Course & Session Number	SOWK 606 S01	**Classroom**	Online
Course Name	Advanced Policy Practice in Context		
Day(s) & Time	Weekly Zoom Sessions on Thursdays from 6:30 to 8:30pm. Asynchronous activities will be posted on D2L (approximately 6-8 hours in total)		
Instructor	Jeny Mathews-Thusoo, MSc		
U of C E-mail	jeny.mathews@ucalgary.ca	**U of C Phone**	Contact instructor via email

SYLLABUS STATEMENT

This course explores the influences of public policy on the lives, relationships, and wellbeing of individuals, families, groups and communities, while examining the relationship between social justice in the policy-making process and the role of social workers in shaping policy.

COURSE DESCRIPTION

This course provides students with the opportunity to examine current Canadian social policies as they pertain to social work practice. By critically analyzing practice through a policy lens, this course seeks to enhance and support further linkages between social work practice and social justice as integral to a holistic practice framework.

COURSE LEARNING OUTCOMES

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

1. Identify how public policy influences and shapes people's lives and relationships;
2. Demonstrate a critical understanding of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts;
3. Assess and analyze essential features of a policy or policies that impact the service users they work with or have worked with in professional settings;
4. Examine how social workers, individually and collectively, can affect the policy process at the organizational, community, provincial or national levels;
5. Apply advocacy knowledge and skills to contribute to the development and implementation of new and more equitable social policies as it pertains to social work practice.

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook.

Optional textbook: Miller, R. (2018). *Transforming the future (Open access): Anticipation in the 21st century*. Routledge. https://www.academia.edu/37295651/Transforming_the_Future_Anticipation_in_the_21st_Century

Readings

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

The Rockefeller Organization, & ARUP. (2015). *City Resilience Framework*. https://www.rockefellerfoundation.org/wp-content/uploads/City-Resilience-Framework-2015.pdf

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/

Tamarack Institute. (2016). *Collective impact 3.0: An evolving framework for community change*. https://collectiveimpactforum.org/sites/default/files/Collective%20Impact%203.0.pdf

Alberta Urban Municipalities Association. (2015). *20 questions on municipal strategy companion guide*. https://www.auma.ca/sites/default/files/Advocacy/Programs_Initiatives/municipal_governance_support/auma_20q_on_municipal_strategy_final_aug_24.pdf

Zaidi, L. (2020). *The only three trends that matter: A minimum specification for future-proofing*. Journal of Futures Studies. 25(2): 95-102 https://jfsdigital.org/the-only-three-trends-that-matter-a-minimum-specification-for-future-proofing/

Lupton, R., Burchardt, T., Hills, J., Stewart, K., & Vizard, P. (2013). *A Framework for Analysing the Effects of Social Policy*. (Social Policy in a Cold Climate Research Note). Centre for Analysis of Social Exclusion, LSE. http://sticerd.lse.ac.uk/dps/case/spcc/RN001.pdf

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

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

As one of four courses offered at the beginning of the MSW program, this course will support you in further developing skills necessary to develop and implement policy in your practice. You will explore connections between this course and your learnings about social justice and theory (SOWK 600), research and philosophy (SOWK 602), and practice theories in context (SOWK 604) in advanced social work practice. These explorations will be continued as you advance your knowledge and skills in the next component of your MSW program.

CLASS SCHEDULE

Detailed learning activities are available in the D2L course. A summary is presented here.

Date	Topic(s)	Required Readings
Sep 9	Introduction to course and expectations Review of social policy and social justice City resilience framework Inclusive design	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 The Rockefeller Organization, & ARUP. (2015). *City Resilience Framework*. https://www.rockefellerfoundation.org/wp-content/uploads/City-Resilience-Framework-2015.pdf Recommended resources on D2L
Sep 16	Data to inform priority areas in policy Social innovation in policy **Assignment 1 due:** Reflection on City Resilience	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/ Recommended resources on D2L
Sep 23	Policy making process ∗ Frameworks in policy development ∗ Collaboration for policy change	Tamarack Institute. (2016). *Collective impact 3.0: An evolving framework for community change*. https://collectiveimpactforum.org/sites/default/files/Collective%20Impact%203.0.pdf Alberta Urban Municipalities Association. (2015). *20 questions on municipal strategy companion guide*. https://www.auma.ca/sites/default/files/Advocacy/Programs_Initiatives/municipal_governance_support/auma_20q_on_municipal_strategy_final_aug_24.pdf Recommended resources on D2L

Sept 30	National Day of Truth and Reconciliation-No Class	No readings
Oct 7	Policy making process ∗ Future scenarios ∗ Develop outcomes	Recommended resources on D2L
Oct 14	Policy implementation ∗ Build action roadmap ∗ Strategic partnerships Policy process evaluation **Assignment 2 due:** Signal of Change	Lupton, R., Burchardt, T., Hills, J., Stewart, K., & Vizard, P. (2013). *A Framework for Analysing the Effects of Social Policy*. (Social Policy in a Cold Climate Research Note). Centre for Analysis of Social Exclusion, LSE. http://sticerd.lse.ac.uk/dps/case/spcc/RN001.pdf Recommended resources on D2L
Oct 21	Anti-colonial and anti-oppressive futures to influence policy Class time to work on Assignment 3	Recommended resources on D2L
Oct 28	Approaches to adopt equity frameworks in government ∗ City of Vancouver ∗ City of Calgary	Cities of Vancouver and Calgary's Council meeting videos, reports and presentations on D2L
Nov 4	Influencing policy **Assignment 3 due:** Policy/Strategy Placemat	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
Nov 11	**Week break – no class**	No readings
Nov 18	Class time to work on Assignment 4	No readings
Nov 25	**Assignment 4:** Group presentations on equitable governance policy solution	n/a
Dec 2	**Assignment 4:** Group presentations on equitable governance policy solution	n/a
Dec 9	Is positive change possible? **Assignment 5 due:** Discussion Posts and Responses (December 10)	Recommended resources on D2L

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.

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. **Individual Assignment: Reflection on City Resilience Framework (15%)**
   Due Date: September 16, 2021 at **11:59pm**

   Consistent with the tenets of reflective practice, students will pick one goal of interest from the City Resilience Framework and write a short reflection paper. They will reflect on how social workers can influence the policy processes to achieve that goal. There are 12 goals in total to choose from.

   This reflection paper must not exceed two pages and must be double spaced. No references are required for this assignment. The assessment rubric for these reflections will be posted on D2L. This assignment will be submitted to the course's Dropbox assignment folder.

   Aligned Course Learning Outcomes: 2, 3, 4

2. **Individual Assignment 2: Signal of Change (20%)**
   Due Date: October 14, 2021 at **11:59pm**

   Students will do an Internet search for a signal (specific example of something that suggests how the world is changing and how the future could be different). This signal can be a new technology, scientific breakthrough, a new law or regulation, startup company, etc. that could impact the Future of Governance.

   This Word (text) document will include:

   - The name of the signal and the URL to the website/article that explains the signal;
   - A brief description of the signal;
   - The change this signal represents;
   - The driver of this signal or change; i.e., the force behind the signal;
   - A brief explanation of what the world could look like in 10 years if this signal gets amplified; and
   - The student's opinion if this a possible future she/he/they want and why?

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

   Aligned Course Learning Outcomes: 1, 5

3. **Group Assignment: Equitable Governance Policy/Strategy Placemat (25%)**
   Due Date: November 4, 2021 at **11:59pm**

   In groups of 3-4, students will summarize their equitable governance policy/strategy for a local government or organization. This policy/strategy will be developed using a futures-thinking approach that was learned in class. Some class time will be given to work on this assignment.

   This visual document will include:

   - The policy/strategy domain question;
   - A short description of the social problem that the policy/strategy addresses;
   - A timeline of the history of the social problem
   - The proposed collaboration method that could have been used to develop policy/strategy;
   - The steps/process used to develop the policy/strategy;
   - The vision and anti-oppressive principles of the policy/strategy;
   - A brief description of 1 trend and 2 signals of change that informed strategy; and
   - 3-5 outcomes of the policy/strategy.

   The document, in either a PowerPoint, Canva, or PDF format, will be a maximum of two 11x17 pages, single sided. 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. This assignment will be submitted to the course's Dropbox assignment folder.

   Aligned Course Learning Outcomes: 1, 2, 5

4. **Group Presentation: Equitable Governance Strategy (20%)**
   Due Dates: November 25 and December 2 during class time

   Reflecting on how to influence elected officials with different ideologies, student groups will present to their class on their policy/strategy, using the information from Assignment 3. Presentations will be done in class with each group allotted 20 minutes for their presentation and 5 minutes for questions and discussion. Each member of the group must equally participate in the in-class presentation. Creative and engaging presentations are encouraged for this assignment. Class time will be given to work on this assignment. The assessment rubric for this assignment will be posted on D2L.

   Aligned Course Learning Outcomes: 1, 2, 5

5. **Individual Assignment: Discussion Board Posting and Responses (20%)**
   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 two substantial insights 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. Postings should be concise and focused on a specific topic. All discussion posts and responses should be a minimum of 150 words and a maximum of 250 words.

   Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Summary of Assignments:

Assignments	Due Date	Percent of Final Grade	Grouping for Assignment
Assignment 1: Reflection on City Resilience	September 16	15%	Individual
Assignment 2: Signals of Change	October 14	20%	Individual
Assignment 3: Equitable Governance Policy/Strategy Placemat	November 4	25%	Group
Assignment 4: Presentation: Equitable Governance Policy/Strategy	November 25 or December 2	20%	Group
Assignment 5: Discussion Board Posts and Responses	December 10	20%	Individual

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 **Graduate 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	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

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 on 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