



Course Number	SOWK 679.85 S03	Classroom	SH 157
Course Name	Social Work & the Law		
Day(s)	Friday	Time	1:00 - 3:50 p.m.
Instructor	Salimah Walji-Shivji	Office Hours/Location	TBD
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SYLLABUS STATEMENT

Examines contexts, theories, practice models and skill development in specialized fields of practice.

COURSE DESCRIPTION

This course will examine the interplay between relevant legislation and common law and social work practice. Legislation and common law are integral to social work practice. Having a working knowledge of potential legal issues, legislation and case law is imperative to being able to identify issues and seek assistance from legal resources and to advocate for clients. It is virtually impossible to provide direct client intervention without being impacted by a piece of legislation, policy or caselaw. Students will be introduced to relevant legislation and learn how to interpret legislation, including reviewing the Hansards and other resources that lead to the creation of legislation. Students will also have an opportunity to assess legislation and draft alternate language wherein they determine that current legislation either has a gap or is ineffective due to change in circumstance or environment. Students will further learn how to read case law, understand the make-up of legal decisions and learn to summarize case law into concise themes and learnings.

Students will be presented with various guest speakers. Students will also be given a courthouse tour and will be able to observe a trial. These additional offerings will assist the student in gaining frontline experiences and knowledge on various topics. In class, students will be taught in lecture format, through exercises and using case studies.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Have a broader understanding of the impact of legislation and common on their social work practice;
2. Identify personal, societal and professional values related to the law and understand how they affect our professional work and the lives of our clients;
3. Understand what the requirements of information sharing and reporting are when dealing with issues of illegal activity, requests for information and court orders;
4. Critically discuss issues related to legal aspects of social work practice and in the context of our profession;

5. Analyze issues related to legal aspects and distinguish between legislative requirements and ethics issues;
6. Understand where to find legal resources as necessary;
7. Have increased appreciation and sensitivity for legal implications during social work practice;
8. Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities;
9. Recognize diversity and difference as a crucial and valuable part of living in a society;
10. Develop skills in critical thinking, reasoning and reflective practice, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations, make professional judgment, and continually improve practice; and
11. Gain knowledge and skills to identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.

LEARNING RESOURCES

Regehr, C., Kanani, K., McFadden, J., & Sani, M. (2017). *Essential Law for Social Work Practice in Canada* (3rd ed.). Toronto, ON: Oxford.

Your textbook is an excellent resource on essential law. I would encourage you to keep with you as a reference throughout your professional career.

RELATIONSHIP TO OTHER COURSES

This is an elective course designed to enhance preparedness to respond to work with clients, particularly those with issues relating to the law. This course is a focused aspect of advanced generalist social work practice.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
Jan. 17, 2020	Introduction Medical Assistance in Dying Guest Speakers: TBA	Pre-read - Carter v. Canada (Attorney General), 2015 SCC 5, [2015] 1 S.C.R. 331 Students are asked to read the above decision. It can be found on: Students are asked to review the AHS MAID website at: https://www.albertahealthservices.ca/info/Page13497.aspx
Jan. 24, 2020	Court House Visit: Meet at Court House at 8:45 am to enter through security.	Students are requested to watch a law/court room related television episode prior to attending this class.

Jan. 31, 2020	<p>Mental Health Act Guest Speaker: TBA</p> <p>Liability & Legal System (Being a witness) Guest speaker: TBA</p>	<p>Text Chapter 7: Serious Mental Illness and the Law</p> <p>Text Chapter 1: Introduction for Law and Social Work Practice</p> <p>Text Chapter 11: The Social Work Record and the Courts</p>
Feb. 7, 2020	<p>End of Life Issues Ethics</p>	<p>Required Reading Night of: <i>Jin v. Calgary Health Region</i></p>
Feb. 14, 2020	<p>Privacy Law Child Youth and Family Enhancement Act</p>	<p>Text Chapter 12: Liability for Social Workers</p> <p>Text Chapter 4: Child Protection</p>
Feb. 21, 2020	WINTER BREAK: NO CLASS	
Feb. 28, 2020	<p>Capacity Personal Directives Powers of Attorney Seniors and Children Adult Guardianship & Trusteeship Act</p> <p>Wills & Estates Guest Speaker: TBA Criminal Law</p>	<p>Text Chapter 6: The Law of Consent and Capacity in Health Care</p> <p>Text Chapter 8: Youth in the Criminal Justice System</p> <p>Chapter 9: Criminal and Civil Law for Victims of Violence</p>
Mar. 6, 2020	<p>Consent to Medical Treatment Charting & Documentation</p>	<p>Text Chapter 6: The Law of Consent and Capacity in Health Care</p> <p>Text Chapter 11: The Social Work Record and the Courts</p>
Mar. 13, 2020	<p>Family Law Adoption and Surrogacy Guest Speaker: TBA</p>	<p>Text Chapter 3: Family Law</p> <p>Text Chapter 5: Adoption and Surrogacy Law</p>

	Immigration and Refugee	Text Chapter 10: Immigration and Refugee Law
Mar. 20, 2020	In Class Presentations	
Mar. 27, 2020	In Class Presentations	
April 3, 2020	In Class Presentations	
April 10, 2020	Good Friday – NO CLASS	

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.

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.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcomes
Course Participation	The participation grade rewards your dedication to being an active learner in the different components of the course. The participation grade will be allocated based on: 1. Discussion during class and completion of reading assignments.	March 13, 2020	10%	4, 5, 8, 9, 10, 11

<p>In Class Presentations</p>	<p>A major objective of the course is for you to become aware of relevant legislation and common law that affects social work practice. The purpose of the course is not to be able to read off the legislation but rather to be able to identify the legal issue and know where to go to find resources. As a social worker, much of your work will be in the area of education. The due date of this assignment will be determined on the first day of class on a sign-up basis. Presentations will be delivered in class during the last two classes.</p> <p>Students are asked to take a current issue that involves social work and the law. Students are asked to then review and assess the current issue including considering the following questions:</p> <ol style="list-style-type: none"> 1. What social issue is being considered? 2. What population is affected? 3. What are the current challenges with the program or service delivery to this population? 4. What legislation governs the program or social issue? 5. What are the issues with the legislation? What is working? What is not working? 6. How can change be advocated for? 7. Consider how you would educate your client on the legislation. <p>Create a presentation, no more than 20 power point slides and a one-page (double sided) educational tool.</p> <p>Within this assessment, students are also asked to research a relevant case and create a one-page concise</p>	<p>March 20, 27 & April 3, 2020</p>	<p>40%</p> <p>The three components to this assignment will be allocated the following weighting:</p> <ol style="list-style-type: none"> 1. 20 slide PowerPoint presentation – 10% 2. One-page educational tool on relevant legislation – 20% 3. One-page summary of related case law decision – 10% 	<p>1, 2, 3, 6 7</p>
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	summary of the issue, decision and reasons. This assignment will assist students in reading often lengthy decisions, summarizing decision themes and being able to decipher between the decision, arguments, discussion and obiter.			
Individual Assignment	<p>The assignment is an academic style paper wherein you will choose a current or past social matter or case in the media and discuss its relevance to social work practice and the applicable legislation. Class teachings, textbook and guest speakers will provide you many examples of cases that are before the courts currently, or in the past. The length of the document should be 10 double-spaced pages in length. Reference to textbook, articles and legislation is required.</p> <p>Grading Rubric</p> <p><u>Analysis – 80% of assignment grade</u></p> <ul style="list-style-type: none"> • Does the paper have a strong introduction with rationale and objectives of the paper clearly stated? • Is there a clearly articulated and logical argument and is the argument supported by a critical analysis of the literature on the topic? • Have you completed the appropriate research to come to terms with your topic? Is there evidence that course material has been integrated into the paper? • Are there strong concluding comments that clearly address issues raised in the paper? • Have you brought in social work principles into your paper? 	April 3, 2020	50%	1,2,5,6,7,8,9,10,11

	<p>1 - Insufficient: Arguments incomplete; ineffective explanation (minimal information). Little or no examination of research and subject (organization/group); lacks understanding and evaluation.</p> <p>2 - Limited: Arguments partially presented; weak information; shows lack of relevant research. Some examination of research and subject (organization/group); little evaluation.</p> <p>3 - Adequate: Arguments substantially presented; some imbalance in arguments; some information missing or gaps in explanation. Adequate examination of research and subject (organization/group); some degree of evaluation.</p> <p>4 - Proficient: Arguments completely presented; relevant, accurate, clear and well explained. Skillful examination of research and subject (organization/group); shows strong degree of evaluation.</p> <p>5 - Exceptional: Arguments thoroughly presented; comprehensive, relevant and accurate explanation of positions. Demonstrates thorough examination of research and subject (organization/group); shows advanced degree of evaluation.</p> <p>Style - Format & Mechanics (20% of assignment grade)</p> <ul style="list-style-type: none"> • Proper grammar, sentence structure, and punctuation, etc.; 			
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	<p>absence of typing and spelling mistakes.</p> <ul style="list-style-type: none"> • Is the paper well organized with subheadings where appropriate? • Inclusion of title with relevant information (name, course, title, date, professor's name etc.) • Pagination, proper margins and layout of paper. <p>1 - Insufficient: Elements missing, minimal organization and lack of flow. Frequent errors; seriously impairs flow/meaning of paper.</p> <p>2 - Limited: Some elements missing; regular breaks in organization; flow breaks down. Regular errors; flow/meaning of paper breaks down.</p> <p>3 - Adequate: All elements present with occasional disorganization and flow interrupted. Errors noticeable, and on occasion, detract from flow or meaning of paper.</p> <p>4 - Proficient: All elements well presented; well organized and flows smoothly. Some errors, which are minor in nature, and don't detract from overall meaning of paper.</p> <p>5 - Exceptional: All elements thoroughly presented; extremely well organized, allowing smooth & logical flow; crisp and clear. Essentially faultless; errors may result from risk-taking and do not detract from meaning of paper.</p>			
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 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 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 of the instructor.

EXPECTATIONS FOR WRITING

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

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
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**