



## **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](#).

<b>Course &amp; Session Number</b>	<b>SOWK 606 S05</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Advanced Policy Practice in Context		
<b>Dates and Time</b>	Start of Classes: October 21, 2025 End of Classes: December 4, 2025  Dates and Time: Zoom sessions - Tuesdays & Thursdays, 5:30 pm to 8:30 pm (October 21, 23, 28, & 30; November 4, 6, 18, 20, 25, & 27; Dec 2 & 4) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Rosalind Kang, MSW, RSW	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:Rosalind.kang1@ucalgary.ca">Rosalind.kang1@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact instructor via email

#### 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 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 practice framework. Students will engage in interactive online class discussions, guest speakers, presentations, critical reading, group work, watching videos and brainstorming sessions. The prerequisites 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 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

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

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.
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**

Blackstock, C. (2015). Social movements and the law: Addressing engrained government-based racial discrimination against Indigenous children. *Australian Indigenous Law Review*, 19(1), 6–19.  
<https://search-informit-org.ezproxy.lib.ucalgary.ca/doi/10.3316/ielapa.465561864082982>

Canadian Heritage. (2024). Canada's action plan on combatting hate. Government of Canada.  
<https://www.canada.ca/en/canadian-heritage/services/combating-hate/action-plan.html>

Cancer Care Ontario. (n.d.). Health equity impact assessment (HEIA) – Indigenous lens tool.  
<https://www.cancercareontario.ca/sites/ccocancercare/files/assets/OH-HEIAIndigenousLensTool.pdf>

Employment and Social Development Canada. (2022). Government of Canada. Canada's Disability Inclusion Action Plan. [https://www.canada.ca/content/dam/esdc-edsc/documents/programs/disability-inclusion-action-plan-2/action-plan-2022/ESDC\\_PDF\\_DIAP\\_EN\\_20221005.pdf](https://www.canada.ca/content/dam/esdc-edsc/documents/programs/disability-inclusion-action-plan-2/action-plan-2022/ESDC_PDF_DIAP_EN_20221005.pdf)

Feldman, G. (2020, June). Making the Connection Between Theories of Policy Change and Policy Practice: A New Conceptualization. *British Journal of Social Work*, 50 (4), 1089–1106.  
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcz081>

Ganz, M. (2024). *Storytelling. People, Power, Change: Organizing for Democratic Renewal*. Oxford Academic. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/oso/9780197569009.003.0004>

- Gibbons, R. (2016). The moral imperative for policy advocacy. *The philanthropist journal*. The moral imperative for policy advocacy - The Philanthropist Journal.  
<https://thephilanthropist.ca/2016/02/the-moral-imperative-for-policy-advocacy/>
- 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>
- Kennelly, C. (2017, Oct.). Universal basic income guarantee: The next “big” thing in Canadian social policy. Canadian Association of Social Workers. Retrieved from [https://www.casw-acts.ca/files/attachements/universal\\_basic\\_income\\_guarantee\\_-\\_the\\_next\\_big\\_thing\\_in\\_canadian\\_social\\_policy\\_0.pdf](https://www.casw-acts.ca/files/attachements/universal_basic_income_guarantee_-_the_next_big_thing_in_canadian_social_policy_0.pdf)
- Kolivoski, K. M., Weaver, A., & Constance-Huggins, M. (2018). Critical Race Theory: Opportunities for Application in Social Work Practice and Policy. *Families in Society*, 95(4), 269-276. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1606/1044-3894.2014.95.36> (Original work published 2014)
- Kopec, A., & Smith, A. (2024). Lived Expertise in Homelessness Policy and Governance. *Social Sciences*, 13(5), 271. <https://doi.org/10.3390/socsci13050271>
- 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](https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/2016-08/advancing_the_mental_health_strategy_for_canada_a_framework_for_action.pdf)
- Mitchell, J., & Schmidt, G. (2011). The Importance of Local Research for Policy and Practice: A Rural Canadian Study. *Journal of Social Work Practice in the Addictions*, 11(2), 150–162.  
<https://doi.org/10.1080/1533256X.2011.570621>
- 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>
- Office of the Child and Youth Advocate Alberta. (2021, September). Strengthening foundations: assessment, information-sharing and collaboration an investigative review.  
[https://www.ocya.alberta.ca/wp-content/uploads/2024/06/InvRev\\_Strengthening-Foundations-2021Sept7.pdf](https://www.ocya.alberta.ca/wp-content/uploads/2024/06/InvRev_Strengthening-Foundations-2021Sept7.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/dataset/4856b271-cff9-4a2b-ab09-ea3b697f84eb/resource/a80f1a74->

[d248-4afc-a063-7a97678a8bae/download/css-ministry-of-css-response-to-ocya-strengthening-foundations-report.pdf](https://www.canada.ca/content/dam/css-ministry-of-css-response-to-ocya-strengthening-foundations-report.pdf)

- Smith, J., Mürage, A., Lui, I., & Morgan, R. (2022). Integrating gender-based analysis plus into policy responses to COVID-19: Lived experiences of lockdown in British Columbia, Canada. *Social Politics*, 29(4), 1168-1191. <https://pmc.ncbi.nlm.nih.gov/articles/PMC9755975/>
- The, E. B. (2022). *Alberta, B.C., and two different approaches to fight Canada's epidemic of drug deaths: The depth of the overdose crisis means many policy avenues must be tried, so let's figure out what works*. The Globe and Mail. <https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fblogs-podcasts-websites%2FAlberta-b-c-two-different-approaches-fight-canada%2Fdocview%2F2723356866%2Fse-2%3Faccountid%3D9838>
- Tol, W. A. (2020). Interpersonal violence and mental health: a social justice framework to advance research and practice. *Global mental health (Cambridge, England)*, 7, e10. <https://doi.org/10.1017/gmh.2020.4>
- Wells, L., Fyie, K., Kneebone, R., Montesanti, S., Boodt, C., & Davidson, R. (2024, March). Disrupting trajectories leading to domestic violence. School of Public Policy Publications, 17(05). <https://doi.org/10.55016/ojs/sppp.v17i1.78867>
- 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>

#### **Multimedia Resources:**

- CCVO (2020). Policy changes for mission impact [Video]. Youtube. <https://www.youtube.com/watch?v=lZcnN096ZaU>
- Liu, E. (2017, September). How to understand power [Video]. TED. [https://www.youtube.com/watch?v=c\\_Eutci7ack](https://www.youtube.com/watch?v=c_Eutci7ack)
- Maytree Foundation. (2025, July 17). *5 in 5 - Persuasive messaging for advocacy* [Video]. Youtube. [https://youtu.be/fd044\\_T5-IU?si=QuS5bDq-ycgIH8g](https://youtu.be/fd044_T5-IU?si=QuS5bDq-ycgIH8g)
- Selasi, T. (2015, October 20). *Don't ask where I'm from, ask where I'm a local* [Video]. Youtube. <https://youtu.be/LYCKzpXEW6E?si=IMDbVkdGepQSC1gD>

#### **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, October 21
- End of Term: Wednesday, December 24
- Last Day of Class: Thursday, December 4
- 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

### Class Schedule

All classes will be on Tuesdays and Thursdays from 5:30 -8:30 pm. There may also be allocated time for the final group assignment from 7:30-8:30 pm. Please note that the week of November 9-15 is reading week.

Date	Class	Topics	Readings/Activities/Assignments Due
Week 1 Oct 19-25	Class #1 Oct 21	<b>Overview of Course Schedule &amp; Assignments</b> <ul style="list-style-type: none"> <li>• Learner/Instructor Introductions</li> <li>• Review course outline and assignments</li> <li>• Create guidelines for the classroom community</li> <li>• Introduction of Social Policy</li> </ul>	Readings: <ul style="list-style-type: none"> <li>• Gibbons (2016)</li> <li>• Feldman, G. (2020, June)</li> </ul> Multimedia: <ul style="list-style-type: none"> <li>• Selasi (2015) - To be watched in class</li> </ul>
	Class #2 Oct 23	<ul style="list-style-type: none"> <li>• Neoliberalism</li> <li>• Narrative leadership in advocacy and activism</li> </ul>	Readings: <ul style="list-style-type: none"> <li>• Ganz, M. (2024) – Ch. 3</li> <li>• Woods, S., Gopal, T.N., &amp; George, P. (2018)</li> </ul>

		<ul style="list-style-type: none"> <li>Government, Policy and Organizational Context in Policy Making</li> </ul>	Multimedia: <ul style="list-style-type: none"> <li>CCVO. (2020) – To be watched in class</li> </ul>
Week 2 Oct 26- Nov1	Class #3 Oct 28	<b>Social Policy in the Context of Race &amp; Combatting Hate</b> <ul style="list-style-type: none"> <li>Critical Race Theory</li> </ul>	Readings: <ul style="list-style-type: none"> <li>Kolivoski, K. M., Weaver, A., &amp; Constance-Huggins, M. (2018)</li> <li>Canadian Heritage (2024)</li> </ul> Assignment #2 Due on Oct 29
	Class #4 Oct 30	<b>Social Policy in the Context of Mental Health and Addictions</b> <ul style="list-style-type: none"> <li>Local research</li> </ul>	Required Reading: <ul style="list-style-type: none"> <li>The, E. B. (2022)</li> <li>Mental Health Commission of Canada (2016)</li> <li>Mitchell, J., &amp; Schmidt, G. (2011)</li> </ul> Facilitated Discussion #1
Week 3 Nov 2-8	Class #5 Nov 4	<b>Indigenous Social Policy</b> <ul style="list-style-type: none"> <li>Social movements</li> <li>Indigenous lens tool</li> </ul>	Readings: <ul style="list-style-type: none"> <li>Cancer Care Ontario. (n.d.)</li> <li>Blackstock, C. (2015)</li> </ul> Facilitated Discussion #2
	Class #6 Nov 6	<b>Social Policy in the Context of Gender and Sexual Diversity</b> <ul style="list-style-type: none"> <li>Gender based analysis +</li> <li>Feminist policy analysis</li> <li>Queer liberationist, socio-political analysis</li> </ul>	Readings: <ul style="list-style-type: none"> <li>Smith, J., Mūrage, A., Lui, I., &amp; Morgan, R. (2022)</li> <li>Mulé, N.J. (2021).</li> <li>Kanenberg, H., Leal, R.L., &amp; Erich, S.A. (2019)</li> </ul> Facilitated Discussion #3
Week 4 Nov 9-15	<b>Term Break – No Classes</b>		
Week 5 Nov 16-22	Class #7 Nov 18	<b>Social Policy in the Context of Domestic and Interpersonal Violence</b>	Readings: <ul style="list-style-type: none"> <li>Wells, L., Fyie, K., Kneebone, R., Montesanti, S., Boodt,</li> </ul>

		<ul style="list-style-type: none"> <li>• Social justice framework</li> </ul>	<p>C., &amp; Davidson, R. (2024, March)</p> <ul style="list-style-type: none"> <li>• Tol, W. A. (2020).</li> </ul> <p>Facilitated Discussion #4</p>
	Class #8 Nov 20	<b>Social Policy in the Context of Children and Youth</b>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Office of the Child and Youth Advocate Alberta. (2021, September) – Investigative Review</li> <li>• Office of the Child and Youth Advocate of Alberta (2021) – Ministry’s Response</li> </ul> <p>Facilitated Discussion #5</p>
Week 6 Nov 23-29	Class #9 Nov 25	<b>Social Policy in the context of Poverty and Houselessness</b> <ul style="list-style-type: none"> <li>• Lived expertise</li> </ul>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Kennelly, C. (2017, Oct)</li> <li>• Kopec, A., &amp; Smith, A. (2024)</li> </ul> <p>Facilitated Discussion #6</p>
	Class #10 Nov 27	<b>Social Policy in the context of Disability</b>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Employment and Social Development Canada. (2022)</li> <li>• Holler, R. &amp; Ohayon, Y. (2024)</li> </ul> <p>Assignment #3 - The infographic, annotated bibliography, and written analysis must be posted to drop box by November 28<sup>th</sup> at 11:59 p.m.</p>
Week 7 Nov 30- Dec 5	Class #11 Dec 2	<b>Policy Case Presentations &amp; Peer Reviewer Feedback</b>	Assignment #3 – Assigned policy case presentations due. Peer reviewer feedback for Dec 2 <sup>nd</sup> class presentations due Dec 3 <sup>rd</sup> at 11:59 p.m.
	Class #12 Dec 4	<b>Policy Case Presentations &amp; Peer Reviewer Feedback</b>  <b>Course Wrap-Up</b>	Assignment #3 – Assigned policy case presentations due. Peer reviewer feedback for Dec 4 <sup>th</sup> class presentations due Dec 5 <sup>th</sup> at 11:59 p.m.



## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### **INSTRUCTOR EMAIL POLICY**

All course communication must occur through my email: [Rosalind.kang1@ucalgary.ca](mailto:Rosalind.kang1@ucalgary.ca) . 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. Your email should start with a proper greeting (e.g. Dear/ Good Day), address the instructor by name, and include a sign-off (e.g. Sincerely/ Best regards) and your name.

### **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)**

The instructor 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 the instructor initiates 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

### **Assignment 1: Small group facilitated discussion (30%) – Due on assigned facilitation date**

#### **Aligned Course Learning Outcomes: 1, 2, 3, 4, 5 (dependent on assigned readings)**

**Assignment Description:** To encourage meaningful discussion of the readings, students will guide a small group discussion of 5-7 peers related to the assigned readings for the day. This is a facilitated discussion, not a presentation. You may include a PowerPoint (max. 2-3 slides) to highlight important points/themes. Every student will assume responsibility for facilitating one small group discussion which will involve:

- Pre-reading of the assigned readings
- Identifying 3 or 4 key themes that are focused on the assigned readings
- Identifying 5 questions to guide the small group discussion about the issues and themes presented in the reading. Your questions should be thought-provoking and promote critical reflection and reflexivity.
- Guiding a small group discussion that encourages and validates the participation of each group member.
- Finding one supplementary resource (journal article, news story, YouTube video, etc.) that will deepen understanding of the topics covered in the required readings to share with the group.
- Providing a brief 3-5 min. summary to the larger class highlighting the facilitated discussion.
- Submitting the questions and PowerPoint you created, a content summary (300-500 words) of the facilitated discussion, reference for the supplementary resource that you shared in the D2L dropbox designated for this assignment and completing a self-reflection assessment.

Length of facilitated discussion: Maximum 45 min small group discussion (i.e., 5 min introduction, 30 min discussion based on questions, 5 min wrap up, 5 min selection of main points for class summary)

#### **Assignment Criteria:**

- Quality and creativity of facilitation
- Thorough understanding of readings
- Summarizing the most significant concepts/key themes
- Connection to social work practice
- Self-reflection demonstrating self-awareness, growth, and learning
- Engaging the small group in meaningful discussion

Refer to the rubric in D2L for further assessment details. Submit via designated D2L dropbox.

## Assignment 2: Narrative leadership (30%) – Reflection Paper/Digital Story Due on Oct 29 at 11:59 pm

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

**Assignment Description:** Identify and describe an existing or proposed social policy (institutional, local, provincial, or federal) you feel genuinely passionate about advocating for. Examples of social policies that affect social work clients or communities include collection of race-based data, accessible housing, guaranteed basic income, Indigenous rights, harm reduction, etc... This assignment primarily focuses on connecting your social policy choice to elements of narrative leadership including reflecting on the story of self, the story of us, and the story of now (Ganz, 2024). As you weave your reflective narrative, address concepts of power, oppression, social justice and intersectionality.

- The story of self asks the question of our own biographies and the stories of the people we hope to mobilize in changing the social issue. Why are you interested or curious about learning more about the proposed social policy? Draw on your values, influences, background, evolving social work identity, and/or past experiences.
- The story of us is the collective narrative that emerges from communities and identifies the challenges, choices, and purpose for policy change. Describe the collective narrative and why the social policy change is critical for communities. What is the makeup of the communities? What challenges/impacts have they faced and what choices have they made? One source for this section should include a brief interview with an individual/organization with lived expertise.
- The story of now is the convergence of the individual and collective motivations and why the present is the moment for change. What is at stake in choosing not to act? What are the opportunities in this present moment? You may connect current events, policy windows, or political/social climate to demonstrate the urgency for policy change.

You may choose to do this assignment as a Reflective Paper or a Digital Story.

#### Option A: Reflective Paper

The paper will integrate three required readings and two additional sources (including one interview source). It is not necessary for the additional sources to be peer reviewed – i.e., media, new stories, podcasts, websites, etc... are acceptable.

- 1500-2000 words
- Double spaced
- APA 7<sup>th</sup> Edition

#### Option B: Digital Story

This multimedia presentation or PowerPoint will integrate three required readings and two additional sources (including one interview source). You may combine a variety of digital elements to create a reflective narrative. Digital elements may include audio, text, images, and/or video.

- Max 8-10 min. presentation
- A reference list formatted using APA 7<sup>th</sup> edition is to be submitted in a Word document.

**Assessment Criteria:**

The paper/digital story should include:

1. An introduction: Provide an interesting entry point for the readers, a clear and succinct overview of the paper/digital story itself including stating the change in social policy you are interested in advocating for.
2. Strong and clear connection among narratives
3. Own perspectives and views are clearly identified and explained with details and evidence-based rationales to support your arguments/reflections
4. Connection to course learnings/materials (integrate 3 required readings and 2 additional sources, including testimony from an individual/organization with lived expertise)
5. Connection to social work values and course concepts/theories
6. The ways in which you noticed how advocacy, knowledge, and skills may contribute to the development and implementation of social work-related policies.
7. Writing/presentation style (clarity, organization and coherence).

Refer to the rubric in D2L for further assessment details. Submit via designated D2L dropbox.

**Assignment 3: Part A: Building a policy case & presentation (35%) – Written analysis/infographic/annotated bibliography due Nov 28 at 11:59 p.m. & presentations due on assigned presentation dates of Dec 2 or Dec 4; Part B: Peer reviewer feedback (5%) – due either Dec 3 or Dec 5 at 11:59 p.m., the day following assigned peer presentation**

**Aligned Course Learning Outcomes: 1, 2, 3, 4, 5 & 6**

**Assignment Description:** Building on assignment #2, you will further refine your social policy proposal (also known as a “policy ask”) and prepare for a simulated meeting with key policy stakeholders (i.e., policy analyst in government). You will support your case with evidence and strategies for implementation (including an annotated bibliography), create an infographic, and provide an analytical paper. You will also review and give feedback on a peer’s presentation.

**Part A: Building a Policy Case****1). *State Your Policy Ask***

Clearly state the specific public policy change you are seeking or your policy ask. For example, “Increase the minimum wage in Alberta to \$X and index it to inflation on an annual basis.” There will be opportunities during class time to refine your policy ask through peer/instructor feedback sessions.

**2). *Build Your Policy Case***

Gather information from multiple sources including internet websites, policy documents, journal papers, key informant interviews, and/or books to: 1) summarize justifications and rationales for changes required; 2) identify the important conceptual and/or theoretical basis for the changes proposed; 3) identify relevant research evidence in favor and against your policy ask; 4) apply a policy lens (i.e., equity, environmental, Indigenous, etc...) to identify barriers relevant to your policy ask; 5) identify the audience/stakeholders to whom you will influence and present your policy case to; 6) develop expected

outcomes as a result of your policy ask; and, 7) propose the strategies and approaches to be adapted to create such policy change.

3). The final policy submission will be developed as an infographic and presentation 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) an **annotated bibliography** of at least six sources used to develop the infographic, (b) **a six page/double spaced written analysis** ( max. 1500 words) that captures the justification/rationale for the policy change, the conceptual and/or theoretical basis for the change proposed, the policy lens analysis, stakeholders to be influenced, expected outcomes, and the strategies and approaches to be adapted to create the change. The infographic, the annotated bibliography, and the written analysis must be posted to the drop box by November 28<sup>th</sup> at 11:59 p.m. On December 2<sup>nd</sup> and 4<sup>th</sup>, each student will present their policy case in a simulated 20 minute meeting (including Q&A) with the identified audience/stakeholder (role-played by assigned peer reviewers).

#### **Part B: Peer Reviewer Feedback**

- Each presentation will be reviewed by 2-3 assigned peer reviewers who **will ask questions to the presenters** and **provide written feedback on style and content**. The instructor will forward the infographics to the respective reviewers one day before the group presentations.
- Each reviewer will provide written feedback (150-250 words) which will be posted to the D2L drop box on the day following the presentation (reviewers who do not post their feedback will lose participation marks). The instructor will review all feedback from each reviewer and provide consolidated feedback to student presenters.

#### **Assessment Criteria:**

##### **Part A:**

Students are expected to demonstrate:

- Clear and thorough understanding of the policy proposal
- Compelling and evidence-based rationale for the policy issue and proposal
- Thoughtful policy lens analysis
- Realistic and actionable outcomes and implementation strategies
- Relevant and credible sources are used to support the policy proposal
- Connection to class readings and discussions
- Connection to social work practice, values and commitment to social justice
- Quality of written analysis, including, depth of critical thinking and critical reflexivity
- Well-organized and visually engaging infographic
- Quality of presentation/writing style including creativity, clarity, organization, coherence and grammar/spelling.

Consolidated feedback from peer reviewers will also be taken into consideration for the final assessment.

##### **Part B:**

- The participation grade of 5% will be based on providing written feedback on the group presentation the student will be assigned to review. Students are expected to provide timely,

insightful and constructive written feedback on both style and content to the assigned peer presentation.

Refer to the rubric in D2L for further assessment details. Submit via designated D2L dropbox.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND COURSE ENGAGEMENT 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. Please refer to the Ucalgary calendar for more information on [attendance](#).

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through the respective Dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **MISSED OR LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension 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. No assignments will be accepted after the 7-day limit.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> edition format. If you need writing support, please connect with the [Student Success Centre](#).

### **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 discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved 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. 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

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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. <b>Note:</b> Students who accumulate two grades of "B-" or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades 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 readings will be recommended in 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](#). 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