

Course Number	SOWK 606 S01	Classroom	Online (Zoom)
Course Name	Advanced Policy in Context		
Day(s) & Time	Course dates: July 27 – August 12 Synchronous Zoom sessions: Mondays and Wednesdays: July 27, 29; August 5, 10, 12; 9:00 – 11:30 a.m. Asynchronous activities: refer to course schedule and D2L		
Instructor	Jacqueline Fields	Office Hours	By appointment
E-mail	jafields@ucalgary.ca	Phone	403.890.9228

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:

1. Critically analyze and synthesize the historical, political, economic, social and cultural contexts of social work practice;
2. Critically examine and discuss contemporary issues and current debates in social work practice and research;
3. Critically assess the role and impact of social policy on the well-being of Canadians and in social work practice;
4. Integrate and apply concepts of social justice, diversity, and anti-oppression into their social work practice;
5. Take social action towards creating change to address social/economic inequalities, injustices, and oppressive social conditions;
6. Situate themselves and articulate their position within theoretical, philosophical and critical perspectives and in relation to their practice. Debate and articulate their position on contemporary and current issues in social work practice and research; and
7. Advocate for social justice and the social well-being of all peoples, and in particular vulnerable or disadvantaged individuals, groups, and communities.

LEARNING RESOURCES		
<p><u>REQUIRED TEXTBOOKS AND/OR READINGS</u></p> <p>Harding, R., & Jeyapal, D. (2018). <i>Canadian social policy for social workers</i>. Oxford.</p> <p>Additional readings will be posted on D2L.</p> <p><u>LEARNING TECHNOLOGIES AND REQUIREMENTS</u></p> <p>A D2L site is set up for this course which contains relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker (headset or ear pods) are required for Zoom access.</p>		
<p><u>RELATIONSHIP TO OTHER COURSES</u></p> <p>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.</p>		
<p><u>CLASS SCHEDULE</u></p>		
Date	Topic	Readings
<p>Zoom Session July 27, 2020 9:00 – 11:30 a.m.</p>	<ul style="list-style-type: none"> ▪ Introductions ▪ Class guidelines ▪ Review course syllabus ▪ Defining social policy and policy structures ▪ Understanding discourse 	<p>Canadian Social Policy for Social Workers:</p> <ul style="list-style-type: none"> ▪ Ch. 1 – A critical perspective on Canadian social policy ▪ Ch.2 – Media and public discourse ▪ Ch. 3 – Ideas and social policy <p>Guiding Questions:</p> <ul style="list-style-type: none"> ▪ What is your emerging understanding of social policy in Canada? ▪ Why is social policy important to you? ▪ Why is understanding the role of discourse important?
<p>Zoom Session July 29, 2020 9:00 – 11:30 a.m.</p> <p><i>Guest presentation –</i></p>	<ul style="list-style-type: none"> ▪ Social Welfare ▪ The policy-making process ▪ The importance of taxation 	<p>Canadian Social Policy for Social Workers:</p> <ul style="list-style-type: none"> ▪ Ch. 4 – The ideals and realities of policy-making processes and

<p><i>Heather Morley, Community Executive</i></p>		<p>structures in Canada</p> <ul style="list-style-type: none"> ▪ Ch. 5 – Making Canadians richer and poorer
<p>Asynchronous Activity</p>		<p>An asynchronous activity based on the guest presentation will be posted to the D2L discussion forum.</p>
<p>August 5, 2020 9:00 – 11:30 a.m.</p>	<ul style="list-style-type: none"> ▪ Social policy and Indigenous Peoples ▪ Social policy, marginalized groups, and diversity issues ▪ Social policy and homelessness 	<p>Canadian Social Policy for Social Workers:</p> <ul style="list-style-type: none"> ▪ Ch. 6 – Social policy and Indigeneity: Internal colonization and the Canadian State ▪ Ch. 7 – Race, racialization, and racism ▪ Ch. 8 – Women, intersecting oppressions, and social policy in Canada ▪ Ch. 9 – Sexual and gender diversity ▪ Ch. 10 – (dis)Ability policy: A tangled web of complexity ▪ Ch. 13 – Homelessness and housing insecurity ▪ Ch. 16 – Justice for whom? The effect of criminalization of marginalized peoples <p>Guiding Questions:</p> <ul style="list-style-type: none"> ▪ How is social policy currently effected with Indigenous Peoples in Canada? ▪ What is the impact of colonization on Indigenous Peoples? ▪ How do your own experiences, values, and beliefs shape your personal

		<p>and professional reactions to diversity issues?</p> <ul style="list-style-type: none"> Are current Canadian social policies perpetuating the problem of homelessness?
Asynchronous Activities	<p>Five 400-word critical reflections on the day's class discussion.</p> <p>Due July 28th, 30th, August 6th, 11th, & 13th</p>	See details on p. 6 under Assignment #1
<p>Zoom Session August 10, 2020 9:00 – 11:30 a.m.</p>	<ul style="list-style-type: none"> Pondering post-secondary education Keeping a watchful eye on immigration 	<p>Canadian Social Policy for Social Workers:</p> <ul style="list-style-type: none"> Ch. 12 – Post-secondary education policy in Canada Ch. 11 – Child and youth policy: Building equality or buttressing inequities Ch. 17 – Nationalism, neo-liberalism, and the securitization of Canadian immigration policy <p>Guiding Questions:</p> <ul style="list-style-type: none"> How are current education policies impacting your post-secondary education? Are current Canadian immigration policies oppressive? <p>An asynchronous activity based on the guest presentation will be posted to the D2L discussion forum.</p>
<p>August 12, 2020 9:00 – 11:30 a.m.</p> <p><i>Jeny Mathews-Thusoo</i> <i>Program Lead, City of Calgary (9:00 – 10:15)</i></p>	<ul style="list-style-type: none"> Re-imagining social policy The impetus for change 	<p>Canadian Social Policy for Social Workers:</p> <ul style="list-style-type: none"> Ch. 14 – Reaching beyond hunger Ch. 15 – Canadian health care policy: Gaps, inequalities, and solutions Ch. 18 – The role of policy in

		<p>sustaining or eliminating poverty</p> <ul style="list-style-type: none"> ▪ Ch. 19 – Social policy and the promise of social change <p>Guiding Questions:</p> <ul style="list-style-type: none"> ▪ What gaps and/or inequalities do you observe in current Canadian health care policies? ▪ What might be your suggestion(s) for bridging these gaps and reducing existing inequalities?
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ADDITIONAL CLASSROOM CONDUCT, ASSESSMENT, AND RELATED INFORMATION

Communication with the Instructor

The Instructor does not guarantee a response to student emails under 48 hours (two business days).

Guidelines for Zoom Sessions

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.

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.

Guidelines for Submitting Assignments

Submit all assignments electronically through their respective discussion fora or Dropbox in D2L. Dropbox assignments may be submitted in **Word** format only. Dropbox assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). 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.

In addition to graded assignments, students are required to complete asynchronous discussion board activities which will be posted on D2L. Preparation/completion time for these activities will be approximately 17.5 hours in total, over the duration of the course.

Late Assignments

Late assignments will be accepted at the discretion of the instructor. Students are expected to contact the instructor **prior** to assignment deadlines.

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>

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Learning Outcomes
Assignment 1: Participation – Discussion Board Class Reflections	Students will submit five 400-word critically reflective posts to the D2L discussion board, on one specific topic covered in the day's class discussion. (5% for each post). Clearly include why the topic/concept resonated with you, and how it may be informing your thinking about social policy in relation to your own clinical practice/work. At least two references in APA 7th edition format, must be included for each post.	July 28 th , July 30 th , Aug. 6 th , Aug 11 th , & Aug 13 th By 11:59 p.m.	30%	1 – 6
Assignment 2: Reflection Post	You will submit a succinct 450 – 500-word reflection post in the D2L Discussion forum in which you clearly state: 1) why you consider policy to be an integral component of social work practice; 2) why social policy work must be an important consideration in your practice; 3) your values in relation to policy work and the pursuit of social justice; 4) what intentional, meaningful change you consider initiating and/or creating through policy work; and 5) how you plan to accomplish this task. Your post must not exceed 500 words. Attention must be paid to correct grammar and spelling, and at least two references in APA 7th edition format, must be included. Avoid jargon/slang in your post. Critical thinking must be evident throughout your post.	July 31 st By 11:59 p.m.	20%	1 - 6

<p>Assignment 3: Reflection Post Reply</p>	<p>Assignment 3 is a direct follow-up to assignment 2. In 350 – 400 words, you will post one reply to one of your classmates, offering two thoughtful suggestions that they could consider as an additional option to their response to item (4) in assignment #2 above. You will also provide the clear rationale for your suggestions. Your reply post must not exceed 400 words. Attention must be paid to correct grammar and spelling, and at least one reference in APA 7th edition format must be included. Avoid jargon/slang in your post. Critical thinking must be evident in your reply.</p>	<p>August 7th By 11:59 p.m.</p>	<p>10%</p>	<p>1 – 6</p>
<p>Assignment 4: Social Action Policy Letter</p>	<p>Students will prepare a letter to your MLA or government official, in which you critically analyze a specific social issue/problem that is discussed in the course content. Potential choices could include a deeper exploration of poverty, racism, sexual and gender diversity, and disability as they relate to policy and policy development.</p> <p>The letter will be graded according to six major components. You will clearly: <i>Identify and describe the social problem/issue that interests you. Address your personal and professional identities in relation to your choice of social problem/issue (describe the alignment of your chosen interest to your identities).</i></p> <p><i>Provide a clear rationale for your choice of social issue and why your MLA needs to pay urgent attention to your discourse;</i></p> <p><i>Critically discuss the effectiveness of current policy governing the issue/problem, or lack thereof; articulate recommendations for appropriate policy change or development that could ameliorate the social issue; Highlight implications for social work practice, including the relevance of research, and the importance of advocacy initiatives/work.</i></p> <p><i>Ensure that your letter is in Word format (no pdf), is supported with up-to-date literature,</i></p>	<p>August 17th By 11:59 p.m.</p>	<p>40%</p>	<p>1 - 7</p>

	<p><i>and attends to a professionally and visually appealing style (headings and sub-headings), clarity, correct grammar and spelling, and referencing.</i></p> <p><i>Your letter will follow the APA 7th edition format and referencing. A minimum of 5 academic sources, in addition to the course text, are to be used (academic source refers to a book, peer-reviewed journal article, or book chapter).</i></p>			
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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
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.

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-2.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 (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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**
- **Safewalk**