class material for a total of 6 learning moments. Students are asked to use these learning experiences as the "spine" of the paper. These learning resources will be assigned as the class develops and as students' interests emerge in class.**

**2) In response to their learning moments, students need to include 2 sections or "streams": 1) exposition & 2) reflection.**

- 3) The **exposition section** needs to convey to the instructor that the student has read and understood the material to the degree that the student can communicate the essential elements of the material to a layperson. This section needs to be anchored in a small selection of direct quotes from the source material with appropriate references.
- 4) In the **reflection section**, students need to focus on the significance of the 3 learning moments (from book) and 3 (from class) learning moments and a description of why the student believes this insight is important. In addition, students are asked to also describe the difference such insights would make to both a) their SW practice and theory in general as well as b) their own future SW practice.

In the reflection section, all students are asked to develop their **own micro/mezzo/macro model of SW practice** to progressively support students to apply their knowledge and skills in dealing with community issues in practice settings, and to facilitate the translation of their student learning into a community practice context.

Social work professor Mel Gray and her SW colleagues in their book - Gray, M., Coates, J., & Hetherington, T. (Eds.). (2013). *Environmental social work*. Routledge – (pp. 13-16; 306-312; e-copy available through U of C library) have developed an innovative tri-partite model of micro, mezzo, and macro social work practice.

This model of practice connects specific social work practices on the micro level with their related practices on the mezzo level (educational groups, group/community practices) and the macro level (advocacy; influencing public policy; working with community partners & NGO's).

Here are some helpful questions for students to reflect on their own evolving tri-partite practice model in their papers. Please note that students are not asked to answer all or most of these questions in their papers, given the paper length expectations. However, students are encouraged to engage in their papers with one or more of these questions in each of all 4 clusters below (micro, mezzo, macro, professional development):

#### Micro practices

- How will this issue affect your assessment of the client and problems?
- What differences will this issue make for the client and any needs for crisis intervention?
- What impact will the issue have on who you suggest inviting in as "outsider-witnesses" or as part of the person's support group?
- What further research is needed to address the problem?

#### Mezzo practices:

- What kinds of public education programs might be helpful or needed for clients affected by this problem?
- Are any needed additional physical or mental health resources indicated?
- What agencies or NGO's might/could offer or support such programs for clients with the problem?

#### Macro practices:

- What NGOs or client advocacy groups could be key allies?
- Does the ACSW work on this issue in any way (check ACSW website for interest groups etc.)?
- Does PIA (Public Interest Alberta) work on this issue affecting your client? (Check PIA website)?
- What are the key policies of the main political parties (Conservative, Liberal, and NDP) that impact your client?
- How could public monitoring of the problem or the enforcement of special policies be helpful or needed for this client?
- What kind of policy change would be helpful/important/critical for this person recovering from this problem?
- What kind of public influencing activities would be helpful or urgently b\needed?
- What kind of research or impact analysis is needed to address this issue?

#### Personal/Professional Development practices:

- What new practices need to/already are emerging in your practice what will be helpful for your area of practice?
- What new knowledges need to/already are emerging in your practice what will be helpful for your area of practice?

- Who are the 3 most important researchers that have made a positive and important contribution to your professional development you have in your area of practices?
- What social work professors are working in this specific practice area? Other professors or instructors in health, medicine, environmental issues, psychology, physiotherapy?

### **Assessment Method 3: Learning Experiences, Class Participation, Skill Development and Class Etiquette**

**Portion of mark: 10%**

#### **Assessment Description & Criteria:**

This course is a theory-in-practice class. Thus, all students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class. Participating in the classes is expected and critical to the functioning of the class as a learning community. **Class participation will be graded and will make up 10% of the total final mark.**

In addition to the instructor's presentations and exercises, this class will include personal reflection through journaling, discussion in pairs, and experiential learning. And so, class performance includes 1) being in class, 2) contributing to the class discussion in a relevant and coherent way, 3) indicating through one's discussion and contributions a thorough preparation of the assignment, and 4) willingness to try and practice advanced skills.

The instructor asks that you apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings.

Grades for participation are based on asking questions, sharing experiences, actively participating in class discussions, small group exercises, and giving respectful feedback to others during class. Above all, participation means demonstrating personal and professional engagement in the learning process.

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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#### **Notes & Format for Papers #1 and #2**

To foster a climate of mutual learning and collaborative development, students are encouraged and expected to exercise their best judgment in maximizing their learning experience. Here are some guidelines.

- N.B. There are no in-class tests or final exam.
- in your reflection papers on books/articles, be sure to include direct quotes to illustrate your discussion along with page numbers
- **Papers are limited to 1,600 words.** Students are asked to respect page length of each assignment; papers that exceed specified limits may be returned for re-writing.
- Re-writes and pre-reads of papers are not an option.
- Standard of writing will be a factor in grading students work.
- Papers will be archived after marks for the course are submitted in case of an appeal of marks.

## **Grading Criteria for Paper #1 and Paper #2**

### *Criteria for an A- level paper:*

- word count was within reasonable range
- active and explicit first-person voice (I, me), including emotional and personal responses to learning moments
- integration of social work practice, experiences, values, theories, etc.
- integration of class content
- direct quotes with page numbers
- good integration of all additional material and articles as required
- Correct spelling and grammar
- clarity in sentence structures and writing style
- structures the paper according to key learning moments
- makes thematic connections across learning moments
- labels file name, subject name of email etc. properly
- in the reflection section, explores how insights from learning moments can be translated into SW practice, both a) in the specific SW practice of the student, and b) in the field of SW generally. N.B. This area will be explored in detail cumulatively in both the class orientation in the first class, and in all class discussions and exercises.

### *Criteria for an A level paper:*

- All A- criteria have been met and significantly exceeded, and the paper contains original insights with respect to the subject matter.
- The a) quality of writing, b) levels of analysis and reflection, and c) the exposition of the application of learning moments to both personal SW practice as well as the SW profession must all be exceptional.

## **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

To foster a climate of mutual learning and collaborative development, students are encouraged and expected to exercise their best judgment in maximizing their learning experience. Here are some guidelines.

- This course is a theory-in-practice class. Thus, all students are asked to participate in role-plays, reflection groups and class exercises on an ongoing basis in class. Attending the classes is expected and critical to the functioning of the class as a learning community.
- Students are asked to restrict their use of their computer during class time for activities directly related to the course (for instance, taking notes), & are asked to refrain from all other non-class activities (checking or writing email, Facebook, texting, shopping, computer games, etc.). Students suspected of being involved with these non-class activities may be asked a) to identify themselves, b) to leave the class, and c) will not be permitted to return to the course until after a meeting between the student and instructor has been completed.
- (for in-person classes: research indicates that laptop multitasking hinders classroom learning for both users and nearby peers through a ripple effect and emotional contagion, influencing others in the group/class and its influence on Group Behaviour.

For more information, students are welcome (but not required) to see these 2 articles, especially article #1:

1 Fari., S, Weston, T. & Cepeda, N. (2013) Laptop multitasking hinders classroom learning for both users and nearby peers." *Computers and Education*, 62, 24-31.; and

2) Barsade, S.G. (2002). The ripple effect: Emotional contagion and its influence on group behaviour." *Administrative Science Quarterly*, 47,(4), 644-75.

- If the course instructor has concerns about the behaviour of a student and its impact on the class, the instructor may confirm the identity of the student, may ask the student to leave the class, and may ask the student to meet with the instructor.
- Students are asked to turn their cell phones off during the entire class, except obviously, if tele-conferencing is involved, then this norm is suspended.
- Students are expected to arrange their schedules (childcare, work, social life, etc.) accordingly so that they may attend classes in their entirety. Students are asked to participate in the entire class - arrive on time, stay until the end of class, and return from the break in a timely manner. All students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class to the best of their ability.
- Students are asked to inform the professor of all absences. If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences.

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

- All assignments are to be submitted in electronic form by email to the professor or the class marker, with an original copy being archived by the student; this is a paperless course.
- Please put this information on one line as the title at the beginning of your paper:
  - Name
  - 383 Mon
  - Assignment name
- In electronic form, when you use "save as" and give a name to your file, students are asked to label their paper using this format; again, this will aid me greatly in tracking and sorting:
  - Last name,
  - first name,
  - 383 Mon
  - Assignment name
- In electronic form, when preparing to send their paper to me or the marker, students are asked to label the subject of their email for their paper using this format; this will aid me greatly in tracking and sorting:
  - 383 Mon
  - Last name first name 383 Wed Assignment name
- Type papers in 12-point font
- Please use Word format .docx.
- Please use double spacing of text in papers.
- Separate cover page is unnecessary
- **Papers are limited to 1,600 words.** Students are asked to respect page length of each assignment; papers that exceed specified limits may be returned for re-writing.
- Re-writes and pre-reads of papers are not an option.

- Standard of writing will be a factor in grading students work.

**LATE ASSIGNMENTS**

- Extensions in terms of deadlines are possible within certain limits. Any changes in deadline need to be agreed to by the professor in writing by email in order for the extension to be valid.
- Students must submit all papers by their respective deadlines. The instructor is not obligated to accept any papers handed in after the deadline.

**EXPECTATIONS FOR WRITING**

Standard of writing will be a factor in grading students work. 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 7th edition 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 average of the separate assignments.

It is 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, e.g. USRI 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/](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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

#### **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