Course Number	**SOWK 606 S03**	Classroom	Online
Course Name	**Advanced Policy Practice in Context**		
Day(s) & Time	**Zoom sessions on: Mondays & Wednesdays 6:30-8:30 p.m.**		
Instructor	**Dr. Patricia Samson**		
U of C E-mail	patricia.samson@ucalgary.ca	Phone	780-492-0108

SYLLABUS STATEMENT

Students will explore the influences of public policy on the lives, relationships, and well-being of individuals, families, groups and communities. Students will develop their understanding of 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. This course includes a final portfolio assignment that is intended to integrate learnings across the four courses included in the Advanced Practice Core Direct Entry curriculum.

This course also includes a final reflective portfolio assignment that is intended to integrate learnings within this course and across all four courses in the Advanced Practice Core curriculum.

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 context.
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.
6. Develop strategies for applying course learning to the Advanced Practice Core portfolio as well as the practice concentration and exit requirements of the MSW Program.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required policy text for this course. Readings will be assigned throughout by the Instructor, accessible via the University of Calgary Library or the course D2L site.

Logan McCallum, M.J., & Perry, A. (2018). *Structures of indifference: An Indigenous life and death in a Canadian city.* Winnipeg, Man.: University of Manitoba Press.

REQUIRED READINGS:

Alberta College of Social Workers, Public Interest Alberta, & Edmonton Social Planning Council (2012). Achieving the promise: Ending poverty in Alberta. Edmonton. Alberta Government (February 2013). Alberta's social policy framework. Edmonton. Alberta social policy framework: http://www.socialpolicy.alberta.ca/

Banting, K. & Myles, J. (2013). Introduction: Inequality and the fading of redistributive politics. In K. Banting & J. Myles (eds), Inequality and the fading of redistributive politics (pp. 1-39). Vancouver, BC: UBC Press

Graham, J., Swift, K., & Delaney, R. (2009). Implementing Social Policies, In J. Graham, K. Swift & R. Delaney, Canadian social policy: An introduction, (pp. 187-198). Scarborough, ON: Allyn and Bacon.

Gray, M. (2005). Dilemmas of international social work: Paradoxical processes in indigenisation, universalism and imperialism. *International Journal of Social Welfare*, *14*(3), 231-238.

Hoefer, R. (2012). Advocating through education, negotiation, and persuasion. In R. Hoefer, *Advocacy Practice*, (pp. 102-129). Chicago, Ill: Lyceum Books, Inc.

Lightman, E. (2003). Defining social policy. In E. Lightman, Social policy in Canada, (pp. 37-62). Don Mills, ON: Oxford University Press.

Lipsky, M. (1980). Street-level bureaucrats as policy makers, in Street Level Bureaucracy: Dilemmas of the Individual I Public Services, New York: The Russell Sage Foundation, p. 13-25.

Logan McCallum, M.J., Perry, A. (2018). Structures of indifference: An Indigenous life and death in a Canadian city. Winnipeg, Man.: University of Manitoba Press.

McKenzie B. & Wharf, B. (2015). Making policy for social change from inside the system. In B. Wharf and B. McKenzie, Connecting policy to practice in the human services (pp. 152-179). Don Mills, ON: Oxford University Press.

McKenzie B. & Wharf, B. (2015). Policy making and Indigenous peoples in Canada In B. Wharf and B. McKenzie, Connecting policy to practice in the human services (pp. 237-263). Don Mills, ON: Oxford University Press.

Miller, D. (2001). The scope of social justice. In D. Miller, Principles of social justice, (pp. 1-20). Cambridge, Massachusetts: Harvard University Press.

Nelson, G. (2006). Mental health policy in Canada. In A. Westhues (Ed.), Canadian social policy: Issues and perspectives (pp. 245-266). Waterloo: Wilfrid Laurier University Press.

Sinclair, R., Hart, M., & Bruyere, G. (2009). *Wicihitowin: Aboriginal social work in Canada*. Halifax: Fernwood Publishing.

Westhues, A. (2006). Becoming acquainted with social policy. In A. Westhues (Ed.), Canadian social policy: Issues and perspectives, (pp. 5-24). Waterloo, ON: Wilfrid Laurier 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.

<table>
<tr><td colspan="3">RELATIONSHIP TO OTHER COURSES</td></tr>
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The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing student's unique social work perspective and strengthening their social work identity and personal practice framework.

CLASS SCHEDULE		
Date	**Topic**	**Notes/Required Readings**
Oct 20, 2021 (Zoom 6:30-8:30 p.m.)	Welcome & Introductions Review of Syllabus and assignments **Social Policy and Social Work Practice Contexts:** • What is social policy? • Policy plurality • Policy development • Social policy as an integral component to social work practice • Social policy, social justice and social work practice	1) Lightman, E. (2003). Defining social policy 2) Westhues, A. (2006). Becoming acquainted with social policy
Oct 25, 2021 (Zoom 6:30-8:30 p.m.)	**Social Policy and Ideology** • Political ideologies and the Welfare State • The Political Spectrum • The Policy-Making Process, Policy Analysis, and the Role of Social Workers	1) Banting, K. & Myles, J. (2013). Introduction: Inequality and the of redistributive politics 2) Lipsky, M. (1980). Street-level bureaucrats as policy makers 3) Political Compass: https://www.politicalcompass.org/
Oct 27, 2021 **Asynchronous Session**	• Work time dedicated to assignments including your integrative digital portfolio poster presentation	**Post one (1) Thread by Oct 27, 2021 in the Discussion Forum section of D2L, by 11:59 p.m.**
Nov 1, 2021 (Zoom 6:30-8:30 p.m.)	**Indigenous Social Policy**	1) McKenzie & Wharf (2016) Chapter 10 (pp. 237-263) 2) Gray, M. (2005). Dilemmas of international social work: Paradoxical processes in indigenisation, universalism and imperialism

		3) Sinclair, Hart & Bruyere (2009). Chapter 2 (pp. 25-41)
		_____ **Tentative: Guest Speaker**
Nov 3, 2021 **Asynchronous Session**	Work time dedicated to assignments including your integrative digital portfolio poster presentation	**Post one (1) Thread and one (1) reply by Nov 3, 2021 in the Discussion Forum section of D2L, by 11:59 p.m.**
Nov 8-12th Fall Break		
Nov 15, 2021 (Zoom 6:30-8:30 p.m.)	**Social Policy and the Shifting Context of Social Work Practice** • How does social policy impact/influence your practice context? • Influencing policy from outside the system • NFB Video: *A Call to Action* (approx. 15 minutes) • Persuasive conversations	1) McKenzie B. & Wharf, B. (2016). Making policy for social change from inside the system 2) Alberta social policy framework: http://www.socialpolicy.alberta.ca/ **Post one (1) Thread by Nov 15, 2021 and one (1) reply in the Discussion Forum section of D2L, by 11:59 p.m.**
Nov 17, 2021 **Asynchronous Session**	• Work time dedicated to assignments including your integrative digital portfolio poster presentation	
Nov 22, 2021 (Zoom 6:30-8:30 p.m.)	• Guest Lecturer: Kerry Pretch	•
Nov 24, 2021 **Asynchronous Session**	**Advocacy, Social Change and Social Justice** • Advocacy, social change, and social justice	1) Hoefer, R. (2012). Advocating through education, negotiation, and persuasion 2) Miller, D. (2001). The scope of social justice **Complete final Thread and one (1) reply by Nov 24, 2021 in the Discussion Forum section of D2L, by 11:59 p.m.**
Nov 29, 2021 (Zoom 6:30-8:30 p.m.)	**Social Policy, Social Justice and Social Work Practice** • Bringing it all together	1) Graham et al. (2009). Implementing Social Policies 2) Nelson, G. (2006). Mental health policy in Canada *NOTE:* **Complete final reply (1) in the Discussion Forum by Nov 29, 2021 by 11:59 p.m.)**
Dec 1, 2021	• Integrative Digital Portfolio Poster	

Portfolio Poster Presentations (6:30-8:30 p.m.)	Presentations (Highlights learning from across all 4 courses: Social Justice, Research, Theories in Context and Social Policy)	
Dec 6, 2021 **Portfolio Poster Presentations** (6:30-8:30 p.m.)	• Integrative Digital Portfolio Poster Presentations (Highlights learning from across all 4 courses: Social Justice, Research, Theories in Context and Social Policy)	
Dec 8, 2021 **Final Group Debates**	• 6 groups	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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). 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.

ASSESSMENT COMPONENTS

In keeping with the alignment of SOWK 604 and SOWK 606 there are two combined assignments that students will be asked to complete. These assignments will be the last assignments of the term and they will provide an opportunity for students to demonstrate their integrated learning. The first combined assignment is the group presentation/debate that will be organized around a common theme across the two courses and will include specific components and requirements as determined by the instructors. Each instructor will grade the component related to their class and apply the mark towards the grade for

the student in their class. The second combined assignment crosses all four Advanced Practice courses in the form of a Portfolio that demonstrates your integrated learning across the entire curriculum in this series of courses. The grade for this Portfolio assignment will be in the SOW 606 course. Please note that additional information on assignments will be provided in class and on the D2L site.

Assignment #1: D2L Reading Critiques and Discussion Forum
Weight: 25%
Due Date: November 24th for all Threads; November 29th for all replies in D2L Discussion Boards (by 11:59 p.m.)
Aligned Course Learning Outcomes: 1,2,3,4

D2L discussion forums ask questions related to concepts discussed in the assigned reading(s). Students are required to read all of the articles/chapters and to respond to the question in each forum by starting a new Thread (max. word count of 600 words/thread) in the forum and to end their response with a question for other students to respond to. Each student will read and respond to at least two other students' threads per discussion forum (a **total of 4 Replies-**1/thread with a max. word count of 400 words). Take note: there are four discussion forums posted and students need to post one (1) Thread each week for 4 weeks, starting October 27, 2021 and ending November 24, 2021. A total of 4 Replies to other students (1 reply/thread) is due to be completed by November 29, 2021. Due dates for each week are noted on the Class Schedule above

Assignment #2: Integrative Portfolio Assignment
Weight: 35%
Due: Dec 1st & Dec 6th (randomly assigned)
Aligned Course Learning Outcomes: 4,5,6

The Advanced Practice Core portfolio is a student-directed demonstration of your evolving practice framework. Your framework centers your social work specialization and particular practice interest and is built on: your understanding and commitment to social justice with an expression of your social location and a reflexive assessment of how that may impact your work; your preferred methodological approach to practice and it's critique; your understanding and ability to connect micro to macro through policy processes; and is underwritten by an expressed understanding of social work knowledge building and supported through an examination of the scholarly literature. It is comprised of a creative, scholarly and organized collection of artifacts accumulated through classes and daily experience that demonstrates your abilities to articulate your model of practice and sense of the integration of the Advanced Practice Core curriculum content areas within professional social work. The portfolio experience will culminate in sharing and demonstration with peers and faculty about your learnings as an MSW student.

The goals of the Portfolio Assignment are to:

1. Help students experience the Advanced Practice Core curriculum as a deliberate and seamless learning-centered professional endeavor over their completion of this component of your MSW.
2. Help students begin to integrate across their academic and practical work.
3. Give students a practical process/framework for lifelong professional learning.

You will conduct a digital poster presentation of your Portfolio on December 1st or December 6th (students to be randomly assigned a date). You can record your narrative summary or present it live in conjunction with your poster presentation. Your poster will highlight up to two (2) Learning Outcomes from each course (4 courses in the APC) and contain artifacts from each course to use as evidence to support your learning and how you have integrated the material into your emerging Professional Social Work Practice Framework (including your emerging area of substantive interest at this time and your theoretical framework or approach to practice, in addition to areas highlighted in the rubric for this assignment). Use the rubric provided for this assignment as a guide for you're the structure and content of your Poster Portfolio Presentation. You will have an opportunity to share your learning journey with the Instructor(s) via a 5-minute verbal presentation.

Artifacts could include papers from classes, reflective pieces, essays, poetry written or read, journal entries, power points, wise quotes, bumper stickers, artwork, music, and other things that you encounter and are meaningful to you as part of your learning. A detailed rubric for this Portfolio assignment will be provided on the course D2L site

Assignment #3: Group Policy Debate
Weight: 40%
Due: Dec 8th (Debate); **Dec 12th, 2021** (Individual Paper)
Aligned Course Learning Outcomes: 1,2,3,4,5

PART A: Social Policy Debate (Group Grade)

Weight: 25%
Due: December 8, 2021

Each student will be assigned to 1 of 6 groups to examine a social issue and related policy. As a group, you will choose a social issue in an assigned topic area and conduct a policy analysis on the policy most closely related to or impacting your identified issue/vulnerable population. You will clearly identify the social issue and vulnerable population most impacted, identify current policy initiatives, highlight the pros and cons of the issue, crystalizing the issues being debated, review policy alternatives, and make recommendations to address any identified barriers or gaps.

Consider the following in your overall analysis: What are the implications of, or applications for social work practice about the policy problem chosen? Conduct an analysis (a survey of possible alternative policy directions with concurrent outcomes) and arrive at a policy position both for and against the issue (that your group will debate and upload to the D2L course site). When making recommendations, attention should be paid to the effect of the policy on the service user.

All of the students in your group will participate in a policy debate, where you will be assigned either to the "pro" side of the policy issue or to the "con" side. A marking rubric will be available on your D2L site. Classmates will have the opportunity to provide feedback regarding the debate, including its persuasiveness, as well as scholarliness.

Group Work: Each group will be composed of 5-6 members to support a fulsome debate process. Each group will have 10 minutes to complete their debate and then have an additional 5 minutes for questions. **Each group member is expected to make a full and equal contribution to this assignment, consistent with principles of academic integrity**. This includes preparation and attendance at team

meetings, as well as timely delivery of material/component parts needed by the team. All members of a team will receive the same grade for the group project. Groups are encouraged to meet via technology (Zoom). The debates are to be recorded and will be played during our final class on **Dec 8, 2021**; all members are to be present for the Q&A period. Instructions on conducting a debate will be shared in class.

Debate Content is to include the following:

1. Identification of the social issue and vulnerable population impacted
2. Identification of the policy influencing/impacting your social issue/vulnerable population (consider the historical, social, economic, and political context in your analysis)
3. Highlight the polarity of the issue, identifying the pros and cons of the issues up for debate, and engage in a structured debate that demonstrates arriving at a policy position both for and against the issue
4. Recommendations moving forward
5. Consider incorporating some type of peer engagement in your presentation and/or debate

PART B: Reflective Paper on Group Project (Individual Grade)

Weight: 15%
Due: December 12th, 2021 (by 11:59 p.m.)

Each student will write an individual reflection paper examining their experience in the Social Policy group presentation process. Reflection is an integral component to effective social work practice. In this paper, students will address the following:

1. Brief overview of the social issue and policy that your group examined, with emphasis on your contribution to this group project
2. You will locate yourself in this work, including the intersections of values, beliefs, and assumptions, personally and professionally
3. Key learnings from the group project in relation to the chosen policy area, including a discussion on anything that surprised you as you investigated this policy area and the influence it has on social work practice at the micro, mezzo and/or macro levels. If your positioning on the debate was different than the side you presented on, share your perspectives on the issue and recommendations for social change and social justice
4. Consideration of future learning and applications to social work practice that may be informed by your work on this project

This paper will consist of 4-5 pages maximum, double-spaced and following APA guidelines (7th Edition). Adherence to the academic writing standards highlighted above, proper use of grammar, syntax and sentence structure are required at this level.

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 should be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please 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 or the instructor. Be aware that assignments submitted after the deadline will be penalized with a grade reduction of 3% for each day late if no prior arrangement is made with 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 format (7th Edition). 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
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	Student
F	0.00		Below 50	

COURSE EVALUATION

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

Abramovitz, M. (1998). Social work and social reform: An arena of struggle. *Social Work, 43*(6), 512-526.

Alberta College of Social Workers, Public Interest Alberta, & Edmonton Social Planning Council (2012).

Achieving the promise: Ending poverty in Alberta. Edmonton. Alberta Government (February 2013). Alberta's social policy framework. Edmonton. Alberta social policy framework: http://www.socialpolicy.alberta.ca/

Andrews, J. & Reisch, M. (2002). The radical voices of social workers: Some lessons for the future. *Journal of Progressive Human Services, 13*(1), 5-30.

Australian Institute of Criminology. (2011). Trends & issues in crime and criminal justice: Children's exposure to domestic violence in Australia. (Project No. 0152). Canberra, Australia. Australian Government.

Banting, K. & Myles J. (2013). Inequality and the fading of redistributive politics. Vancouver, BC: UBC Press.

Beresford, P. (2002). Thinking about 'mental health': Towards a social model. *Journal of Mental Health, 11*(6), 581-585.

Beyrer, C. (2011). Safe injection facilities save lives. *The Lancet, 377*(9775), 1385-1386.

Bjonness, J. (2012). Between emotional politics and biased practices—Prostitution policies, social work, and women selling sexual services. *Sexuality Research and Social Policy 9*(3), 192–202 DOI 10.1007/s13178-012-0091-4.

Briggs, A. & Lee, C.R. (2012). Poverty costs: an economic case for a preventative reduction strategy in Alberta. Vibrant Communities Calgary & Action to End Poverty in Alberta.

Brocato, J. & Wagner, E.F. (2003). Harm reduction: a social work practice model and social justice agenda. *Health & Social Work, 2*(2), 117-125.

Caputo, R. (2002). Social justice, the ethics of care, and the market economy. *Families in Society: The Journal of Contemporary Human Services, 83*(4), 355-364.

Dale, E. (2010). Is supervised community treatment ethically justifiable? *Social Work in Mental Health, 7*, 1, 42-61.

Desai, S. (2003). From pathology to postmodernism: a debate on 'race' and mental health. *Journal of Social Work Practice, 17*(1), 95-102.

Deveaux, M. (2002). Political morality and culture: What difference do differences make? *Social Theory and Practice, 28*(3), 503-518.

Dewees, M. (2002). Contested landscape: The role of critical dialogue for social workers in mental health practice. *Journal of Progressive Human Services, 13*(1), 73-91.

Dietz, C. (2000b). Responding to oppression and abuse: A feminist challenge to clinical social work. *Affilia, 15*(3), 369-389.

Fitzsimons, S. & Fuller, R. (2002). Empowerment and its implications for clinical practice in mental health: A review. *Journal of Mental Health, 11*(5), 481-499.

Gil, D. (2008). Meeting universal human needs as the foundation of individual and social development and of social and global justice: comments upon receipt of the Justice Studies Association's 2008 Noam Chomsky Award. *Contemporary Justice Review, 11*(4), 323-330.

Karjanen, D. (2010). Opposition to the Living Wage: Discourse, Rhetoric, and American Exceptionalism. *Anthropology of Work Review*, *31,* 4–14.

McLaughlin, A. M. (2002). Social work's legacy: Irreconcilable differences? *Clinical Social Work Journal, 30*(2), 187-198.

McLaughlin, A.M. (2009). Clinical social Workers: Advocates for Social Justice. *Advances in Social Work*, *10*(1), 51-68.

Morley, C. (2003). Towards critical social work practice in mental health: A review. *Journal of Progressive Human Services*, *14*(1), 61-84.

Mullaly, R. (1997). Structural Social Work: Ideology theory and practice (2nd ed.). Don Mills: Oxford University Press.

Mullaly, R. (2001). Confronting the politics of despair: Toward the reconstruction of progressive social work in a global economy and postmodern age. *Social Work Education*, *20*(3), 303-320.

Nussbaum, M. (1999). Sex and social justice. New York: Oxford University Press.

Nussbaum, M. (2000). Women and human development: The capabilities approach. Cambridge: Cambridge University Press.

Nussbaum, M. (2001b). Women's capabilities and social justice. Journal of Human Development, *1*(2), 219-247.

Nussbaum, M. C. (2003). Capabilities as fundamental entitlements: Sen and social justice. Feminist Economics, *9* (1&2).

Pelton, L. (2001). Social justice and social work. Journal of Social Work Education, *37*(3), 433-439.

Pinkerton, J. & Campbell, J. (2002). Social work and social justice in Northern Ireland: Towards a new occupational space. *British Journal of Social Work*, *32*, 723-737.

Polack, R. (2004). Social justice and the global economy: New challenges for social work in the 21st century. *Social Work, 49*(2), 281-290.

Reisch, M. & Jani, J. (2012). The new politics of social work practice: understanding context to promote change. British *Journal of Social Work*, *42*(6), 1132-1150.

Reisch, M. (2002). Defining social justice in a socially unjust world. *Families in Society: The Journal of Contemporary Human Services, 83*(4), 343-354.

Saleebey, D. (1990). Philosophical disputes in social work: Social justice denied. *Journal of Sociology and Social Welfare*, *17*(2), 29-40.

Sheppared, M. (2002). Mental health and social justice: Gender, race and psychological consequences of unfairness. *British Journal of Social Work, 32*(6), 779-797.

Swenson, C. R. (1998). Clinical social work's contribution to a social justice perspective. *Social Work, 43*, 527-537.

Taylor, S.P. (March 2009). Why a 'living wage' doesn't kill poverty: Examining Canada's newest social policy. Backgrounder, No. 70, *Frontier for Centre for Public Policy,* 1-20.

Toikka, R., Yelowitz, A., & Neveu, A. (2004). The poverty trap and living wage laws. *Economic Development Quarterly, 19*, 62.

Vera, E.M. & Speight, S.L. (2003). Multicultural competence, social justice, and counselling psychology: expanding our roles. *The Counselling Psychologist. 31/3* (May), 253-272.

Veldhuis, N., & Karabegovic, A. (2010). Should More Cities Implement Living Wage Policies? Canada: Fraser Institute.

Vodde, R. & Gallant, J. P. (2002). Bridging the gap between micro and macro practice: Large scale change and a unified model of narrative-deconstructive practice. *Journal of Social Work Education, 38* (3), 439-458.

Walt, G., Shiffman, J., Schneider, H., Murray, S. Brugha, R. (2008). Doing health policy analysis: Methodological and conceptual reflections and challenges. *Health Policy and Planning, 23*, 308-317.

Weitzer, R. (2009). Legalizing prostitution: Morality politics in Western Australia. *British Journal of Criminology 49(*1), 88-105. doi:10.1093/bjc/azn027

Zanni, G. R., Stavis, P. F., & March, A. (2007). The effectiveness and ethical justification of psychiatric outpatient commitment. *The American Journal of Bioethics, 7*(11), 31-41.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT
As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar
http://www.ucalgary.ca/pubs/calendar/current/k.html

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:
https://acsw.ab.ca/site/practice-resources?nav=sidebar

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

RESEARCH ETHICS
"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.

ACADEMIC MISCONDUCT
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at
https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points (Calgary)**
- **Safewalk (Calgary)**