



<b>Course &amp; Session Number</b>	<b>SOWK 606 S01</b>	<b>Classroom</b>	SA 124
<b>Course Name</b>	<b>Advanced Policy in Context</b>		
<b>Dates and Time</b>	<p><b>Start of Classes: July 20, 2022</b>  <b>End of Classes: August 10, 2022</b>  <b>Dates and Time: In-person instruction Mondays and Wednesdays 9:00 am – 3:45 pm.</b>  Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	Robbie Babins-Wagner, PhD, RCSW.	<b>Office Hours</b>	As requested
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**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.

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

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

### **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. The pre-requisites for this class are SOWK 600 and 602. This is an in-person class.

### **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**

McKenzie, B., & Wharf, B. (2016). *Connecting policy to practice in the human services*. (4th ed.). Oxford University Press. (E-Copy of the book is available).

## Readings

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

Alberta Government. (2022). Speech from the Throne.

CCVO (2020). Policy change for mission Impact. Video. <https://www.calgarycvo.org/events/webinar-policy-change-for-mission-impact>

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>

Gibbons, R. (2016). The moral imperative for policy advocacy. The philanthropist.

Kania, J., Kramer, M., & Senge, P. (2018). The water of systems change. FSG.

[https://www.fsg.org/publications/water\\_of\\_systems\\_change](https://www.fsg.org/publications/water_of_systems_change)

Office of the Child and Youth Advocate of Alberta (2021). Strengthening foundations: assessment, information-sharing and collaboration.

## **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
July 20, 2022 9 – 1150 am	Introduction to Advanced Social Policy Ideology and the Social and Political Environment of Policy Making.	McKenzie & Wharf (2016), Video: <a href="#">Speech from the Throne   Alberta.ca</a>

July 20, 2022 1-3:45 pm	Developing Social Policy in Canada	Fortin, Green, Lemieux, Milligan & Riddell (2012) <i>Guest Lecture: To be confirmed</i>
July 25, 2022 9 – 11:50 am	Making Social Policy in Canada – Structures and Processes.	McKenzie & Wharf, Chapter 1, <i>Topic: Poverty</i> <i>Guest Speaker: To be confirmed</i>
July 25, 2022 1-3:45 pm	Policy Making and Policy Makers	McKenzie & Wharf, Chapter 2, <u>Gibbons, R. (2016).</u> Topic, Food Security <i>Guest Speaker: To be confirmed</i>
July 27, 2022 9-11:50 am	The Policy Making Process	McKenzie & Wharf, Chapter 3, <i>Alberta Government (2014)</i> Topic: Policy Making <i>Guest Speaker: To be confirmed</i>
July 27, 2022 1-3:45 pm	Policy Implementation	<i>McKenzie &amp; Wharf, Chapter 4,</i> <i>Guest Speaker: To be confirmed</i>
Aug 3, 2022 9 – 11:50 am	Policy for Social Change from Inside the System Making Policy Group Consultations	McKenzie & Wharf, Chapter 5, CCVO (2020). <i>Topic: Community Economic Development</i> <i>Guest Speaker: To be confirmed</i>
Aug 3, 2022 1-3:45 pm	Influencing Policy from Outside the System	McKenzie & Wharf, Chapter 6, Kania, J., Kramer, M., & Senge, P. (2018). <i>Topic: Working with Government</i> <i>Guest Speaker: To be confirmed</i> <i>Alberta Government (2014)</i>
Aug 8, 2022 9-11:50 am	Feminist Thinking and Policy Making	McKenzie & Wharf, Chapter 7, Office of the Child and Youth Advocate of Alberta (2021). <i>Topic: Child and Family Wellbeing:</i> <i>Speaker: To be Determined</i>
Aug 8, 2022 1-3:45 pm	Policy Issue Simulations Policy Issue Simulations	McKenzie & Wharf, Chapter 8 Policy Group Consultations
Aug 10, 2022 9-11:50 am	Policy Making and Indigenous Peoples in Canada Policy Issue Simulations	McKenzie & Wharf, Chapter 10 Policy Group Consultations
Aug 10, 2022 1-3:45	Policy Issue Simulations Pulling it all together	Policy Group Consultations

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

## ASSESSMENT COMPONENTS

### **Assignment 1: Class Facilitations**

Due: According to class schedule

Weight: 30%

Learning Outcomes: 2, 3, 4

#### Framework for Facilitations:

This is a class facilitation, not a presentation. This assignment 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 topic, c) learning activities (e.g., case studies, role plays, experiential/interactive exercises) that provide opportunities for class discussion and for the class to apply significant concepts in the selected social work approach. The intent is for the class to experience processes and understandings unique to the policy development process with government. 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).

Students will be assigned to groups by the instructor at the start of the class. Student groups will be assigned a chapter of the book for their facilitation. An introduction could briefly describe the key concepts and underlying assumptions of the theory, its historical context, its application to social work practice, and a brief critique (its strengths, its limitations, ethical and cultural implications, and empirical support for the theory). Explore how the topic area addresses such influences as power, oppression, social justice, social change and community within the context of such factors as class, race, gender, sexual orientation, age, and ability.

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 and creativity of facilitation
- Understanding of the policy development topic area
- Summarizing the most significant concepts
- Appropriate use of the theory
- Connection to clinical practice
- Engaging the class in meaningful activities to facilitate learning

### **Assignment 2: Reflection Policy Paper**

Due: August 8, 2022 by 11:59 pm

Weight:20%

Learning Outcomes: 1,3, 4

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. Although you are encouraged to be reflective in writing the paper, the following format for the paper is required to be used: 1) introduction, 2) key messages of guest speakers/knowledge content area covered in this class and other classes in the clinical specialization, 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 social policy and policy changes
5. Writing style and grammar.

### **Assignment 3: Policy Analysis – Policy Infographic**

Due: Students will workshop their policy infographic in their groups during class on August 8 & 10. The infographic is Due: August 12, 2021, no later than 11:59 pm.

Weight: 40%

Learning Outcomes: 2, 4, 5,

The purpose of this assignment is to simulate the preparation for policy case presentation to an Associate Minister in support of a policy change. Through this assignment you will identify, collect, and assemble materials that are relevant and important to understanding a policy change initiative that will be the focus of your memo to cabinet.

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 clinically and practice relevant 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) poverty including employment, social security, living wage, guaranteed annual income; 4) homelessness; 5) families and children; 6) aging; 6) immigration. The instructor has arranged for you to meet with a community agency/stakeholder in structured class presentation who are working in this area who will be a key informant for your presentation.

The students will present their work to date to the class on August 8 & 10 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 to Deputy Minister for a 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. Students are expected to find evidence from the research or policy documents to support their policy case. The infographic will have a maximum length of 2-3 pages. Students can use any free software such as Piktochart or Canva.

**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

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.”

**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 7<sup>th</sup> 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**

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
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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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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 to 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'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