Course Number:	SOWK 606 S01	Classroom:	Blended – SA 124 for residency Online using Zoom & D2L
Course Name:	Advanced Policy Practice in Context		
Day(s) & Times:	Residency: March 6 from 6 - 9 p.m. & March 7 & 8 from 9 a.m. – 4 p.m.	Zoom sessions: 6 – 8:30 p.m. on March 16, 23, 30 & April 6 D2L activities: see course schedule	
Instructor:	Jacqueline Fields	Office Hours/ Location:	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

REQUIRED TEXTBOOKS
Harding, R., & Jeyapal, D. (2018). *Canadian social policy for social workers*. Toronto, ON: Oxford.

LEARNING TECHNOLOGIES AND REQUIREMENTS
A D2L site is set up for this course which contains additional recommended readings and other relevant class resources and materials.

A laptop, desktop or mobile device with Internet access and speaker/sound is required for D2L access. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 606 is one of four courses in the Advanced Social Work Practice Certificate. 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
March 6, 2020 Residency	**6 – 9 p.m.: Experiential Learning** ▪ Introductions ▪ Class guidelines ▪ Group formation ▪ Review course syllabus ▪ Defining social policy and policy structures	**Canadian Social Policy for Social Workers text:** ▪ Ch. 1 – A critical perspective on Canadian social policy **Guiding Questions:** ▪ What is your emerging understanding of social policy in Canada? ▪ Why is social policy important to you?
March 7, 2020 Residency	**9 – 12 noon: Experiential Learning** ▪ Understanding discourse ▪ Social Welfare **1 – 4 p.m.: Experiential Learning** ▪ The policy-making process ▪ The importance of taxation	**Canadian Social Policy for Social Workers text:** ▪ Ch. 2 – Media and public discourse ▪ Ch. 3 – Ideas and social policy ▪ Ch. 4 – The ideals and realities of policy-making processes and structures in Canada ▪ Ch. 5 – Making Canadians richer and poorer

		Guiding Question:
		• Why is understanding the role of discourse important?
		Assignment 1 – Take-away #1 due by 11:59 p.m.
March 8, 2020 Residency	9 – 12 noon: Experiential Learning • Social policy & Indigenous Peoples 1 – 4 p.m.: Experiential Learning • Social policy & marginalized groups	Canadian Social Policy for Social Workers text: • Ch. 6 – Social policy and Indigeneity: Internal colonization and the Canadian State • Ch. 7 – Race, racialization, and racism • Ch. 10 – (dis)Ability policy: A tangled web of complexity • Ch. 16 – Justice for whom? The effect of criminalization of marginalized peoples Guiding Questions: • How is social policy currently effected with Indigenous Peoples in Canada? • What is the impact of colonization on Indigenous Peoples? Assignment 1 – Take-away #2 due by 11:59 p.m.
March 16, 2020 Zoom: 6 – 8:30 p.m.	• Social policy & diversity issues • Social policy & homelessness	Canadian Social Policy for Social Workers text: • Ch. 8 – Women, intersecting oppressions, and social policy in Canada • Ch. 9 – Sexual and gender diversity • Ch. 13 – Homelessness and housing insecurity Guiding Questions: • Are current Canadian social policies perpetuating oppression? • How do your own experiences, values, and beliefs shape your

		personal and professional reactions to the problem of homelessness? **Assignment 1 – Take-away #3 due by 11:59 p.m.** **Additional asynchronous activities - details to be posted on D2L and discussed in class.**
March 20, 2020		**Assignment #2 due by 11:59 p.m.**
March 23, 2020 **Zoom: 6 – 8:30 p.m.**	▪ Re-imagining social policy	**Canadian Social Policy for Social Workers text:** ▪ Ch. 14 – Reaching beyond hunger ▪ Ch. 15 – Canadian health care policy: Gaps, inequalities, and solutions ▪ Ch. 18 – The role of policy in sustaining or eliminating poverty **Guiding Questions:** ▪ What gaps and/or inequalities do you observe in current Canadian health care policies? ▪ What might be your response to bridge such gaps and reduce existing inequalities? **Assignment 1 – Take-away #4 due by 11:59 p.m.** **Additional asynchronous activities - details to be posted on D2L and discussed in class.**
March 27, 2020		**Assignment #3 due by 11:59 p.m.**
March 30, 2020 **Zoom: 6 – 8:30 p.m.**	▪ Guiding structures for social policy development ▪ The impetus for change	**Canadian Social Policy for Social Workers text:** ▪ 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 ▪ Ch. 19 Social policy and the promise of social change **Guiding Questions:** ▪ What do social work practitioners need to consider when contemplating policy changes for vulnerable, diverse groups? ▪ What do practitioners need to do? **Assignment 1 – Take-away #5 due by 11:59 p.m.** **Additional asynchronous activities - details to be posted on D2L and discussed in class.**
April 6, 2020 **Zoom: 6 – 8:30 p.m.**	▪ 10-minute mini group presentations ▪ Final reflections & wrap-up	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS
The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time. Respectful use of mobile phones for personal emergencies during class time is required.

CLASS RECORDINGS

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

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

ASSESSMENT COMPONENTS				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1: Participation	This assignment will be graded on the submission of a 1-paragraph critically reflective post to the D2L discussion board, of your key take-away of the day's class discussion. (5% for each reflection)	March 7, 8, 16, 23, 30 by 11:59pm	25%	1 - 7
Assignment 2: Reflection Post	You will submit a succinct 400 – 450-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 policy work is important to you (e.g., Are you social justice-driven? Are you value-driven?); 3) what intentional, meaningful change you consider initiating and/or creating through policy work; and 4) how you plan to accomplish this task. **Your post must not exceed 450 words. Attention must be paid to correct grammar and spelling, and all references must be in APA format. Avoid jargon/slang in your post. Critical thinking must be evident throughout your post.**	March 20	25%	1, 3, 4, 6, 7
Assignment 3: Reflection Post Reply	Assignment #3 is a direct follow-up to assignment #2. In 300 – 350 words, you will post one reply to one of your classmates, offering one thoughtful suggestion, that she/he could consider as an additional option to her/his response to item (4) in assignment #2 above. You will also provide the rationale for your suggestion. **Your reply post must not exceed 350 words. Attention must be paid to correct grammar and spelling, and all references must be in APA format. Avoid jargon/slang in your post.**	March 27	10%	1, 3, 4, 6, 7
Assignment 4: Social Action Policy Letter	**In groups of four**, you will prepare a letter to your MLA, 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.	April 9	40%	1 - 7

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);

(ii) provide a clear rationale for your choice of social issue and why your MLA needs to pay urgent attention to your discourse;

(iii) critically discuss the effectiveness of current policy governing the issue/problem, or lack thereof;

(iv) articulate recommendations for appropriate policy change or development that could ameliorate the social issue; and

(v) highlight implications for social work practice, including the relevance of research, and the importance of advocacy initiatives/work.

(vi) ensure that your letter is in **Word format (no pdf)**, is supported with up-to-date literature, and attends to a professionally and visually appealing style (headings and sub-headings), clarity, correct grammar and spelling, and referencing. APA 6th edition referencing is required. A minimum of *6 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).

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. These are part of the participation grade, as outlined in the assessment section above.

If a class is missed a make-up assignment must be emailed directly to the instructor, and by a deadline given by the instructor, in order for the student to receive a participation grade. **Note:** If a Zoom class is missed, a make-up assignment must be emailed directly to the instructor by the start time of the particular zoom class, where possible, or soon after as approved by the instructor.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox or discussion board in D2L as directed by the instructor. 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). **Assignments are due by 11:59 p.m. 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**. Assignments submitted after the deadline may also be penalized with a grade reduction.

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. 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

Recommended: "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
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

Six policy-focused articles will be posted on the D2L Content page.

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**