UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2025

LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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.

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.

Course & Session Number	**SOWK 606 S01**	**Classroom**	Online
Course Name	Advanced Policy Practice in Context		
Dates and Time	Start of Classes: October 21, 2025 End of Classes: December 4, 2025 Dates and Time: Tuesdays and Thursdays 5:30pm-8:30pm on ZOOM Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Jane Slessor MSW, RSW PhD Candidate	**Office Hours**	As requested
UCalgary E-mail	Jane.slessor1@ucalgary.ca	**UCalgary Phone**	N/A

SYLLABUS STATEMENT

This course 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 creating and shaping policy.

Prerequisite(s): Social Work 600 and 602.

COURSE DESCRIPTION

The 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 and ethical practice framework. Students will engage in interactive online class discussions, guest speakers, presentations, critical reading, group work, watching videos, and brainstorming sessions. The pre-requisites for this class are SOWK 600 and 602.

This course will take place **online** via Zoom and Desire2Learn (D2L). To best succeed in the course, students are expected to participate in all 12 synchronous Zoom sessions throughout the term.

COURSE LEARNING OUTCOMES

[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Upon completion of this course, students will be able to:

1. Identify how 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 READINGS, TEXTBOOKS AND LEARNING MATERIALS

Ahmed, B. (2024). Decolonizing policy research as restorative research justice: Applying an Indigenous Policy Research Framework (IPRF). *Critical Policy Studies, 18*(2), 271-298. https://doi.org/10.1080/19460171.2022.2158481

Benoit, C., Unsworth, R., Healey, P., Smith, M., & Jansson, M. (2021). Centering sex workers' voices in law and social policy. *Sexuality Research and Social Policy, 18,* 896-908. https://doi.org/10.1007/s13178-021-00576-9

brown, a.m. (2017). *Emergent strategy: Shaping change, changing worlds.* AK Press. (Introduction)

Bradbury, A. (2020). A critical race theory framework for education policy analysis: the case of bilingual learners and assessment policy in England. *Race Ethnicity and Education, 23*(2), 241-260. https://doi.org/10.1080/13613324.2019.1599338

Bryant, N. (2024). Introducing Indigenist critical policy analysis: A rights-based approach to analysing public policies and processes. *Australian Journal of Social Issues, 59,* 824-842. https://doi.org/10.1002/ajs4.350

Daley, A., Kia, H., Schneckenburger, S.A., Robsinson, M., Reid, J., Mulé, N.J., Kayn, F., Duncan, D., & Ross, L.E. (2023). "This is the system we live in": The role of social assistance in producing and sustaining 2SLGBTQ+ poverty in Ontario, Canada. *Sexuality Research and Social Policy, 22,* 134-149. https://doi.org/10.1007/s13178-023-00852-w

Hirsch, J., DeCarlo, M., Lewis, A., & Walker, C. (2024). Alternative pathways to social worker licensure: A critical review and social equity policy analysis. *Journal of Evidence-Based Social Work, 21*(2), 177-198. https://doi.org/10.1080/26408066.2023.2284919

Holler, R. & Ohayon, Y. (2024). Understanding disability policy development: Integrating social policy research with the Disability Studies perspective. *Social Policy & Society, 23*(3), 611-626. https://doi.org/*10.1017/S1474746422000367*

Kanenberg, H., Leal, R.L., & Erich, S.A. (2019). Revisiting McPhail's Feminist Policy Analysis Framework: Updates for use in contemporary social policy research. *Advances in Social Work, 19*(1), 1-22. https://doi.org/10.18060/22639

Lathouras, A., O'Connor, C., & Frawley. G. (2023) Critical social policy analysis and its potential for social justice. *New Community, 21*(3)(83), pp. 26-31. https://cheoco.net/2025/04/27/critical-social-policy-analysis-and-its-potential-for-social-justice/

Lowndes, V. (2016). Narrative and storytelling. In G. Stoker & M. Evans (Eds.), *Evidence based policy making in the social sciences: Methods that matter* (pp. 103-121). Bristol University Press.

McKenzie, H.A., Varcoe, C., Nason, D., McKenna, B., Lawford, K., Kelm, M.E., Opikokew Wajuntah, C., Gervais, L. Hoskins, J., Anaquod, J., Murdock, J., Murdock, R., Smith, K., Arkles, J., Acoose, S., & Arisman, K. (2022). Indigenous women's resistance of colonial polices, practices, and reproductive coercion. *Qualitative Health Research, 32* (7), 1031-1054. https://doi.or/10.1177/10497323221087526

Miller, D.P., Bazzi, A.R., Allen, H.L., Martinson, M.L., Salas-Wright, C.P., Jantz, K., Crevi, K., & Rosenbloom, D.L. (2017). A social work approach to policy: Implications for population health. *American Journal of Public Health, 107*(Suppl 3)*,* S243-S249. https://doi.org/10.2105/AJPH.2017.304003

Moore, M.L. & Milkoreit, M. (2020). Imagination and transformations to sustainable and just futures. *Elementa: Science of the Anthropocene, 8*(1), 1-17. https://doi.org/10.1525/elementa.2020.081

Morrow, M. (2022). "Women and madness" revisited: The promise of intersectional and mad studies frameworks. In M. Morrow & L. Malcoe (Eds.), *Critical inquiries for social justice in mental health* (pp. 33-59). University of Toronto Press. https://doi-org.ezproxy.lib.ucalgary.ca/10.3138/9781442619708-003

Mulé, N.J. (2021). Sexing and genderizing policy: Beyond binaries and normatives. In S.J. Dodd (Ed.), *The Routledge international handbook on social work and sexualities* (pp. 483 – 492). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429342912

Namian, D. (2020). Governing homelessness through instruments: A critical perspective on Housing First's policy instrumentation. *Critical Policy Studies, 14*(3), 303-318. https://doi.org/10.1080/19460171.2019.1598881

Rasmussen, C. & Kim, M.E. (2024). Abolition and the welfare state: Implications for social welfare. *Affilia: Feminist Inquiry in Social Work, 39*(1), 42-58. https://doi.org/10.1177/08861099231215766

Renau, D., Stanley-Clarke, N., & Mafile'o, T. (2023). Social workers and their understanding of neoliberalism, advocacy, and othering. *Aotearoa New Zealand Social Work, 35*(3), 44-57. https://doi.org/10.11157/anzswj-vol35iss3id997

Smith-Carrier, T. (2021) 'The (charitable) pantry is bare': a critical discourse analysis of Christmas food hamper programs in Canada. *Critical Policy Studies, 15*(1), 90-106. https://doi.org/10.1080/19460171.2020.1722190

Stachowiak, S. (2013). *Pathways for change: 10 theories to inform advocacy and policy change efforts*. https://www.orsimpact.com/directory/Pathways-for-Change-10.htm

Steinstra, D. (2024). Reflecting the how questions: Using intersectional methods for policy changes. In D. Steinstra & R. Afeworki Abay (Eds.), *Intersectional Colonialities* (pp. 252-268). Routeldge. https://doi.org/10.4324/9781003280422-16

Van Bommel, S. (2024). Critical policy studies in dialogue with multispecies perspectives: should it become a more-than-human endeavour. *Critical Policy Analysis, 18*(4), 713-725. https://doi.org/10.1080/19460171.2024.2430396

Van Hulst, M., Metse, T., Dewulf, A., de Vries, J., van Bommel, S., & van Ostaijen, M. (2025). Discourse, framing and narrative: three ways of doing critical, interpretive policy analysis. *Critical Policy Studies, 19*(1), 74-96. https://doi.org/10.1080/19460171.2024.2326936

Wiebe, S.M. (2025). Reframing a community in crisis: an intersectional discourse analysis of media responses to state emergency declared in Attawapiskat. *Critical Policy Studies, 19*(1), 137-155. https://doi.org/10.1080/19460171.2024.2339225

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

Important Dates for Spring 2025

- Start of Term: Monday, August 25
- First Day of Class: Tuesday, September 2
- End of Term: Wednesday, December 24
- Last Day of Class: Friday, December 5
- Fee Deadline: Friday, September 19
- Labour Day, no classes: Monday, September 1
- National Day for Truth and Reconciliation, no classes: Tuesday, September 30
- Thanksgiving Day, no classes: Monday, October 13
- Remembrance Day, no classes: Tuesday, November 11
- Term Break, no classes: Sunday-Saturday, November 9-15

Week	Class/Topic	Learning Activity	Assessment and Due Dates
Week 1 October 19 - 25	Class #1 October 21 5:30-8:30pm Introductions	Introduce Ourselves to Each Other Review Course Syllabus, Activities, Expectations	**Read:** Lowndes (2022) Moore & Milkoreit (2020) Wiebe (2025)

		Introduction to Social Policy	
	Class #2 October 23 5:30-8:30pm Set Context	Neoliberalism Political Context Dominant Discourse Social Policy in Canada	**Read:** Renau (2023)
Week 2 October 26 – November 1	Class #3 October 28 5:30-8:30pm Social Policy Policy Making	*Guest Speaker: Ossob Nur MSW, RSW (Manager of Policy Implementation, Addictions & Mental Health)* Solidarity Teams	**Read:** Lathouras et al., (2023) Van Hulst (2025) **Due:** ***Activity 1:*** *Imagining Futures* *Due October 27 11:59pm*
	Class #4 October 30 5:30-8:30pm Critical Policy Analysis	Analyzing policy through critical lenses Solidarity Teams	**Choose 2 Anti-Oppressive/Critical Policy Frameworks to Explore:** · Ahmed (2024) – Decolonizing Policy · Bradbury (2020) – Critical Race Theory · Holler & Ohayon (2024) – Disability Model · Kanenberg et al. (2019) – Intersectional Feminist · Morrow (2022) – Mad Studies · Mulé (2021) – Gendering and Queering · Rasmussen and Kim (2024) – Abolitionist · Stienstra (2024) – Intersectional Disability & Gender Analysis · Van Bommel (2024) – Critical Multispecies Perspective
Week 3 November 2 - 8	Class #5 November 4 5:30-8:30pm Indigenous Social Policy	*Guest Speaker: Dallas Cardinal (Indigenous Social Policy Analyst)* Solidarity Teams	**Read:** Bryant (2024) McKenzie et al. (2022) ***Activity 2****: Assessing the Now* *Due November 3 11:59pm*
	Class #6 November 6 5:30-8:30pm	Exploring social issues through a policy lens Solidarity Teams	**Read (Choose 2):** Benoit (2021) Daley et al. (2025) Miller et al. (2017) Namian (2020)

	Social Policy for Social Issues		Smith-Carrier (2021) ***Activity 5a:*** *Collectives submit articles to class by November 7*
Week 4 November 9 – 15	TERM BREAK – No Classes	TERM BREAK	TERM BREAK
Week 5 November 17 - 23	Class #7 November 18 5:30-8:30pm Social Policy for Social Groups	*Guest Speaker: Kristy Harcourt MSW, RSW* Solidarity Teams	**Catch up on above reading** ***Activity 3:*** *Exploring Alternative Futures Due November 18*
	Class #8 November 20 5:30-8:30pm Informing Policy Change	Advocacy Amplifying Stories Using our Voices Joining Voices Solidarity Teams	**Read:** brown (2017) Introduction Stachowiak (2013)
Week 6 November 24 - 30	Class #9 November 25 5:30-8:30pm	Activity 5: Restorying Futures, Taking Action (Part A Solidarity Team Facilitated Conversations) Collectives 1, 2, 3	**Read:** Choose 1 reading from articles shared by Solidarity Teams 1, 2, 3 (will be available after November 7 on D2L) **Class will be recorded for assessment purposes only!*
	Class #10 November 27 5:30-8:30pm	Activity 5: Restorying Futures, Taking Action (Part A Solidarity Team Facilitated Conversations) Collectives 4, 5, 6	**Read:** Choose 1 reading from articles shared by Solidarity Teams 4, 5, 6 (will be available after November 7 on D2L) ***Activity 4****: Informing Futures Due November 25* **Class will be recorded for assessment purposes only!*
Week 7 December 1 - 7	Class #11 December 2 5:30-8:30pm	Activity 5: Restorying Futures, taking Action (Part A Solidarity Team Facilitated Conversations) Collectives 7, 8, 9	**Read:** Choose 1 reading from articles shared by Solidarity Teams 7, 8, 9 (will be available after November 7 on D2L) **Class will be recorded for assessment purposes only!*

	Class #12 December 4 5:30-8:30pm Collective Advocacy	*Guest Speaker: Social Work Futures & the Future of Social Work (Arlene Eaton-Erikson MSW, RSW Executive Director of the Social Work Association of Alberta)*	**Read:** Hirsch et al. (2024) ***Activity 5:*** *Restorying Futures, Taking Action (Part B – Reflecting) Due December 5*

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications.

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

I (Jane) may use Zoom 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. Students will be advised before I initiate a recording of a Zoom session.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS.

Please refer to the Recording of Lectures Policy and Student Non-Academic Misconduct Policy for the additional information.

ASSESSMENT COMPONENTS

Summary of Learning Activities (Details Below)

Assignment	Due Date	% of Final Grade
Activity 1: Imagining Futures	October 27, 2025	15
Activity 2: Assessing the Now	November 3, 2025	20
Activity 3: Exploring Alternative Futures	November 18, 2025	20
Activity 4: Informing Futures	November 25, 2025	15
Activity 5: Restorying Futures, Taking Action Part A: Solidarity Team Facilitated Conversations for Action	November 25, 27, December 2 in Class	20
Activity 5: Restorying Futures, Taking Action Part B: Reflecting	December 5	10

Activity 1: Imagining Futures (15%), due October 27 11:59pm

Aligned with learning objectives: 1, 2, 3, 4

In a format of their choice, students will imagine and construct a narrative (tell a story) about what a liveable, breathable future free from oppression and structural violence might look like for themselves and/or the people they serve in their social work. Students may consider local, national, and/or global contexts. Students will consider how current specific policy in the area supports or does not support moving towards this future – and begin to think about how policy might become a tool towards social justice.

Students should ensure that they integrate the perspectives of those with lived and living experiences to inform their vision of the future – this can be done by drawing on multiple sources such as their own experiences, literature, podcasts, social media accounts, videos, films, art, etc.

Students will consider how their own complex and evolving intersectional subject positions – the privileges and powers they hold as humans and as professionals, as well as the forms of oppression that target them – impact how they have constructed their vision of the future.

Students will also identify a related article that will help them explore their policy area and include the reference and a 1-2 sentence annotation (summary). Articles will be used in subsequent activities and may be shared with Solidarity Teams.

Written submissions will be ~500 words, recorded will be ~5minutes.

APA 7 format and referencing required.

More information and rubric available on D2L.

Activity 2: Assessing the Now (20%), due November 3 11:59pm

Aligned with learning objectives: 1, 2, 3, 4

Narrowing their focus, students will explore a *specific* policy area and/or policy and/or lack of policy that stands in the way of their imagined future for the people they have chosen to serve.

Students will consult a broad range of sources to help them understand the policy area and why the status quo is not serving people well. It will be important to think about who is most impacted by the policy and what they would say about it. Based on their research, students will construct a narrative to help them tell the story of how the current status quo impacts people. This narrative will be guided by a critical policy analysis framework of their choosing (intersectional feminist, critical Indigenist, anti-racist, critical disability, critical queer, mad studies, abolitionist, etc.).

Students will also identify an additional related article that will help them explore their policy area and include the reference and a 1-2 sentence annotation (summary). Articles will be used in subsequent activities and may be shared with Solidarity Teams.

Students can use a format of their choice – written, infographic, narrated Power Point, etc. (If in doubt, check!)

Written submissions will be ~500-750 words, recorded will be ~5-7 minutes.

APA 7 format and referencing required.

More information and rubric available on D2L.

Activity 3: Exploring Alternative Futures (20%), due November 18 11:59pm

Aligned with learning objectives: 1, 2, 3, 4, 6

Now that students have a good sense of what currently exists in relation to their identified social policy area, they will work to identify several (minimum three) alternatives to the present policy reality. One policy alternative can be to "doing nothing". Students should then look at the "pros" and "cons" of each alternative and ground their explorations in evidence. Students can use a broad range of "evidence" including academic research, community-generated research, lived and living experiences, media/social media sources. Students will be sure to centre the perspectives of those impacted the most in their critical analysis and may integrate narrative (share/tell stories) to demonstrate how folks are impacted.

Students will also identify an additional related article that will help them explore their policy area and include the reference and a 1-2 sentence annotation (summary). Articles will be used in subsequent activities and may be shared with Solidarity Teams.

Students can use a format of their choice – written, infographic, narrated Power Point, etc. (If in doubt, check!)

Written submissions will be ~500-750 words, recorded will be ~5-7 minutes.

APA 7 format and referencing required.

More information and rubric available on D2L.

Activity 4: Informing Futures (15%), due November 25, 11:59pm

Aligned with learning objectives: 1, 2, 3, 4, 5, 6

Activity 4 builds on the previous three activities. To inform their identified/imagined future, students will present their policy recommendation, based on the options identified in Activity 3, and make an argument for policy creation or change. Student's arguments will be persuasive and must anticipate challenges likely to emerge. Recommendations will be realistic, achievable, and students will think through what would be needed to initiate implementation of the policy change (first steps). Recommendations will be connected to evidence, including evidence from those likely to be most impacted by the policy change. Students may use narratives to underscore how their recommendation will help realize a more just future.

Students can use a format of their choice – written, infographic, narrated Power Point, etc. (If in doubt, check!)

Written submissions will be ~500 words, recorded will be ~5 minutes.

APA 7 format and referencing required.

More information and rubric available on D2L.

Activity 5: Restorying Futures, Taking Action

Aligned with learning objectives: 1, 2, 3, 4, 5, 6

Activity 5 is a collective activity followed by a brief individual reflection. In the first class, students will be grouped by area of interest into Solidarity Teams (https://vikkireynolds.ca/). Solidarity Teams will be given regular time to meet in class as indicated above. Teams will meet to have conversation around their shared areas of interest, the policies/policy areas they are individually exploring, questions and key learnings that are emerging for them about their topic, how policy can be used towards social justice, and – importantly – their role as social workers in taking action and advocating for just, intersectionally informed policy. To guide their conversations, teams may review the Course Learning Objectives and the brown (2017) and Stachowiak (2013) readings.

Part A: Solidarity Team Facilitated Conversations for Action (20%), due November 25, 27, December 2 in Class

Based on their conversations, Teams will facilitate a larger conversation with the whole class, introducing them briefly to their key learnings, and engaging them in the content. Teams will identify a relevant article to help prepare the class. Articles/readings will be submitted to D2L by end of day November 7 – please ensure articles chosen are reasonable in length, relevant, recent, credible, and available to students through the UCalgary Library OR are Open Access articles/readings.

Teams will have 45 minutes in total and should plan to spend no more than 15 minutes introducing their conversation and 30 minutes in conversation with the larger class. Teams can facilitate how they see fit (using Breakout Rooms, Mural Boards, providing questions to the class, narratives, case studies, short videos, etc.).

APA 7 format and referencing required.

More information and rubric available on D2L.

Part B: Reflecting (10%), due December 5, 11:59pm

For Part B, students will reflect on their time spent with their Solidarity Teams and will identify where their perspectives shifted because of their time spent with others. Students will connect to key learnings ("a-ha moments") and will connect their learnings to specific course content and activities. Students will end their reflection with how they view their commitment to social policy in their practice moving forward (How will they integrate a social policy lens into practice? Are there specific and realistic actions they can take? What will be important to remember for a sustainable practice that integrates a social policy lens/practice towards social justice?)

Students can use a format of their choice – written, infographic, narrated Power Point, etc. (If in doubt, check!)

Written submissions will be ~250-500 words, recorded will be ~5 minutes.

APA 7 format and referencing required.

More information and rubric available on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions.
Please refer to the Ucalgary calendar for more information on attendance.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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.

MISSED OR LATE ASSIGNMENTS

Late assignments will be accepted in exceptional circumstances and at the discretion of the instructor. Requests for extensions should be sent to the instructor at least 24 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays). There is a 7-day maximum limit by which students *who have not requested* for an extension can submit their assignments.

EXPECTATIONS FOR WRITING

For example, "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.

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please be prepared to be ultimately accountable for the work you submit – including committing to being ethical and transparent in your usage. Your use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. A template will be provided for you to use. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

GRADING

The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately 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	75-79

		faculty to withdraw from the programme regardless of the grade point average.	
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 EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the University of Calgary Code of Conduct, the Alberta College of Social Work Standards of Practice (2023) and the Canadian Association of Social Workers Code of Ethics (2024).

ADDITIONAL SUGGESTED READINGS

Additional suggested readings for the course are available to students in D2L through the Leganto Reading List tool.

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. They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2024) and the Alberta College of Social Work Standards of Practice (2023).

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

Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board or the Conjoint Health Research Ethics Board.
In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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