Fall 2021

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

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

The course examines the relationship between social policy and the practice of social work. As a core value of the profession, social justice serves as the guiding lens by which social policies are examined.

The focus of the course is for students to understand and critically analyze existing and emerging policy solutions that address various social problems in Canada. The course will have students (1) examine current and emerging social policy issues and solutions; (2) discover different pathways to develop and implement equitable social policies; and (3) explore how social workers can increase their impact for policy change through futures literacy.

This course is delivered in an online format using Zoom. Weekly classes will be synchronous from 1:00 - 3:15pm, with an expectation to view other learning materials asynchronously. Teaching methods to promote learning include instructor and guest presentations, future scenarios immersion, and group activities, discussions and projects.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will integrate course learnings with social work practice and advocacy to be able to:

1. Articulate how self-identities can inform policy practice with communities and organizations;
2. Describe social problems in Canada that impact equity-deserving communities and populations facing vulnerabilities and the system conditions that hold them in place;
3. Describe and evaluate current and emerging policy solutions that address social problems, using social justice tools for analysis;

4. Differentiate between the policy decision processes of the three orders of government in Canada;
5. Recognize that there are different pathways to develop and implement social policies;
6. Apply futures thinking to develop and influence policy;
7. Develop a theory of change for social workers to advocate and influence policy change.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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

Optional textbook: Wharf, B., & McKenzie, B. D. (2015). *Connecting policy to practice in the human services* (4th ed.). Oxford University Press.

LEARNING TECHNOLOGIES AND REQUIREMENTS

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.

RELATIONSHIP TO OTHER COURSES

SOWK 383 is a core course in the BSW program.

CLASS SCHEDULE

Block Week: Monday – Friday, August 30 – September 3, 2021
Labour Day, Monday, September 6, 2021
Start of Classes: Tuesday, September 7, 2021
National Day of Truth and Reconciliation: Thursday, September 30, 2021
Thanksgiving Day: Monday, October 11, 2021
Remembrance Day: Thursday, November 11, 2021
Term Break, no classes: Sunday – Saturday, November 7-13, 2021
End of Classes: Thursday, December 9, 2021
End of Term: Friday, December 24, 2021
Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

** Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day.

Date	Topic(s)	Required Readings
Sep 13	Introduction to course and expectations Review of social justice concepts	Recommended resources on D2L

Sep 20	Social problems in Canada and groups impacted by them Root causes of social problems **Assignment 1 Due**: Self-Reflection	Recommended resources on D2L
Sep 27	System conditions that hold social problems in place Class time to work on Assignment 2	Kania, J., Kramer, M., & Senge, P. (2018). *The water of systems change*. FSG. https://www.fsg.org/publications/water_of_systems_change
Oct 4	Define social policy Government processes for decision making Class time to work on Assignment 2	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. https://doi.org/10.1300/j185v02n01_02 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
Oct 11	**Thanksgiving Day**	No readings
Oct 18	Introduction to futures thinking Current and emerging local social policy solutions Guest Speaker: Leanne Squair - The City of Calgary Corporate Accessibility Policy **Assignment 2 Due**: Analyze a Social Problem Report	Local social policy solutions are available on D2L. Students are required to read only <u>one</u> of these documents of interest. 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 25	Current and emerging provincial and federal policy solutions Guest Speaker: Lee Stevens - Basic Income Futures thinking continued **Assignment 3 Due**: Article Reflection	Provincial and federal social policy solutions are available on D2L. Students are required to read only <u>one</u> of these documents of interest.
Nov 1	Analyzing social policies using social justice approaches Futures thinking continued	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/

Nov 8	**Week break – no class**	No readings
Nov 15	Developing social policy solutions using futures approach Class time to work on Assignment 4	Recommended resources on D2L
Nov 22	Theories of influencing policy change **Assignment 4 Due**: Social Policy Brief	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 29	Collaboration for policy change Class time to work on Assignment 5	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 6	Is positive social change possible? **Assignment 5 Due**: A Theory of Policy Change **Assignment 6 Due Dec 10**: Completed Discussion Board Posts and Responses	No readings

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 (e.g., to review a recorded 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.

<u>**ZOOM RECORDINGS OF ONLINE CLASSES**</u>

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

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1. **Individual Assignment: Self-Reflection (10%)**
   Due Date: September 20, 2021 at **11:59pm**

   Consistent with the tenets of reflective practice, students will write a self-reflection paper, using the "Wheel of Power/Privilege as the foundation. They will identify a domain where they have privilege and a domain where they do not. It will be an opportunity for students to consider how their various identities could impact their role as social workers in the policy space. This paper must not exceed two pages and must be double spaced. No references are required for this assignment. The assessment rubric for this reflection will be posted on D2L.

   Aligned Course Learning Outcome: 1

2. **Group Assignment: Social Problem Report (25%)**
   Due date: October 18, 2021 at **11:59pm**

   Policy makers and influencers can not come up with policy solutions until they understand the social problem they are trying to impact. In this assignment, students, in self-selected groups, will detail a social problem that exists in Canada. They will gather information from a variety of sources (ex. census data, community and academic articles, government reports, conversations with subject matter experts, etc.) to clearly define the problem, describe who are affected by this problem and why this problem is important for social workers to address. Groups will use the "But Why" technique to identify the root cause of the problem. Finally, they will provide a description on how two FSG Conditions of Systems Change hold that problem in place.

   Students will select a social problem from a predetermined list found on D2L. A social problem of interest that is not on the list can be proposed to the instructor for consideration. Class time will be given to work on this assignment.

   This report must not exceed 10 pages in a readable, plain language format. A minimum of five references, in APA 7 format is needed (e.g., journals articles, government reports, census data, community-based policy documents, subject matter expert conversations, etc.). References can be listed on a separate page. The use of infographics and creative design and layout are encouraged for this assignment. The assessment rubric for this assignment will be posted on D2L.

   Aligned Course Learning Outcome: 2

3. **Individual Assignment: Article Reflection (10%)**
   Due Date: October 25, 2021 at **11:59pm**

Consistent with the tenets of reflective practice, students will write a short reflection paper on the required reading from October 4th, written by Breton, M., Cox, E., & Taylor S. (2003). Students will reflect on their role as social workers in social policy, based on the information from the article.

This reflection paper must not exceed one page and must be double spaced. No references are required for this assignment. The assessment rubric for these reflections will be posted on D2L.

Aligned Course Learning Outcome: 8

4. **Group Assignment: Social Policy Brief (25%)**
   Due date: November 22, 2021 at **11:59pm**

   Students will describe in a policy brief, an existing or emerging social policy solution and provide a critique of its strengths and weaknesses using a social justice analysis tool learned in class. They will also apply their futures thinking learnings to speculate if the policy solution will be resilient and relevant in 10 years. Students will select a social policy solution from a predetermined list found on D2L that aligns with their work from assignment 2. A social policy solution of interest that is not on the list can be proposed to the instructor for consideration. Class time will be given to work on this assignment.

   This policy brief must not exceed 10 pages in a readable, plain language format. A minimum of five references, in APA 7 format is needed (e.g., journals articles, government reports, census data, community-based policy documents, subject matter expert conversations, etc.). References can be listed on a separate page. The use of infographics and creative design and layout are encouraged for this assignment. The assessment rubric for this assignment will be posted on D2L.

   Aligned Course Learning Outcomes: 3, 6, 8

5. **Pair Assignment: Theory of Policy Change (20%)**
   Due date: December 6, 2021 at **11:59pm**

   Based on the Social Policy Analysis Report from Assignment 4, students will write a one-page Theory of Policy Change statement, using the Calgary FCSS Theory of Change template. The purpose of this assignment is to provide a recommendation on how a social worker collective can advocate for a more socially just, future ready policy solution to address a social problem. Students will use one of the 10 theories to inform advocacy and policy change efforts learned in class.

   This document will include:

   - The need for the change to the social policy solution with information about the policy gap and relevant data 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 a social worker collective 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, strictly following the FCSS standard, will be a maximum of one page, single-sided, single spaced and all references must be in APA 7 format (e.g., journals articles, government reports, census data, and community-based policy documents.). A template will be provided to students on D2L. Class time will be given to work on this assignment.

Aligned Course Learning Outcomes: 4, 6, 7, 8

6. **Individual Assignment: Discussion Board Posting and Responses (10%)**
   Due date: December 10, 2021 at **11:59pm**

Class attendance and participation, while reading required and recommended learning materials are essential components of this course. As part of a collaborative learning environment, during any time in the semester, students will be required to post one substantial insight from any of the class sessions or learning materials. In addition, students are expected to respond in a meaningful and respectful way, to at least two postings from their fellow classmates. This is designed to be an online discussion, which allows everyone in our class to discuss and debate the various topics and extend their learning experience. D2L postings should be concise and focused on a specific topic. All discussion posts and responses should be a maximum of 2 paragraphs.

Aligned Course Learning Outcomes: 8

Summary of Assignments:

Assignment	Due Date	Percent of Final Grade	Grouping for Assignment
Assignment 1: Self Reflection	September 20	10%	Individual
Assignment 2: Social Problem Report	October 18	25%	Group
Assignment 3: Article Reflection	October 25	10%	Individual
Assignment 4: Social Policy Brief	November 22	25%	Group
Assignment 5: Theory of Policy Change	December 6	20%	Pair
Assignment 6: Discussion Board Posts	December 10	10%	Individual

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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations and follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement.

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 will be **downgraded by 2%** of the assignment grade per day, including weekends, holidays and weekdays.

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

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.

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 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