Fall 2023

Course & Session Number	SOWK 606 S03	Classroom	Online
Course Name	Advanced Policy in Context		
Dates and Time	**Start of Classes: September 6, 2023** **End of Classes: December 6, 2023** Dates and Time: Zoom sessions: Wednesdays September 6, 13, 20, 27; October 4, 11, 18, 25, November 1, 22, 29, December 6, Time: 5-8 pm. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Janki Shankar, PhD	Office Hours	As Requested
UCalgary E-mail	jshankar@ucalgary.ca	UCalgary Phone	780-492-0409

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.

---

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

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

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

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

COURSE LEARNING OUTCOMES

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

1. Identify how public policy influences and shapes people's lives and relationships.
2. Demonstrate a critical understanding of social policies in relation to the wellbeing of individuals, families, groups, and communities in Canadian and global context.
3. Assess and analyze essential features of a policy or policies that impact the service users they work with or have worked with in professional settings.
4. Examine how social workers, individually and collectively, can affect the policy process at the organizational, community, provincial or national levels.
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 TEXTBOOK S

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

Required Readings

1. Alberta Government. (2022). Speech from the Throne. 3 CCVO (2020). Policy changes for mission Impact. Video. https://www.calgarycvo.org/events/webinar- policy-change-for-mission-impact

2. 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.

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

4. Mental Health Commission of Canada (2016). *Advancing the Mental Health Strategy for Canada A Framework for Action* (2017-2022.)
https://www.mentalhealthcommission.ca/sites/default/files/2016-08/advancing_the_mental_health_strategy_for_canada_a_framework_for_action.pdf

5. Office of the Child and Youth Advocate of Alberta (2021). Strengthening foundations: assessment, information-sharing, and collaboration.

Recommended readings and sites are posted on D2L

Students are required to use APA (7th edition) formatting for citations
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

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

All classes will be on Wednesdays from 5-7 pm (except for classes on Sept 6, Nov 29, and Dec 6, which will be from 5-8 pm). The time 7-8 pm after each class is allocated for working on the final group

assignment. Breakout rooms on zoom can be made available for groups from 7-8 pm on the day of class. The class on November 8 is for asynchronous work related to group project and assignments.

Topic and schedule are subject to change.

Date	Topic/s	Readings/Assignments Due
September 6, 2023 5-8 pm	Course outline and Introduction to course	Chapters 1, 4 from text and Required Reading 1 Video discussion
September 13, 2023	Social Policy in the context of race, and racialization**.**	Chapters 6,7 from text
September 20, 2023	Social Policy in the context of women, Child and Youth	Chapters 8, 11 from text and Required Reading 5 Group 1 facilitation
September 27, 2023	Social Policy in the context of disability, sexual and gender diversity.	Chapters 9,10 from text Group 2 facilitation
October 4, 2023	Canadian Health Care policy	Chapters 15 from text and Required Reading 4 Group 3 facilitation Group 4 facilitation
October 11, 2023	Justice for whom- criminalization of marginalized groups Social Policy in the context of post secondary education	Chapters 16 and 12 from text Group 5 facilitation
October 18, 2023	Policy in the context of nationalism and neoliberalism	Chapter 17 from text and Required Reading 2 Group 6 facilitation
October 25, 2023	Right to food and food sovereignty Policy Practice	Chapter, 14 and Required Reading 3 Group 7 facilitation
November 1, 2023	Social Policy, Poverty, and homelessness	Chapter 18, Chapter 13 from text Group 8 facilitation Group 9 facilitation
November 8, 2023	**Asynchronous work for group project** Time allocated for consultation with instructor.	**Assignment 2 is due.**
November 15, 2023	**No class - Reading week**	

November 22, 2023	Course wrap up	Class discussion
November 29, 2023 5-8 pm		Group presentations on Policy Analysis (groups 1-4)
December 6, 2023 5-8pm		Group presentations on Policy Analysis (groups 5-8)

Important Dates for Fall 2023
- o Start of Term: Monday, August 28, 2023
- o First Day of Class: Wednesday, September 6, 2023
- o End of Term: Friday, December 22, 2023
- o Last Day of Class: Wednesday, December 6, 2023
- o Fee Deadline: Friday, September 22, 2023
- o Labour Day, no classes: Monday, September 4, 2023
- o National Day for Truth and Reconciliation, Saturday, September 30, 2023
- o Thanksgiving Day, Monday, October 9, 2023
- o Remembrance Day, Saturday, November 11, 2023 (observed Monday, November 13)

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required**. All students are expected to behave in a professional manner during all Zoom sessions.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Assignment 1: Group facilitated Discussion (25%)

Due as per class schedule

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

Assignment Description:

This is a facilitated discussion, not a presentation. You may include a brief 5-8 minute PowerPoint to highlight important points/themes. This assignment is designed to actively engage your class colleagues in a discussion about the key themes in the chapter assigned to the group and in the learning process. Students will be assigned to groups by the instructor during the first class. Student groups will be assigned a chapter of the book/a required reading to use in their discussion. Students are expected to identify 3 or 4 key themes that are focused on in the assigned chapter/reading. The group will lead and engage the class in a discussion about the themes highlighted as the focus of the chapter. Students should address the implications for social work practice and ways in which the identified themes address influences including power, oppression, social justice, social change, and community within the context of such factors as class, race, gender, sexual orientation, age, and ability.

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

Assessment criteria for class facilitations:

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

A group grade will be assigned after completion of the facilitative discussion. The same grade will be assigned to each student in the group.

Class participation will be considered for grading. However, it must go beyond the mere requirement of class attendance. For instance, students are asked to critically reflect on their engagement with learning activities.

Assignment 2: Reflective journals (30%).

Due: November 8, 2023 (by 11.59 pm)

Aligned Course learning outcomes: 1-5

Assignment description

Students will submit five (300 word each) critically reflective journals. Each journal will refer to a specific topic covered in the class discussions. Students may choose any five 5 (barring the topic of your group discussion) of the topics discussed in the Zoom classes from Week 1- Week 9 (November 1). Clearly include knowledge content covered, your perspectives and viewpoints on why the topic resonated with you and how it may be informing your thinking about social policy in relation to your own clinical practice/work.

 Assessment criteria:

(1) knowledge content covered,

(2) your perspectives and viewpoints (preferably evidence based) on why the topic resonated with you

(3) how it may be informing your thinking about social policy in relation to your own clinical practice/work.

(4) writing style and grammar.

If you have used references, you may cite these at the end of each journal.

Assignment 3: Group Presentations on Policy Analysis -Policy Infographic (40%)

Presentations On: November 29, 2023 (groups 1-4), December 6, 2023 (groups 5-8)

Infographic due: Monday November 27.

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

Assignment Description:

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

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

Part 1: Each group will select a policy area for this assignment that aligns with a key practice relevant policy related topics covered in the course. These include: 1) health/mental health; 2) human services: a) child welfare, b) family violence, 3) poverty including employment, social security, living wage, guaranteed annual income; 4) homelessness; 5) families and children; 6) aging; 7) immigration, 8) post secondary education.

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

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

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

The infographic, the reference list, one page summary and the write up must be posted to drop box by November 27.

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

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

Part 4. Reviewer feedback

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

Assessment Criteria:

Students are expected to find evidence from the research or policy documents to support their policy case. The case will require 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 for the creation of the planned change.

Class participation: 5%

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

> **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments must be submitted electronically through their respective Dropbox in D2L. **Assignments should be submitted in Word format.** Assignments submitted in other formats will be returned unmarked. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 pm on their due date. Please note that it is the

student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion 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

All References must be cited in APA 7 format.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: http://www.ucalgary.ca/pubs/calendar/current/k.html

GRADING

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.	

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

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