



Course & Session Number	SOWK 606 S02	Classroom	Online
Course Name	Advanced Policy in Context		
Day(s) & Time	Zoom sessions on: Wednesday's September 8 – December 8, 2021: 6:30 – 8:30 pm. Asynchronous activity will be posted in D2L (approximately 7 hours in total).		
Instructor	Robbie Babins-Wagner		
U of C E-mail	rwagner@ucalgary.ca	U of C Phone	Click or tap here to enter text.

SYLLABUS STATEMENT

Explores the influences of public policy on the lives, relationships, and well-being 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 will provide you 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:

- 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.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

McKenzie, B., & Wharf, B. (2016). Connecting policy to practice in the human services. (4th ed.). Oxford University Press.

Each student may rent & download the e-book from these vendors; Apps available in Apple and Android

[BookShelf \(by VitalSource\)](#) ; [Red Shelf](#) (*Red Shelf prices are in US dollars)

Paperbacks available; Free shipping

[Bookstore](#) ; [Chapters Indigo](#)

Readings

Alberta Government. (2014). Gap analysis of public mental health and addictions programs (GAP-MAP). Retrieved from <https://prism.ucalgary.ca/handle/1880/50213>

Fortin, N., Green, D. A., Lemieux, T., Milligan, K., & Riddell, W. C. (2012). Canadian inequality: Recent developments and policy options. *Canadian Public Policy*, 38(2), 121-145.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41756751>

<https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/479819>

Kania, J., Kramer, M., & Senge, P. (2018). The water of systems change. FSG. https://www.fsg.org/publications/water_of_systems_change

Office of the Child and Youth Advocate Alberta. (2016). Voices for change, aboriginal child welfare in Alberta, A special report. Office of the Youth and Child Advocate, Alberta. July 2016.

http://www.ocya.alberta.ca/wp-content/uploads/2014/08/SpRpt_2016July_VoicesForChange_v2.pdf

[Broke - The Business of Systems Change - Bing video](#)

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 606 is one of four courses in the Advanced Social Work Practice component of the MSW Clinical Specialization. This course will support you in further developing skills necessary to critically evaluate

policy practice in context. 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.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
September 8, 2021 6:30 – 8:30 pm	Introduction to Advanced Social Policy	McKenzie & Wharf (2016),
September 15, 2021 6:30 – 8:30 pm	No Class	Video: Alberta Throne Speech: https://www.alberta.ca/throne-speech.aspx
September 22, 2021 6:30 – 8:30 pm	Developing Social Policy in Canada	Fortin, Green, Lemieux, Milligan & Riddell (2012) <i>Guest Lecture: To be confirmed</i>
September 29, 2021 6:30 – 8:30 pm	Making Social Policy in Canada – Structures and Processes.	McKenzie & Wharf, Chapter 1, <i>Class Presentation</i> <i>Guest Lecture: To be confirmed</i>
October 6, 2021 6:30 – 8:30 pm	Policy Making and Policy Makers	McKenzie & Wharf, Chapter 2, <i>Class Presentation</i> <i>Guest Lecture: To be confirmed</i>
October 13, 2021 6:30 – 8:30 pm	The Policy Making Process	McKenzie & Wharf, Chapter 3, <i>Class Presentation</i> <i>Guest Lecture: To be confirmed</i>
October 20, 2021 6:30 – 8:30 pm	Policy Implementation	<i>McKenzie & Wharf, Chapter 4,</i> <i>Class Presentation</i> <i>Guest Lecture: To be confirmed</i>
October 27, 2021 6:30 – 8:30 pm	Policy for Social Change from Inside the System Making Policy Group Simulations	McKenzie & Wharf, Chapter 5, <i>Class Presentation</i> <i>Guest Lecture: To be confirmed</i>
November 3, 2021 6:30 – 8:30 pm	Influencing Policy from Outside the System Policy Group Simulations	McKenzie & Wharf, Chapter 6, <i>Class Presentation</i> <i>Alberta Government (2014)</i>
November 10, 2021 6:30 – 8:30 pm	Term Break – No Class	
November 17, 2021 6:30 – 8:30 pm	Feminist Thinking and Policy Making Policy Issue Simulations	McKenzie & Wharf, Chapter 7, <i>Class Presentation</i>
November 24, 2021 6:30 – 8:30 pm	Policy Issue Simulations	McKenzie & Wharf, Chapter 8 <i>Class Presentation</i>
December 1, 2021 6:30 – 8:30 pm	Policy Making and Indigenous Peoples in Canada Policy Issue Simulations	McKenzie & Wharf, Chapter 10 <i>Class Presentation</i>

December 8, 2021 6:30 – 8:30 pm	Pulling it all together	
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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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Class Facilitations
Due: According to topic in class schedule

Weight: 40%

Learning Outcomes: 1, 2, 3

Framework for the Facilitations:

This assignment is focused on learning the fundamental of development of public policy so that students are able to develop a critical understanding of the policy development process and how public policy influences and shapes peoples lives and relationships.

This is a class facilitation, not a presentation and is designed to actively engage your class colleagues in the learning process. Class facilitation will include a) presentation (PowerPoint or Prezi), b) a brief overview of key factors associated with the public policy development process, c) learning activities (e.g., case studies, role plays, experiential/interactive exercises) that provide opportunities for class discussion and for the class to apply critical thinking to understanding public policy in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts. Please note that any PowerPoint or Prezi documents must be provided to the instructor at the end of the class and they will be made available to all students on D2L.

Length: Maximum 45 minute facilitation (includes class involvement and class discussion).

An introduction could briefly describe the key themes, concepts and underlying assumptions of the public policy development process, its historical context, its application to social work practice, and a brief critical analysis. Explore the policy development process addresses the essential features of a policy or policies that impact the service users.

A group grade will be assigned after completion of the facilitation. The same grade will be assigned to each individual in the group; however, if you have not contributed to the group to the same extent as the other group members - a demonstration of professionalism and fair practice is required on your part – the instructor expects you, as an individual, to professionally state to the instructor the reasons for your reduced participation and then recommend to the instructor a lower grade for yourself individually than for your group peers.

Grading criteria for class facilitations:

- Quality, clarity of the facilitation
- Understanding of the policy development area of interest
- Summarizing the most significant concepts
- Appropriate use of the theory
- Link to clinical practice
- Engaging the class in meaningful activities to facilitate learning

Assignment 2: Reflection Policy Paper

Due: October 29, by 11:59 pm

Weight: 20%

Learning Outcomes: 4, 5

You are asked to write a 1000-word paper to share your reflection and viewpoints toward any one of the presentations by the guest speakers or knowledge content area covered in a class. The focus on the reflection will be the ways that examples of public policy advocacy shared by the guest speakers impact service users. The paper will also respond to the ways the policy initiative can affect the policy process at the organizational , community, municipal, provincial or national levels. Students are

encouraged to be reflective in writing the paper. The following format is suggested to structure the reflection: 1) introduction, 2) key elements of the public policy issue; 3) your perspectives and viewpoints (supported by rationales and reasons), and 4) learning emerged.

Structure of this paper should include:

1. An introduction: Provide an interesting entry point for the readers, a clear and succinct overview of the reflective paper itself
2. Key messages clearly and accurately identified and explained
3. Own perspectives and views are clearly identified and explained with details with legitimate (preferably evidence based) rationales and supporting evidence/arguments
4. Identified own learning from the presentation and clearly discuss the implications of the learning to the relationship of a public policy issue to the well-being of individuals, families, groups and communities.
5. Writing style and grammar.

Assignment 3: Policy Analysis – Policy Infographic

Due: Students will workshop their policy infographic in their groups during class on October 28, November 3, 17, 24 and December 1st. The infographic is Due: December 8, 2021, no later than 11:59 pm.

Weight: 40%

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

The purpose of this assignment is to simulate the preparation of the development of a proposal for a public policy matter that has a direct impact on the wellbeing of individuals, families, groups or communities. Through this assignment you will identify, collect, and assemble materials that are relevant and important to understanding the public policy issues that requires a change or modification.

Part 1: The class will be divided into five to six groups of five to six students. The groups will align to one of the key policy-change related topics for the course that will be used as the focal point of the presentation. These include: 1) mental health; 2) human services: a) child welfare, b) family violence, 3) employment, social security, living wage, guaranteed annual income; 4) homelessness; 5) families and children; 6) aging; 7) immigration. The instructor can connect groups to community agencies /stakeholders who are working in the area of interest who can be a key informant for your policy matter.

The students will workshop or present their preliminary plan for the development of the policy case to obtain feedback in class to simulate a policy consultation. Students will receive feedback from the class and instructor that they can incorporate into their final Infographic.

Information from multiple sources including internet websites, policy documents, journal papers, and books can be used to 1) provide justifications and rationales for changes required, 2) identify the important conceptual and/or theoretical basis for the changes proposed, 3) provide the information about the expected idea changes, and 4) the strategies and approaches to be adapted to create such plan change.

Part 2: The infographic will allow students to simulate the preparation of a policy case for a public policy area of interest. This assignment aims to strengthen the students' understanding of the issues and concepts related to the advocacy for a policy area that directly impacts service users. The

Infographic 2 pages maximum in length and can be in the form of an infographic. Students can use any free software such as Piktochart or Canva.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

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 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 readings will be posted 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