Course & Session Number	SOWK 383 S01	Classroom	In-person HNSC336
Course Name	Social Policy and Social Justice		
Dates and Time	Monday afternoons: 1:00pm-3:50pm In person classes: September 11, 18, 25; October 2, (October 9th, no classes), October 16, 23, 30 November 6, (November 13th, no classes), 20, 27; End of Classes: December 4, 2023		
Instructor	Francis Boakye, PhD	Office Hours	By appointment
UCalgary E-mail	Francis.boakye1@ucalgary.ca	UCalgary Phone	Best reached by email

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, the work of the faculty's Anti-Black Racism Task Force, and the university's Indigenous Strategy.

SYLLABUS STATEMENT

Provides an understanding of Canadian social policy, its impact on social justice and how it influences social work practice.

COURSE DESCRIPTION

This course examines the critical relationship between social work, social policy, and social justice. As a core value of the profession, social justice will serve as the guiding lens by which learners examine the development and implementation of social policies. Learners will critically analyze social, economic, political, and ideological factors that have shaped and continue to shape social policies. Through inquiry-based learning processes and the use of case studies, learners will examine the effects of social policies on the social and systemic realities of diverse populations and implications for systems change. This course will provide students with the knowledge of social policies in relation to individuals, families, groups, and communities in Canadian and global contexts. The course will also provide learners with the skills to identify gaps between policy and practice, analyze policy, engage in effective advocacy, and understand the role of non-profits in influencing policy through effective policy advocacy strategies. Learners will engage in critical dialogues, inquiry-based learning, and individual and group work. There are no pre-requisites or co-requisites for this course.

COURSE LEARNING OUTCOMES

This course supports learners to achieve these **course learning outcomes** (CLOs):
1. Demonstrate understanding of theoretical concepts related to social policy and social justice
2. Analyze various theories and perspectives and their influence on the development and implementation of social policy
3. Understand and apply various theories and tactics for effective policy advocacy
4. Demonstrate knowledge and skills in effective policy advocacy work
5. Outline the processes of policy development, implementation, and analysis
6. Critically examine the impact of social policies on diverse populations
7. Integrate acquired knowledge and skills in micro, mezzo and macro level systems change work.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook

Mackenzie, B., & Wharf, B. (2022). *Connecting policy to practice in the human services* (5th ed.). Oxford University Press.

Breton, M., Cox, E., & Taylor, S. (2003). Social justice, social policy and social work: securing the connection. *The Social Policy Journal*, 2(1), 3-20.

Kania, J., Kramer, M. & Senge, P. (2018, June). The water of systems change.

City of Calgary (2021). FCSS policy and systems change. Research brief (January, 2021). (Posted on D2L).

Bailey-Lynch, D. (2016). The influence of policy on childhood poverty in selected provinces in Canada.

Calgary: Ambrose University, Canadian Poverty Institute. https://www.povertyinstitute.ca/research-projects

Centers for Disease Control and Prevention, US Department of Health and Human Services: Atlanta, GA. (See link on D2L)

Fair Calgary Policy CSPS019 (Posted on D2L).

City of Calgary Equity Index. https://www.calgary.ca/research/calgary-equity-index.html

CCVO. (2019). Everyday advocacy for nonprofits: a guide to policy advocacy.

https://www.calgarycvo.org/everyday-advocacy-guide

Conference Board of Canada (2022, April). Bridging the gap between social and emotional skills.

https://www.conferenceboard.ca/product/bridging-the-gap-between-identity-and-social-and-emotional-skills-black-canadians-perspectives-of-social-and-emotional-skills-in-the-workplace/

Coffman, J. & Beer, T. (2015, March). The advocacy strategy framework: a tool for articulating an advocacy theory of change. https://www.evaluationinnovation.org/wp-content/uploads/2015/03/Adocacy-Strategy-Framework.pdf

Stachowiak, S. (2013, October). Pathways for change: 10 theories to inform advocacy and policy change efforts. Center for Evaluation. https://www.evaluationinnovation.org/wp-content/uploads/2013/11/Pathways-for-Change.pdf

Government of British Columbia (2020, September). Disaggregated Data Collection in British Columbia.

https://bchumanrights.ca/publications/datacollection/

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.

This course supports learners to extend their understanding about root causes and solutions to organizational, community level issues from policy perspective. It also provides learners the opportunity to apply theoretical knowledge and practical skills in other courses, including to research, human development and environments, diversity and oppression, critical approaches to social work practice, and social work practice with individuals, groups, families, communities, and organizations.

CLASS SCHEDULE

Chapters listed in the required reading sections are from the required textbook. It is highly recommended that students do the pre-reading for this course during the week all classes start and familiarize themselves with the content before class.

Session	Date	Topic & Assigned Reading
1	September 11th	Introduction to course outline and context; charting the policy landscape - approaches to social policy Guiding questions: • What social issues are you consistently faced with and why? • What are some contextual backgrounds to the issues you face? • In what ways have you participated in addressing these issues? • What are some insights from your experiences? **Required Readings:** Benn, C. (1991). Social justice, social policy and social work. *Australian Social Work*, 44(4), 33-39. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/03124079108550161 Introductory chapter
2	September 18th	Social Work, Social justice and Social Policy: making the connection. Guiding Questions: • What is social policy? What is public policy? • What would you identify as relationship between social policy, social justice and social work? • What are your views on current models of social policy? • What gaps or connections exist between social policy and services and programs? • What are some ways of connecting policies to programs? **Required Readings:** Chapter 2: Making social policy in Canada: structures and processes

		Breton, M, Cox E., & Taylor, S. (2003). Social justice, social policy and social work: Securing the connection. *The Social Policy Journal, 2(1).* https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=27708540&site=ehost-live
3	September 25th	Contexts, Perspectives and Influences-Ideology and the policy-making environment

Guiding Questions:
• What are the historical contexts for policy development in Canada and why?
• What are the economic, social, political, and ideological influences in the shaping of social policy in Canada?

Required Readings:
Chapter 1: ideology and the social and political environment for policy making

Chapter 3: policy making and policy makers |
| 4. | October 2nd | Policy development Process:

Guiding Questions:
• What is your understanding of the policy making process?
• What prominent model(s) of policy making appeals to you and why?
• How have you been involved in policy making?
• How can social workers be actively engaged in the different stages of the policy making process?

Required Readings:

Chapter 4: The policy making process

Centers for Disease Control and Prevention (2012). *Overview of CDC's Policy Process.* Centers for Disease Control and Prevention, US Department of Health and Human Services: Atlanta, GA. https://www.cdc.gov/policy/analysis/process/docs/cdcpolicyprocess.pdf

Alberta Government (2013). *Alberta's social policy framework*. https://open.alberta.ca/publications/6214203 |
| | October 9th | No classes-Thanksgiving Day |
| 5. | October 16th | Policy Implementation:

Guiding Questions:

• What is involved in the policy implementation process? |

		• What potential gaps exist between how current policies are made and how they are implemented? • What suggestions would you provide to address this issue? **Required Readings:** Chapter 5: The implementation stage Norris, E. Kidson, M., Bouchal, P., & Rutter, J. (n.d.). *Doing them justice: Lessons from four cases of policy implementation.* Retrieved July 10, 2022,from:https://www.instituteforgovernment.org.uk/sites/default/ files/publications/Policy%20Implementation%20case%20studies%20report%20- %20final.pdf
6.	October 23rd	Alternative approaches to social policy: Place-based intervention and Place-based policy-an example: Guiding Questions: • What is a place-based intervention? • What is a place-based policy? • How can place-based policy provide a social justice lens to policy making? • What place-based interventions have you been part of and what opportunities exist for place-based policy making? **Required Readings:** Bradford, N. (2005). Place-based Public Policy: *Towards a new urban and community agenda for Canada.* Canadian Policy Research Inc. Ottawa, ONT. https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1197780/place- based-public-policy/1750905/
7.	October 30th	Social Policy and Marginalized Populations (social policy and diversity) Guiding Questions: • What is your understanding of diverse population groups and why? Give examples. • What historical and contemporary issues face the populations you have identified? • Are the issues facing marginalized and diverse populations being addressed? • What are the impacts of these issues on the design and delivery of services? • What suggestions do you have regarding alternative models of policy making? **Required Readings:** Chapter 8: Feminist thinking and policy making

		Chapter 10: Policy making and Indigenous people in Canada.
8.	November 6h	Policy Influencing: understanding theories and tactics for policy advocacy

Guiding Questions:

- What global theories of systems change appeal to you the most and why?
- What tactical theories of systems change appeal to you the most and why?
- Are there other tactics you know about or have used?

Required Readings:

Chapter 6: Making policy for social change from inside the system.

Stachowiak, S. (2013, October). *Pathways for change: 10 theories to inform advocacy and policy change efforts*. *Center for Evaluation.* https://www.evaluationinnovation.org/wp-content/uploads/2013/11/Pathways-for-Change.pdf

Coffman, J. & Beer, T. (2015, March). *The advocacy strategy framework*: *a tool for articulating an advocacy theory of change.* https://www.evaluationinnovation.org/wp-content/uploads/2015/03/Adocacy-Strategy-Framework.pdf |
| 9. | November 13th | Reading Week-No classes |
| 10. | November 20th | Policy Influencing: designing and implementing effective policy advocacy strategies for systems change

Guiding Questions:

- Why the need to change policy?
- What are some approaches to policy change?
- What is a system and how do you understand systems change?
- How do the 6 conditions of systems change in the 'water for of systems change' model support effective systems and policy change efforts?

Required Readings:

Chapter 7: Influencing policy from outside the system
Chapter 9: Policy resistance: The rise and fall of welfare time limits in BC

Kania, J., Kramer, M. & Senge, P. (2018, June). *The water of systems change.* **(pdf posted on D2L)** |

		FCSS (2021, January). *Policy and systems change: Research brief, 6*. City of Calgary. https://www.calgary.ca/content/dam/www/csps/cns/documents/fcss/FCSS-research-brief-policy-systems-change.pdf
11.	November 27th	Weaving it all together-A review of the semester
12.	December 4th	Class presentations

Important Dates for Fall 2023
- o Start of Term: Monday, August 28, 2023
- o End of Term: Friday, December 22, 2023
- o Fee deadline: Friday, September 22, 2023
- o Labour Day, no classes: Monday, September 4, 2023
- o National Day for Truth and Reconciliation, no classes: Friday, September 30, 2023
- o Thanksgiving Day, no classes: Monday, October 9, 2023
- o Remembrance Day, no classes: Friday, November 13, 2023

ASSESSMENT COMPONENTS

Assignment 1: Critical Reflection Paper (40%). Due Date October 2nd, 2023, at 11:59PM

Assessment Criteria: Assignments will be graded on the following criteria (out of 30): Clear demonstration of relationship between social policy and the self (15); Clear demonstration of understanding of concepts and their use; Clarity and Organization (15); Evidence of critical reflection (10).

Aligned Outcomes (CLOs): 2 and L10.

Assignment Description:

As a person and as an upcoming or practicing social worker, you will write a **3–4-page** reflection paper that clearly identifies and describes your personal understanding of social policy in relation to issues of social justice, equity and social change. You will include in your reflection, factors that have shaped your personal and professional understanding of your current position on these issues and social policy. In your reflection, include or integrate concepts, theories and principles of social justice, equity and social change. You will find further description of the assignment and a rubric can be found posted on D2L.

Assignment #2a: **Working with an Organization to Identify Critical Social Policy Issues (30%). Due Date November 20th, 2023, at 11:59PM.**

Assessment Criteria:
Assignments will be graded on the following criteria (out of 30): clearly identified and well-framed organizational policy issue (10); evidence of engagement with identified organization's personnel including documentation of key matters discussed; good understanding of programs and services and their connections to organization's policies (5); evidence of critical analysis of identified internal policy development processes and its impact on policy outcomes including service delivery and service users (10); quality of Writing, Mechanics, & Proper APA Referencing (5). You will find the rubric of the assignment on D2L.

Aligned Outcomes (CLOs): 4, 7, 10 & 11

Assignment Description: Group or Individual Assignment

Working in **groups of up to 3 participants or as an individual,** you will work with an organization of your interest within the city that addresses an issue of their interest, to identify policies the organization identifies as impacting the issue at hand. First, learners will engage with key organizational personnel to understand the organization's internal policy development process and how it reflects social, economic, and systemic realities. Learners will then work with the organization's personnel to identify policies that impact the organization's programs and services. **This 4–5page** paper will describe the impact of policy on the organization's service users, services, and programs. You will find further details of this assignment on D2L.

Assignment #2b: Develop and Present a Policy Advocacy Strategy- Class Presentation (30%). In-class Presentations on December 4th, 2023.

Assessment Criteria: Assignments will be graded on the following criteria (out of 35): Evidence of organization's capacity to undertake policy advocacy work (resource mobilization, resource deployment, community mobilization (10); Effective advocacy strategy with clear agenda-setting: well-articulated strategy goal, well-developed engagement strategy with target audience clearly identified; Communications and Media engagement (10). Quality of Presentation: well-organized, logical sequencing of speakers, evidence of team effort and appropriate responses to questions (10). You will find the rubric of the assignment on D2L.

Aligned Outcomes (CLOs): 4, 5 7, 10 & 11

Assignment Description:

Based on their understanding of the impact of policies on the issue at hand, teams will work with key organization's personnel, to create a policy advocacy strategy aimed at mitigating the current negative impact of policy on the organization, its services and programs and service users. Learners will integrate policy advocacy theories and tactics in their strategy and will identify and describe strategy outcomes and targeted audiences. Learners will consider elements of systems change and will use an equity-

informed lens (TRC, anti-racism, pro-equity etc.) in their design. You will find details of this assignment on D2L. Team contracts will also be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all in-person class sessions and actively contribute. If you are unable to attend, please contact your instructor prior to class (if possible) to discuss alternative means of engagement.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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

LATE ASSIGNMENTS

Assignments received after the due date will receive a reduced grade. 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

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 Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Marks with a decimal point .5 and above will be rounded to the next whole number so that an 86.5 would be 86.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

This course serves as a general introduction to social policy, social work and social services, and therefore, students are highly encouraged to find additional readings on relevant topics. An additional suggested reading list for the course is provided in D2L and most of the articles are available online through the University of Calgary library at www.library.ca

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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