



Course & Session Number	SOWK 383 S01	Classroom	In-person HNSC 334
Course Name	Social Policy and Social Justice		
Dates and Time	Monday afternoons: 1:00pm-3:50pm In person (or online) classes: September 12, 19, 26; October 3, (October 10 th , no classes), October 17, 24, 31 November 7, 14, 21, 28; End of Classes: December 5, 2022		
Instructor	Francis Boakye, PhD	Office Hours	Best reached by email
UCalgary E-mail	Francis.boakye1@ucalgary.ca	UCalgary Phone	Best reached by email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course examines the critical relationship between social work, social policy, and social justice. As a core value of the profession, social justice and a pro-equity agenda will serve as the guiding lenses by which learners examine the development and implementation of social policies. Learners will critically analyze social, economic, political, and ideological factors that have shaped and continue to shape social policies. Through inquiry-based learning processes and the use of case studies, learners will examine the effects of social policies on the social and systemic realities of diverse, marginalized populations and implications for systems change. This course will provide students with the knowledge of social policies in relation to individuals, families, groups, and communities in Canadian and global contexts. The course will also provide learners with the skills to identify gaps between policy and practice, analyze policy, engage in effective advocacy, and understand the role of non-profits in influencing policy through effective policy advocacy strategies. Learners will engage in critical dialogues, inquiry-based learning, individual and group work. There are no pre-requisites.

COURSE LEARNING OUTCOMES

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

- Demonstrate understanding of theoretical concepts related to social policy and social justice (L.1 & L.2)
- Understand various theories and perspectives and their influence on the development and implementation of social policy (L.10)
- Understand various theories and tactics for effective policy advocacy (L.10 & L.11)
- Gain knowledge and skills in effective policy advocacy work (L.7 & L.10)
- Understand the processes of policy development, implementation, and analysis (L.10)
- Critically examine the impact of social policies on diverse populations (L.5, L.7 & L.10)
- Integrate acquired knowledge and skills in micro, mezzo and macro level systems change work (L.10 & L.11).

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Mackenzie, B., & Wharf, B. (2016). *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 access.

RELATIONSHIP TO OTHER COURSES

This course supports learners to extend their understanding about root causes and solutions to organizational, community level issues from policy perspective. It also provides learners the opportunity to apply theoretical knowledge and practical skills in other courses including research, human development and environments, diversity and oppression, critical approaches to social work practice, and social work practice with individuals, groups, families, communities, and organizations.

CLASS SCHEDULE

Chapters listed in the required reading sections are from the required textbook. It is highly recommended that students do the pre-reading for this course during the week all classes start and familiarize themselves with the content before class.

Session	Date	Topic & Assigned Reading
1.	September 12 th	<p>Introduction to course outline and context; charting the policy landscape - approaches to social policy</p> <p>Guiding questions:</p> <ul style="list-style-type: none">• What social issues are you consistently faced with and why?• What are some contextual backgrounds to the issues you face?• In what ways have you participated in addressing these issues?• What are some insights from your experiences? <p>Required Readings:</p> <p>Benn, C. (1991). Social justice, social policy and social work. <i>Australian Social Work</i>, 44(4), 33-39. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/03124079108550161</p> <p>Introductory chapter</p>

2.	September 19 th	<p>Social Work, Social justice and Social Policy: making the connection.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is social policy? What is public policy? • What would you identify as the relationship between social policy, social justice and social work? • What are your views on current models of social policy? • What gaps or connections exist between social policy and services and programs? • What are some ways of connecting policies to programs? <p>Required Readings:</p> <p>Chapter 2: Making social policy in Canada: structures and processes</p> <p>Breton, M, Cox E., & Taylor, S. (2003). Social justice, social policy and social work: Securing the connection. <i>The Social Policy Journal</i>, 2(1). https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=27708540&site=ehost-live</p>
3.	September 26 th	<p>Contexts, Perspectives and Influences-Ideology and the policy-making environment</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What are the historical contexts for policy development in Canada and why? • What are the economic, social, political, and ideological influences in the shaping of social policy in Canada? <p>Required Readings:</p> <p>Chapter 1: ideology and the social and political environment for policy making</p> <p>Chapter 3: policy making and policy makers</p>
4.	October 3 rd	<p>Policy development Process:</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is your understanding of the policy making process? • What prominent model(s) of policy making appeal to you and why? • How have you been involved in policy making? • How can social workers be actively engaged in the different stages of the policy making process? <p>Required Readings:</p> <p>Chapter 4: The policy making process</p>

		<p>Centers for Disease Control and Prevention (2012). <i>Overview of CDC's Policy Process</i>. Centers for Disease Control and Prevention, US Department of Health and Human Services: Atlanta, GA. https://www.cdc.gov/policy/analysis/process/docs/cdcpolicyprocess.pdf</p> <p>Alberta Government (2013). <i>Alberta's social policy framework</i>. https://open.alberta.ca/publications/6214203</p>
	October 10th	No classes-Thanksgiving Day
5.	October 17 th	<p>Policy Implementation:</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is involved in the policy implementation process? • What potential gaps exist between how current policies are made and how they are implemented? • What suggestions would you provide to address this issue? <p>Required Readings:</p> <p>Chapter 5: The implementation stage</p> <p>Norris, E. Kidson, M., Bouchal, P., & Rutter, J. (n.d.). <i>Doing them justice: Lessons from four cases of policy implementation</i>. Retrieved July 10, 2022, from: https://www.instituteforgovernment.org.uk/sites/default/files/publications/Policy%20Implementation%20case%20studies%20report%20-%20final.pdf. Posted on D2L</p>
6.	October 24 th	<p>Alternative Approaches to social policy: Place-based intervention and Place-based policy-an example:</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is a place-based intervention? • What is a place-based policy? • How can place-based policy provide a social justice lens to policy making? • What place-based interventions have you been part of and what opportunities exist for place-based policy making? <p>Required Readings:</p> <p>Bradford, N. (2005). <i>Place-based Public Policy: Towards a new urban and community agenda for Canada</i>. Canadian Policy Research Inc. Ottawa, ONT. https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1197780/place-based-public-policy/1750905/</p>
7.	October 31st	Social Policy and Marginalized Populations (social policy and diversity)

		<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is your understanding of diverse population groups and why? Give examples. • What historical and contemporary issues face the populations you have identified? • Are the issues facing marginalized and diverse populations being addressed? • What are the impacts of these issues on the design and delivery of services? • What suggestions do you have regarding alternative models of policy making? <p>Required Readings:</p> <p>Chapter 8: Feminist thinking and policy making Chapter 10: Policy making and Indigenous people in Canada.</p>
	November 7 th	Term Break -No classes
8.	November 14th	<p>Policy Influencing: understanding theories and tactics for policy advocacy</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What global theories of systems change appeal to you the most and why? • What tactical theories of systems change appeal to you the most and why? • Are there other tactics you know about or have used? <p>Required Readings:</p> <p>Chapter 6: Making policy for social change from inside the system.</p> <p>Stachowiak, S. (2013, October). <i>Pathways for change: 10 theories to inform advocacy and policy change efforts</i>. Center for Evaluation. https://www.evaluationinnovation.org/wp-content/uploads/2013/11/Pathways-for-Change.pdf</p> <p>Coffman, J. & Beer, T. (2015, March). <i>The advocacy strategy framework: a tool for articulating an advocacy theory of change</i>. https://www.evaluationinnovation.org/wp-content/uploads/2015/03/Adocacy-Strategy-Framework.pdf</p>
9.	November 21st	<p>Policy Influencing: designing and implementing effective policy advocacy strategies for systems change</p> <p>Guiding Questions:</p>

		<ul style="list-style-type: none"> • Why the need to change policy? • What are some approaches to policy change? • What is a system and how do you understand systems change? • How do the 6 conditions of systems change in the ‘water for of systems change’ model support effective systems and policy change efforts? <p>Required Readings:</p> <p>Chapter 7: Influencing policy from outside the system Chapter 9: Policy resistance: The rise and fall of welfare time limits in BC</p> <p>Kania, J., Kramer, M. & Senge, P. (2018, June). <i>The water of systems change</i>. (pdf posted on D2L)</p> <p>FCSS (2021, January). <i>Policy and systems change: Research brief, 6</i>. City of Calgary. https://www.calgary.ca/content/dam/www/csps/cns/documents/fcss/FCSS-research-brief-policy-systems-change.pdf</p>
10.	November 28 th	Weaving it all together-A review of the semester
11.	December 5 th	Class presentations

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

ASSESSMENT COMPONENTS

Assignment 1: Reflection on self in policy making in relation to issues of social justice, equity and social change (30%)– Due Oct. 3rd by 11:59pm

Aligned Course Learning Outcomes: L.1 L.2 & L.10 – CLOs 1-7

Assignment Description: As a person and as an upcoming or practicing social worker, you will write a 3–4-page reflection paper that clearly identifies and describes your personal understanding of social policy in relation to issues of social justice, equity and social change. You will include in your reflection, factors that have shaped your personal and professional understanding of your current position on these issues and social policy. In your reflection, include or integrate concepts, theories and principles of social justice, equity and social change.

Assessment Criteria: You will find further description of the assignment and a rubric on D2L.

Assignment 2a: Working with an Organization to Identify Critical Social Policy Issues (35%) - Due: Nov. 21st by 11:59pm

Aligned Course Learning Outcomes: L.4, L.7, L.10 & L.11, CLOs 2-7

Assignment Description: Working in teams, you will work with an organization of your interest within the city that addresses an issue of their interest, to identify policies the organization identifies as impacting the issue at hand. First, learners will engage with key organizational personnel understand the organization’s internal policy development process and how it reflects social, economic, and systemic realities. Learners will then work with the organization’s personnel to identify policies that impact the organization’s programs and services. This 4–6-page paper will describe the impact of policy on the organization’s service users, services, and programs.

Assessment Criteria: You will find further details of this assignment on D2L.

Assignment 2b: Class Presentation: Develop and Present a Policy Advocacy Strategy (35%) – Due December 5th by 11:59 pm

Aligned Course Learning Outcomes: L. 4, L.5 L.7, L.10 & L. 11 CLOs 2-7

Assignment Description: Based on their understanding of the impact of policies on the issue at hand, teams will work with key organization’s personnel, to create a policy advocacy strategy aimed at mitigating the current negative impact of policy on the organization, its services and programs and service users. Learners will integrate policy advocacy theories and tactics in their strategy and will identify and describe strategy outcomes and targeted audiences. Learners will consider elements of systems change and will use an equity-informed lens (TRC, anti-racism, pro-equity etc.) in their design.

Assessment Criteria: You will find details of this assignment on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Learners will have the opportunity to discuss social issues that have implications for social policy. Learners will post a social issue and provide their thoughts on current trends and impact of the issue of population groups.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Learners should let the instructor know if they are unable to attend a class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Learners are required to 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 your responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Assignments received after the due date without receive a reduced grade. Late assignments will be accepted only in exceptional circumstances and t 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 [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

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

This course serves as a general introduction to social policy, social work and social services, and therefore, students are highly encouraged to find additional readings on relevant topics. An additional suggested reading list for the course is provided in D2L and most of the articles are available online through the University of Calgary library at www.library.ca

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’s [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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