



Course & Session Number	SOWK 606 S02	Classroom	Online
Course Name	Advanced Policy in Context		
Dates and Time	<p>Start of Classes: September 4, 2024 End of Classes: December 6, 2024 Dates and Time: Zoom sessions: Wednesdays September 4, 11, 18, 25; October 2, 9, 16, 23, 30; November 6, 20, 27; December 4, Time: 5:30 PM – 8:30 PM. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Linda Kongnetiman PhD, RSW	Office Hours	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.

¹ 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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), 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. Students will engage in class discussions, presentations, critical reading, group work and brainstorming sessions. The pre-requisites for this class are SOWK 600 and 602.

This course will take place via Zoom and Online via Desire2Learn (D2L). To best succeed in the course, students are expected to participate in the synchronous Zoom sessions and asynchronous learning tasks using the D2L learning environment. When unable to participate in zoom sessions due to unforeseen circumstances, students are required to inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection). There will be 12 synchronous Zoom sessions throughout the term

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.
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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

Harding, R., & Jeyapal, D. (2018). Canadian social policy for social workers. Oxford.

READINGS

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

<https://www.youtube.com/watch?v=oQIYDToUOfA>

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

<https://www.calgarycvo.org/events/webinar-policy-change-for-mission-impact>

Woods, S., Gopal, T.N., & George, P. (2018). Responding to neoliberalism: The case of the Look at My Life Project. *Critical Social Work*, 19(2), 60-74. <https://ojs.uwindsor.ca/index.php/csw/article/view/5680>

Feldman, G (2020). Making the Connection Between Theories of Policy Change and Policy Practice: A New Conceptualization, *British Journal of Social Work*, 50, 1089–1106 doi: 10.1093/bjsw/bcz081

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcz081>

Mental Health Commission of Canada (2016). Advancing the Mental Health Strategy for Canada A Framework for Action (2017-2022.)

https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/2016-08/advancing_the_mental_health_strategy_for_canada_a_framework_for_action.pdf

Office of the Child and Youth Advocate of Alberta (2021). Strengthening foundations: assessment, information-sharing and collaboration. Ministry of Community and Social Services response to the Office of the Child and Youth Advocate: strengthening foundations: assessment, information sharing and collaboration report - Open Government (alberta.ca)

<https://open.alberta.ca/publications/community-and-social-services-response-to-ocya-strengthening-foundations-report/resource/a80f1a74-d248-4afc-a063-7a97678a8bae>

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

Class Schedule

All classes will be on Wednesdays from 5:30 -8:30 pm. There will also be allocated time for the final group assignment from 7:30-8:30 pm on particular dates. Breakout rooms on zoom can be made available for groups from 7:30-8:30 pm on the day of class. Please note that the week of November 13 is reading week.

Date	Topic(s)	Readings/Assignments Due
September 4, 2024	Overview of Course Schedule & Assignments Objectives: Review course content and flow Review assignments Create guidelines for the classroom community Review of Social Policy in Canada	Harding & Jeyapal (2018) Chapters 1 - 4 Required Reading 1 Video discussion
September 11, 2024	Social Policy in the Context of Race and Racialization Objectives: Understand key social policy issues impacting diverse Racialized Peoples	Harding & Jeyapal (2018) Chapters 4 & 5 Guest Speaker: Troy Stooke
September 18, 2024	Social Policy in the context of women, Child and Youth Objectives: Understand key social policy issues impacting women, children and youth	Harding & Jeyapal (2018) Chapters 8 & 11 and Required Reading 5 Group 1 Facilitation
September 25, 2024	Social Policy in the context of disability, sexual and gender diversity Objectives: Understand key social policy issues impacting trans, nonbinary, gay, bisexual, queer, two-spirit, questioning, intersex and asexual communities. Understand key social policy issues for neurodiverse individuals and individuals with disabilities.	Harding & Jeyapal (2018) Chapters 9 & 10 Group 2 Facilitation
October 2, 2024	Canadian Health Care Policy Objectives:	Harding & Jeyapal (2018) Chapters 15

	Understand key health policies in Canada and the role of social work.	and Required Reading 4 Group 3 Facilitation Group 4 Facilitation
October 9, 2024	Justice for whom- criminalization of marginalized groups Social Policy in the context of post secondary education Objective: Understand key social policies governing the justice system and their impacts on social work.	Harding & Jeyapal (2018) Chapters 16 & 12 Group 5 Facilitation
October 16, 2024	Policy in the context of nationalism and neoliberalism Objective: What aspects of your life have interfaced with social policy? • Practice in creating a social policy framework.	Harding & Jeyapal (2018) Chapters 17 and Required Reading 2 Group 6 Facilitation
October 23, 2024	Right to food and food sovereignty Policy Practice Objective: Understand the impact of food sovereignty in Canada	Harding & Jeyapal (2018) Chapters 14 and Required Reading 3 Group 7 Facilitation
October 30, 2024	Social Policy, Poverty, and houselessness Objective: Understand houselessness and poverty policies	Harding & Jeyapal (2018) Chapters 18 & 13 Group Facilitation 8 Group Facilitation 9
November 6, 2024	Asynchronous work for group project Time allocated for Consultation with Instructor	Assignment 2 is due
November 13, 2024	No Class Reading Week	
November 20, 2024	Course Wrap Up	Class Discussion
November 27, 2024	Policy Infographics and Presentations Objectives / Activity (Participation Mark) • Practice in creating an infographic and speaking to “policy officials” on social policy issues that you are passionate about.	Analysis (Group 1-4)
December 4, 2024	Policy Infographics and Presentations Objectives / Activity (Participation Mark) • Practice in creating an infographic and speaking to “policy officials” on social policy issues that you are passionate about.	Analysis (Groups 5-8)

Important Dates for Fall 2024

- Start of Term: Monday, August 26, 2024

- First Day of Class: Tuesday, September 3, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Term Break, no classes: Sunday, November 10, 2024 to Saturday, November 16, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

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 or for students who miss a session. 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) for your best learning experiences. 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

Assignment 1: Group facilitated Discussion (25%) Due as per class schedule

Aligned Course Learning Outcomes: 1, 2, 3, 4.

Assignment Description:

This is a facilitated discussion, not a presentation. You may include a brief 5–8-minute PowerPoint to highlight important points/themes. This assignment is designed to actively engage your class colleagues in a discussion about the key themes in the chapter assigned to the group and in the learning process. Students will be assigned to groups by the instructor during the first class. Student groups will be assigned a chapter of the book/a required reading to use in their discussion. Students are expected to identify 3 or 4 key themes that are focused on in the assigned chapter/reading. The group will lead and engage the class in a discussion about the themes highlighted as the focus of the chapter. Students

should address the implications for social work practice and ways in which the identified themes address influences including power, oppression, social justice, social change, and community within the context of such factors as class, race, gender, sexual orientation, age, and ability.

Length of presentation: Maximum 45-minute class discussion (which includes PowerPoint presentation).

Assessment criteria for class facilitations:

- Quality, and creativity of facilitation
- A focus on the key themes
- Summarizing the most significant concepts
- Connection to clinical social work practice
- Engaging the class in meaningful discussion.

A group grade will be assigned after completion of the facilitative discussion. 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.

Assignment 2: Reflection Paper (25%) – Due November 6, 2024, by 11:59pm

Aligned Course Learning Outcomes: 1, 3, 4 & 5

Assignment Description:

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.

Assessment Criteria:

The 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 and evidence based rationales to support your arguments
4. Identified own learning from the presentation (s) and clearly discuss the implications of the learning to social policy and policy changes
5. The ways in which you noticed how advocacy, knowledge, and skills may contribute to the development and implementation of social work related policies.
6. Writing style and grammar.

**Assignment 3: Part A - Group Presentations on Policy Analysis -Policy Infographic (45%%)
Reviewer Feedback 5%**

**Presentations On: November 27, 2024 (groups 1-4), December 4, 2024 (groups 5-8)
Infographic due: Monday November 26.**

Aligned Course Learning Outcomes: 1,2,3, 4, 5

Assignment Description:

This assignment is designed to simulate the preparation for policy case presentation to a policy analyst in Government 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.

For this assignment each student has been randomly assigned to one of eight groups, each comprising 4-5 students.

Part 1: Each group will select a policy area for this assignment that aligns with a key practice relevant policy related topics covered in the course. These include: 1) health/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; 7) immigration; and, 8) post secondary education.

Part 2: After selecting a policy area the group will gather Information from multiple sources including internet websites, policy documents, journal papers, and books to: 1) provide justifications and rationales for changes required; 2) identify the important conceptual and/or theoretical basis for the changes proposed; 3) provide information about the expected idea changes; and, 4) the strategies and approaches to be adapted to create such plan change.

Part 3: The final policy submission will be developed as an infographic in support of the policy request. The infographic can be in the form of a poster or a PowerPoint (about 2-3 slides). The infographic will be accompanied by:

- (a) a reference list of the multiple sources used to develop the infographic, (b) a one page summary (350 words) on how each information source helped in developing the infographic, and (c) a one page write up (300 words) that captures the justifications/rationales for the policy changes, the conceptual and/or theoretical basis for the changes proposed, and the strategies and approaches to be adapted to create the change.

The infographic, the reference list, one page summary and the write up must be posted to drop box by November 26 at midnight.

Each group presentation will be reviewed by a of 4/5 reviewers who will ask questions to the presenters and provide feedback.

The instructor will forward the infographics to the respective reviewers one day before the group presentations.

Part B. Reviewer feedback

Each reviewer will provide written feedback which will be posted to the drop box on the day following the presentation (reviewers who do not post their feedback will lose participation marks).

Assessment Criteria:

Students are expected to find evidence from the research or policy documents to support their policy case. The case will require: 1) an area for policy change; 2) a rationale for required changes; 3) the identification of the important conceptual and/or theoretical basis for the changes proposed; and, 4) strategies and approaches for the creation of the planned change.

Class participation: 5% The participation grade will be based on (a) the instructor's ongoing assessment of each student's ongoing participation in the Zoom classes (2.5%) and (b) providing written feedback on the group presentation they will be reviewing (2.5%). The instructor will go through the feedback from each reviewer and provide consolidated feedback to each group.

Class participation must go beyond the mere requirement of class attendance. For instance, students are asked to critically reflect on their engagement with learning activities.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activity and discussions. This includes asking questions, providing feedback, contributing to policy and practice discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments must be submitted electronically through their respective Dropbox in D2L. Assignments should be submitted in Word format. Assignments submitted in other formats will be returned unmarked. 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 pm 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 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> All References must be cited in APA 7 format. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

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 [Graduate 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 performance	95-100
A	4.0	Excellent performance	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. 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 of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward 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
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

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
- Emergency Evacuation/ Assembly Points
- Safewalk