Course & Session Number	SOWK 606 S01	Classroom	See D2L site
Course Name	Advanced Policy in Context		
Dates and Time	**Start of Classes: July 17, 2024** **End of Classes: August 6, 2024** **Dates and Time: In-person instruction, Wednesdays and Mondays 9am - 11:45 & 1 pm - 430 pm.** Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	**Robbie Babins-Wagner, PhD, RCSW.**	**Office Hours**	As Requested.
UCalgary E-mail	**rwagner@ucalgary.ca**	**UCalgary Phone**	Click or tap here to enter text.

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.

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

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy.](#)

SYLLABUS STATEMENT

Explores the influences of public policy on the lives, relationships, and well-being of individuals, families, groups and communities, while examining the relationship between social justice in the policy-making process and the role of social workers in shaping policy.

COURSE DESCRIPTION

This course will provide you with the opportunity to examine current Canadian social policies as they pertain to social work practice. By critically analyzing practice through a policy lens, this course seeks to enhance and support further linkages between social work practice and social justice as integral to a holistic practice framework. Students will engage in interactive class discussions, presentations, critical reading, group work and brainstorming sessions. The pre-requisites for this class are SOWK 600 and 602. This is an in-person class.

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 TEXTBOOKS AND/OR READINGS

Lightman, E., & Lightman, N. (2017). Social Policy in Canada. (2nd ed.). Oxford University Press. (E-Copy of the book is available).
READINGS
Alberta Government. (Fall 2023). Speech from the Throne. [Speech from the Throne | Alberta.ca](#)

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

Gibbons, R. (2016). The moral imperative for policy advocacy. The philanthropist. The moral imperative for policy advocacy - The Philanthropist Journal.

Kania, J., Kramer, M., & Senge, P. (2018). The water of systems changes. FSG. https://www.fsg.org/publications/water_of_systems_change

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)

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 Summer 2024
  o   Start of Term: Monday, June 24, 2024
  o   First Day of Class: Monday, June 24, 2024
  o   End of Term: Sunday, August 25, 2024
  o   Last Day of Class: Tuesday, August 6, 2024
  o   Fee Deadline: Wednesday, July 3, 2024
  o   Canada Day, no classes: Monday, July 1, 2024
  o   Alberta Heritage Day, no classes: Monday, August 5, 2024

Topic and schedule are subject to change.

Date	Topic	Readings/Assignments Due
July 17, 2024 9 –1145	Introduction to Advanced Social Policy	Lightman & Lightman (2017), Chapter 1 Video: Speech from the Throne Alberta.ca

	Ideology and the Social and Political Environment of Policy Making.	
July 17, 2024 1-430	Approaches to Social Policy in Canada	Lightman & Lightman (2017), Chapter 2 *Guest Lecture: Policy Case Presentation.*
July 22, 2024 9 – 11:45	Defining Social Policy The role of equity in social policy Policy Group Meetings	Lightman & Lightman (2017), Chapter 3: Group 1 Facilitation
July 22, 2024 1-430	Social Policy and the Economic Market The role of diversity in social policy Policy Group meetings	Lightman & Lightman (2017), Chapter 4. Group 2 Facilitation. Gibbons, R. (2016). *Guest Lecture: Policy Case Presentation.*
July 24, 2024 9-11:45	Allocating Benefits: Privatization and Commercialization Recovery Model of Addiction and Mental Health in Alberta.	Lightman & Lightman (2017), Chapter 5 & 6: Group 3 Facilitation
July 24, 2024 1-430	Allocating Benefits: Privatization and Commercialization: Case Studies. Policy Group meetings	Lightman & Lightman (2017), Chapter 7: Group 4 Facilitation *Guest Lecture: Policy Case Presentation.*
July 29, 2024 9 – 11:45	Universal Benefits/Selective Benefits Policy Group meetings	Lightman & Lightman (2017), Chapter 8: Group 5 Facilitation. CCVO (2020). *Guest Lecture: Policy Case Presentation.*
July 29, 2024 1-430	The role of Taxation in Social Policy Policy Issue Consultation	Lightman & Lightman (2017), Chapter 9: Group 6 Facilitation Kania, J., Kramer, M., & Senge, P. (2018).
July 31, 2024 9-11:45	Generation resources through fees for services and other means. Policy Issue Consultations	Lightman & Lightman (2017), Chapter 10. Group 7 Facilitation. Child and Youth Advocate of Alberta (2021).
July 31, 2024 1-430	Policy Making and Indigenous Peoples in Canada Policy Issue Consultations Wrap up.	Lightman & Lightman (2017), Chapter10
August 5, 2024	Alberta Heritage Day	University Closed

This class provides a combination both synchronous and asynchronous learning activities. Asynchronous activities include viewing assigned videos and research and group work in support of the policy case development in assignment #2.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

ASSESSMENT COMPONENTS

Assignment 1: Facilitative Discussion (35%) – Due according to Class Schedule

Aligned Course Learning Outcomes: 2, 3, 4.

Assignment Description:

This is a facilitated discussion, not a presentation. This assignment is designed to actively engage your class colleagues in a discussion about the key themes in the chapter assigned to the group and in the learning process.

Students will be assigned to groups by the instructor at the start of the class. Student groups will be assigned a chapter of the book to use in their discussion. Students are expected to identify 3 or 4 key themes that are focused on in the assigned chapter. The group will lead a class discussion about the themes highlighted as the focus of the chapter. Students should address the implications for social work practice and ways in which the identified themes address influences including power, oppression, social justice, social change and community within the context of such factors as class, race, gender, sexual orientation, age, and ability.

Assessment Criteria:
Length: Maximum 45-minute class discussion.

Grading criteria for class facilitations:
- A focus on the key themes
- Summarizing the most significant concepts
- Connection to clinical practice
- Engaging the class in meaningful discussion.

A group grade will be assigned after completion of the facilitative discussion. The same grade will be assigned to each individual in the group; however, if you have not contributed to the group to the same extent as the other group members - a demonstration of professionalism and fair practice is required on your part. The instructor expects you, as an individual, to professionally state to the instructor the reasons for your reduced participation and then recommend to the instructor a lower grade for yourself individually than for your group peers.

Assignment 2: Policy Analysis – Policy Infographic (50%) – Due July 31, 2024.

Aligned Course Learning Outcomes: 2, 4, 5

Assignment Description:

This assignment is designed to simulate the preparation for policy case presentation to a policy analyst in Government in support of a policy change. Through this assignment you will identify, collect, and assemble materials that are relevant and important to understanding a policy change initiative that will

be the focus of your memo to cabinet. The instructor has arranged for guest speakers in class to policy work that is current and in process in the community.

The class will be divided into groups of four or five students. The groups will select policy issues that align to one of the key clinically and practice relevant policy-change related topics for the course that will be used as the focal point of the presentation. These include: 1) mental health; 2) human services: a) child welfare, b) family violence, 3) poverty including employment, social security, living wage, guaranteed annual income; 4) homelessness; 5) families and children; 6) aging; 6) immigration.

Each group will select a policy area for this assignment. Information in support of the policy issue can be gathered from multiple sources including government websites, policy documents, journal papers, and books. This assignment aims to strengthen the students' understanding of the issues and concepts related to advocacy in a policy area.

Assessment Criteria:
Students are expected to find evidence from the research or policy documents to support their policy case. The case will require a 1) an area for policy change, 2) a rationale for required changes, 3) the identification of the important conceptual and/or theoretical basis for the changes proposed, 4) strategies and approaches to for the creation of the planned change. Student groups will present their work to date to the class on July 29 and 31 to simulate a policy consultation.

The final policy submission will be developed as an infographic in support of the policy request. The infographic will have a maximum length of 2-3 pages. Students can use any free software such as Piktochart or Canva.

Assignment 3: Reflection Paper (20%) – Due August 7, 2024, by 11:59pm

Aligned Course Learning Outcomes: 1, 3, 4

Assignment Description:

You are asked to write a 1000-word paper to share your reflection and viewpoints toward any one of the presentations by the guest speakers or knowledge content area covered in a class. Although you are encouraged to be reflective in writing the paper, the following format for the paper is required to be used: 1) introduction, 2) key messages of guest speakers/knowledge content area covered in this class and other classes in the clinical specialization, 3) your perspectives and viewpoints (supported by rationales and reasons), and 4) learning emerged.

Assessment Criteria:
The paper should include:

1. An introduction: Provide an interesting entry point for the readers, a clear and succinct overview of the reflective paper itself.
2. Key messages clearly and accurately identified and explained.
3. Own perspectives and views are clearly identified and explained with details with legitimate (preferably evidence based) rationales and supporting evidence/arguments.
4. Identified own learning from the presentation and clearly discuss the implications of the learning to social policy and policy changes.
5. Writing style and grammar.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Students are expected to be fully present and engaged in each class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due 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.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion or 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 Graduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94

B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

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

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

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional readings will be posted to D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's Code of Conduct.

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on Student Accommodations.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without

permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-based Violence Policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the Registrar's website for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk