



Winter 2019

Course Number: SOWK 632 S01	Classroom: PF 4259
Course Name: Social Policy & Social Justice	
Day & Time: January 2, 3, 4, 7, & 8, 2019: 9-12 and 1 – 4 pm	

Instructor: Dr. Robbie Babins-Wagner	Office Hours: By appointment
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COURSE OUTLINE

Syllabus Statement

An exploration of the social, political and economic forces, social movements and social structures that are transforming the Canadian welfare state and the practice of social work.

Course Description

Social Work practice does not occur in isolation or a vacuum cut off from its various social, economic and political contexts. As such, understanding public policy and the forces of justice and injustice on a macro level and how they shape and interact with people's lives and relationships is crucial. An understanding of this connection will enable students to have a deeper knowledge and more integrated perspective on their particular area of social work practice.

Clinical practice does not occur in a vacuum. Social workers in clinical practice handle issues that represent fallout in various policy issues. This course takes an approach to examine social welfare policy in Canada and Alberta, the current roles of social welfare policies, and the roles they could have in clinical practice.

Students in this course will examine public policy in Canada and Alberta in multiple dimensions and its relevance and implications for clinical practice. The connection between clinical practice and the related policy contexts and implications will be discussed. Attention will be given to policy areas related to 1) employment, social security, living wage, guaranteed annual income, 2) homelessness, 3) families and children, and 4) immigration, and 5) mental health. Consideration will be given to the social, economic, and political forces that shape and constitute people's lives.

Learning Objectives

The course is intended for MSW students in the foundation year. It identifies major structures and forces influencing public policy and the larger context, and different ways in which policy and planning may be conceived and subsequently carried out. It also concentrates on understanding competing ideological/value based components of public policy, and various approaches to create the conditions of change. From clinical practice to policy implications, this course will facilitate the students to have an advanced understanding of how Social Work practice is affected in the context of policy development and social, political, economic forces in larger contexts.

Course Learning Objectives (CLOs)

This course provides an opportunity to

- 1) Develop an understanding of how public policy influences and shapes people's lives and relationships;
- 2) Acquire a critical perspective on the social, economic, and political forces that constitute people's lives;
- 3) Identify key skills involved with influencing policy and larger contexts as a core dimension of Social Work practice.

Foundation Objectives (FOs)

- 1) Professional identity – Students will take on the identity of a social worker and identify how social work is distinct from other helping professions.
- 2) Diversity/cultural – Students will critically examine and reflect on the various ways in which their languaging in their practices and in their interactions with other professionals and peers may be interpreted.
- 3) Social justice – Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.

Program Learning Outcomes (PLOs):

This course also provides an opportunity to

1. Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
2. Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
3. Contribute to the development and implementation of new and more equitable social policies.

Relationship to Other Courses

This is a core course for the foundation year of the 2-year MSW Program. This course prepares foundation MSW students for the specialist policy courses later in their program. This course has no prerequisites or co-requisites. This course is restricted to Social Work MSW students or with the consent of the faculty.

Course Text(s)

McKenzie, B., & Wharf, B. (2016). **Connecting Policy to Practice in the Human Services** (4th ed.). Don Mills, ON: Oxford University Press.

Class Schedule

The class schedule is subject to change. Guest speakers may be rescheduled. Updated schedules will be posted on D2L.

Class Format:

This course will be delivered in a face-to-face format with a combination of instructor presentations, individual and group presentations, and guest speakers. Power Point presentations, class assignments and additional course readings will be posted on D2L. In order to maximize learning, students should review readings before class.

	Topic	Readings and Guest Lectures
Wed. January 2, 2019 9:00 - 11:50	Introduction to Social Policy in Canada	McKenzie & Wharf, Introduction Shier, M.L., & Graham, J.R. (2014). Social policy in Canada. In C. Franklin (Ed.), <i>Encyclopedia of Social Work Online</i> (pp. 1-13). New York, NY: Oxford University Press.

Wed. January 2, 2019 1-4 pm	Ideology and the Social and Political Environment of Policy Making	McKenzie & Wharf, Chapter 1
Thursday January 3, 2019	Developing Social Policy in Canada	McKenzie & Wharf, Chapter 2 <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Thursday January 3, 2019 1-4 pm	Policy Making in Canada	McKenzie & Wharf, Chapter 3 <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Friday January 4, 2019	The Policy Making Process	McKenzie & Wharf, Chapter 4 <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Friday January 4, 2019 1-4 pm	Policy Implementation	McKenzie & Wharf, Chapter 5 <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Monday January 7, 2019 9-12	Policy for Social Change from Inside the System	McKenzie & Wharf, Chapter 6 <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Monday January 7, 2019 1-4 pm	Influencing Policy from Outside the System	McKenzie & Wharf, Chapter 7 <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Tuesday January 8, 2019 9-12	Feminist Thinking and Policy Making	McKenzie & Wharf, Chapter 8 <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Tuesday January 8 2019 1-4 pm	Policy Making & Indigenous Peoples in Canada Pulling it all Together	McKenzie & Wharf, Chapter 10 <i>Voices for Change, Aboriginal Child Welfare in Alberta, A Special Report. Office of the Youth and Child Advocate, Alberta. July 2016. Retrieved from: http://www.ocya.alberta.ca/wp-content/uploads/2014/08/SpRpt_2016July_VoicesForChange_v2.pdf</i> <i>Guest Lecture: To be confirmed</i>

Assignments

There are four assignments for this course:

1. Class Facilitation

Due date: According to topic and class schedule. Value: 30%

Length: Maximum 1-hour (60 minutes) facilitation (includes class involvement and class discussion)
(PLOs#1, 2, 3: FOs# 1,2,3: COs# 1,2, 3)

Framework for the Facilitations:

This is a class facilitation, not a presentation. This assignment is designed to actively engage your class colleagues in the learning process. Class facilitation will include a) presentation (PowerPoint or Prezi), b) a brief overview of key factors associated with the topic, c) learning activities (e.g., case studies, role plays, experiential/interactive exercises) that provide opportunities for class discussion and for the class to apply significant concepts in the selected social work approach. The intent is for the class to experience techniques and processes unique to each approach and to further learning about each approach and its application. Please note that the presentations must be provided to the instructor at the end of the class and they will be made available to all students on D2L.

An introduction could briefly describe the key concepts and underlying assumptions of the theory, its historical context, its application to social work practice, and a brief critique (its strengths, its limitations, ethical and cultural implications, and empirical support for the theory). Explore how this social work approach addresses such influences as power, oppression, social justice, social change and community within the context of such factors as class, race, gender, sexual orientation, age, and ability.

A group grade will be assigned after completion of the facilitation. 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.

Grading criteria for class facilitations:

- quality, clarity and creativity of facilitation;
- understanding of the generalist practice approaches;
- summarizing the most significant concepts;
- appropriate use of the theory;
- engaging the class in meaningful activities to facilitate learning.

Assignment #2: Reflective Paper - 20%

DUE: Wednesday, January 23, 2019 by 4:00 p.m (submit via email or drop box in D2L).

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 particular 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 class, 3) your perspectives and viewpoints (supported by rationales and reasons), 4) learning emerged.

Structure of this 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, grammar, APA citation style
- (PLOs#1, 2, 3: FOs# 1,2,3: COs# 1,2, 3)

Assignment 3# Policy Analysis: 30%

Paper Due date: February 8, 2019 (submit via email or drop box in D2L)

(A grading rubric will be posted on D2L)

Students are expected to read the March 8, 2018 Alberta Speech from the Throne <https://www.alberta.ca/throne-speech.aspx> and complete an analysis of one of the commitments made by the government to respond to a social policy area relevant to social work practice.

This paper aims to allow students to examine and explore a subject of their interest and choosing relating to social work practice and public policy. Students are expected to investigate and understand the ways in which the government met the relevant policy commitment to this point in its mandate. This assignment aims to strengthen the students' understanding of the issues and concepts related to practice and policy. The paper is expected to be 10 pages' maximum in length. (PLOs#1, 2, 3: FOs# 1,3: CO# 1,2, 3)

Assignment #4: Participation: Total 20%

Part of understanding your own values and positions on issues is confronting the values and positions of others, so participation in in-class discussion is very important in this course. It is important to share your viewpoints and respond in a thoughtful way to the viewpoints of others during in class discussion. In class discussions could be conducted verbally or via other discussion strategies. Assessment of participation is based upon the instructor's evaluation of students' participation in class using the following general criteria:

- Eagerness to take part in discussion and sharing viewpoints and feedback
- Quality of the sharing (such as able to accurately address the issue, able to provide a critical perspective, able to provide new ideas, able to stimulate others for more and better ideas)
- Showing open, supportive, courteous attitude and manner in sharing and discussion
- Attendance at all group student group presentations

All course objectives and program learning outcomes

Recommended Readings

Policy analysis

- Bardach, E. (2011). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. Eugene, OR: Sage.
- Coulter, K. (2009). Women, poverty policy, and the production of neoliberal politics in Ontario, Canada. *Journal of Women, Politics & Policy*, 30(1), 23-45.
- Dorina, T. I. C. U. (2013). From a matrix of public policies analysis at new research perspectives. *New Series Sociology & Social Work Section*, 6(2), 106-121.
- Duncan, S., & Reutter, L. (2006). A critical policy analysis of an emerging agenda for home care in one Canadian province. *Health & Social Care in the Community*, 14(3), 242-253.
- El-Jardali, F., Bou-Karroum, L., Ataya, N., El-Ghali, H. A., & Hammoud, R. (2014). A retrospective health policy analysis of the development and implementation of the voluntary health insurance system in Lebanon: Learning from failure. *Social Science & Medicine*, 123, 45-54.
- Kaida, L., & Boyd, M. (2011). Poverty variations among the elderly: The roles of income security policies and family co-residence. *Canadian Journal on Aging*, 30(1), 83-100.
- Kanenberg, H. (2013). Feminist policy analysis: Expanding traditional social work methods. *Journal of Teaching in Social Work*, 33(2), 129-142.
- Lloyd, M. H. (2015). The forgotten victims of the war on drugs: An analysis of us drug policy and reform from a child well-being perspective. *Journal of Policy Practice*, 14(2), 114-138.
- Weishaar, H., Amos, A., & Collin, J. (2015). Capturing complexity: mixing methods in the analysis of a European tobacco control policy network. *International Journal of Social Research Methodology*, 18(2), 175-192.
- Yamatani, H., & Feit, M. (2013). Contemporary social policy analysis methods: An incorporation of ethical principles and implementation processes. *Journal of Human Behavior in the Social Environment*, 23(7), 817-823.

Assessing impacts of social policy

- Ahn, H., Osteen, P. J., O'Connor, J., Shaw, T. V., & Carter, L. (2014). Developing a measurement of child welfare policy and practice: Local supervisory review instrument. *Human Services Organizations Management, Leadership & Governance*, 38(1), 29-43.
- Armstrong, J., Walby, S., & Strid, S. (2009). The gendered division of labour: How can we assess the quality of employment and care policy from a gender equality perspective? *Benefits*, 17(3), 263-275.
- Bird, S. M., Parmar, M. K., & Strang, J. (2014). Take-home naloxone to prevent fatalities from opiate-overdose: Protocol for Scotland's public health policy evaluation, and a new measure to assess impact. *Drugs: Education, Prevention & Policy*, 22(1), 66-76.
- Lupton, R., Burchardt, T., Hills, J., Stewart, K., & Vizard, P. (2013). A framework for analysing the effects of social policy. Retrieved from <http://sticerd.lse.ac.uk/dps/case/spcc/rn001.pdf>
- Malin, N., Tunmore, J., & Wilcock, A. (2014). How far does a whole family approach make a difference? *Social Work & Social Sciences Review*, 17(2), 63-92.
- Sherlaw, W., Lucas, B., Jourdain, A., & Monaghan, N. (2014). Disabled people, inclusion and policy: Better outcomes through a public health approach? *Disability & Society*, 29(3), 444-459.
- Stefani, G. (2008). Micro-simulation of households: A new tool to assess the impact on society of food safety policies. *Innovation: The European Journal of Social Science Research*, 21(2), 171-176.

Creating social policy changes

- Allen, S. T., Ruiz, M. S., & O'Rourke, A. (2015). The evidence does not speak for itself: The role of research evidence in shaping policy change for the implementation of publicly funded syringe exchange programs in three US Cities. *International Journal of Drug Policy*, 26, 688-695.
- Bardach, E. (2012). *Practical guide for policy analysis: The eightfold path to more effective problem solving*. Lawrenceville, GA: Sage.
- Béland, D. (2010). Policy change and health care research. *Journal of Health Politics, Policy & Law*, 35(4), 615-641.
- Freudenberg, N., & Tsui, E. (2014). Evidence, power, and policy change in community-based participatory research. *American Journal of Public Health*, 104(1), 11-14.
- Kamizaki, K. (2013). *Linking community organizing with policy change initiatives: Implications for future community practice in Toronto*. Retrieved from <http://www.socialplanningtoronto.org/wp-content/uploads/2013/07/Linking-Community-Organizing-Form.pdf>
- Lavis, J., Davies, H., Oxman, A., Denis, J. L., Golden-Biddle, K., & Ferlie, E. (2005). Towards systematic reviews that inform health care management and policy-making. *Journal of Health Services Research & Policy*, 10(suppl 1), 35-48.
- McCollum, R., Otiso, L., Mireku, M., Theobald, S., de Koning, K., Hussein, S., & Taegtmeier, M. (2015). Exploring perceptions of community health policy in Kenya and identifying implications for policy change. *Health Policy & Planning*, 1-11.
- Sherraden, M. S., Slosar, B., & Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work*, 47(3), 209-221.
- Sugimoto-Matsuda, J. J., & Braun, K. L. (2014). The role of collaboration in facilitating policy change in youth violence prevention: A review of the literature. *Prevention Science*, 15(2), 194-204.

Welfare ideologies and historical development of social policy in Canada

- Fortin, N., Green, D. A., Lemieux, T., Milligan, K., & Riddell, W. C. (2012). Canadian inequality: Recent developments and policy options. *Canadian Public Policy*, 38(2), 121-145.
- Hick, P. (2008). *Social policy in Canada – looking back, looking ahead*. Retrieved from <http://www.queensu.ca/sps/publications/workingpapers/46-Hicks.pdf>
- Kirby, J. (2015). *The ideologies of Canadian economists, according to Twitter: From left to right, where economists in Canada fall on the ideological spectrum based on who follows them on Twitter*. Retrieved from <http://www.macleans.ca/economy/economicanalysis/the-ideologies-of-canadian-economists-according-to-twitter/>
- Shier, M. L., & Graham, J. R. (2014). Social policy in Canada. In C. Franklin (Ed.). *Encyclopedia of social work online* (pp. 1-13). New York, NY: Oxford University Press.

Social welfare and security

- Canadian Association of Social Workers (2004). *Promoting equity for a stronger Canada: The future of Canadian social policy*. Retrieved from <http://www.casw-acts.ca/en/promoting-equity-stronger-canada-future-canadian-social-policy>
- Kneebone, R., & White, K. (2014). *The rise and fall of social assistance use in Canada, 1969–2012*. Retrieved from <http://policyschool.ucalgary.ca/sites/default/files/research/kneebone-white-social-assistance.pdf>
- Stapleton, J. (2013). *Planning for retirement on a low income*. Retrieved from <http://openpolicyontario.com/wp/wp-content/uploads/2012/09/allinonelowincomeretirement.pdf>
- Tweddle, A., Battle, K., & Toyjman, S. (2013). *Welfare in Canada 2012*. Retrieved from <http://www.caledoninst.org/Publications/PDF/1031ENG.pdf>

Family policy

- ChildCare2020 Conference (2014). *Child care in Canada by 2020 - a vision and a way forward*. Retrieved from http://childcare2020.ca/sites/default/files/VisionChildCare2020Nov3ENG_.pdf
- Mainville, L. (2013). *Quebec's Family Policy: An evaluation using regression discontinuity design*. Retrieved from www.theses.ulaval.ca/2013/29685/29685.pdf
- McInturff, K., & Macdonald, D. (2015). *Time to grow up: Family policies for the way we live now*. Retrieved from <https://www.policyalternatives.ca/publications/reports/time-grow>
- National Collaboration Centre for Healthy Public Policy (2012). *Developmental health knowledge as a catalyst for healthy family policies in Canada*. Retrieved from http://www.ncchpp.ca/141/publications.ccnpps?id_article=742
- Statistics Canada (2015). *Family violence in Canada: A statistical profile, 2013*. Retrieved from <http://www.statcan.gc.ca/pub/85-002-x/2014001/article/14114-eng.pdf>

Health care policy

- Canadian Foundation for Healthcare Improvement (2014). *Healthcare priorities in Canada- A backgrounder 2014*. Retrieved from <http://www.cfhi-fcass.ca/sf-docs/default-source/documents/harkness-healthcare-priorities-canada-backgrounder-e.pdf?sfvrsn=2>
- Government of Ontario (2012). *Ontario's Action Plan for Health Care: Better patient care through better value from our health care dollars*. Retrieved from http://www.health.gov.on.ca/en/ms/ecfa/healthy_change/docs/rep_healthychange.pdf
- Marchildon, G. P. (2013). *Canada health system review. Health System in Transition, 15(1)*, 2013. Retrieved from http://www.euro.who.int/_data/assets/pdf_file/0011/181955/e96759.pdf
- Statistics Canada & Canadian Institute for Health Information (2014). *Health indicator 2013*. Retrieved from https://secure.cihi.ca/free_products/HI2013_EN.pdf
- Sullivan, T. (2014). *Pan-Canadian vision and strategy for health services and policy research 2014-2019*. Retrieved from https://www.cahspr.ca/web/uploads/conference/2014-05-12_Pan_Canadian_Vision_and_Strategy_for_HSPR.pdf

Housing policy

- Alpanda, S., & Zubairy, S. (2013). *Housing and tax policy*. Retrieved from <http://www.bankofcanada.ca/wp-content/uploads/2013/09/wp2013-33.pdf>
- Canada Housing and Renewal Association (2014). *Housing for all: sustaining and renewing social housing for low-income households*. Retrieved from <http://www.chra-achru.ca/media/content/A%20Review%20of%20Housing%20Policy.pdf>
- Centre for Addition and Mental Health (2014). *Housing policy framework*. Retrieved from http://www.camh.ca/en/hospital/about_camh/influencing_public_policy/Documents/HousingPolicyFramework_FINAL2014.pdf
- Housing services corporation (HSC) (2014). *Canada's social and affordable housing landscape: A province-to-province overview*. Retrieved from http://www.hscorp.ca/wp-content/uploads/2014/06/Canada-Social-Housing-Landscape_FINAL.pdf
- Liberal Party of Canada in BC Standing Policy Committee (2013). *Toward a national housing strategy*. Retrieved from <https://bc.liberal.ca/files/2013/01/Draft-Housing-Policy-Paper-Jan-13.pdf>

Immigration policy

- Ali, L., & Ali, J. (2014). *Welcome to Canada? A critical review and assessment of Canada's fast-changing immigration policies: a literature review*. Retrieved from http://www.ryerson.ca/content/dam/rcis/documents/RCIS_WP_Ali.pdf
- Bhuyan, R., Osborne, B., Zahraei, S., & Tarshis, S. (2014). *Unprotected, unrecognized Canadian immigration policy and violence against women, 2008-2013*. Retrieved from <http://www.migrantmothersproject.com/wp-content/uploads/2012/10/MMP-Policy-Report-Final-Nov-14-2014.pdf>
- Bragg, B. (2013). *A guide to Canada's changing immigration policy*. Retrieved from http://www.ecccalgary.com/wp-content/uploads/Immigration_Policy_Guide_06-13.pdf
- Citizenship and Immigration Canada (2014). *Annual report to parliament on immigration 2014*. Retrieved from <http://www.cic.gc.ca/english/resources/publications/annual-report-2014/>
- Citizenship and Immigration Canada (2014). *Report on plans and priorities 2014–15*. Retrieved from <http://www.cic.gc.ca/english/pdf/pub/rpp-2014-2015.pdf>
- Grubel, H. (2013). *Canada's immigrant selection policies: Recent record, marginal changes and needed reforms*. Retrieved from <http://www.fraserinstitute.org/research-news/display.aspx?id=20300>

Population aging and long-term care

- Canadian Institute for Health Information (2012). *Health care in Canada, a focus on seniors and aging 2011*. Retrieved from https://secure.cihi.ca/free_products/HCIC_2011_seniors_report_en.pdf
- Canadian Life and Health Insurance Association Inc. (2012). *Clhia report on long-term care policy*. Retrieved from [https://www.clhia.ca/domino/html/clhia/CLHIA_LP4W_LND_Webstation.nsf/resources/Content_PDFs/\\$file/LTC_Policy_Paper.pdf](https://www.clhia.ca/domino/html/clhia/CLHIA_LP4W_LND_Webstation.nsf/resources/Content_PDFs/$file/LTC_Policy_Paper.pdf)
- Federation of Canadian Municipalities (2013). *Canada's aging population: The municipal role in Canada's demographic shift*. Retrieved from https://www.fcm.ca/Documents/reports/Canadas_Aging_Population_The_Municipal_Role_in_Canadas_De_mographic_Shift_EN.pdf
- Kitchen, H. (2015). *No seniors' specials financing municipal services in aging communities*. Retrieved from <http://irpp.org/research-studies/study-no51/>
- Ontario Association of Non-Profit Homes and Services for Seniors (2015). *Provincial long term care snapshot*. Retrieved from <http://middlesex.ca/council/2015/march/10/C%2015%20-%20CW%20Info%20-%20March%2010%20-%20OANHSS-LTC-SnapshotJanuary2015.pdf>

Poverty and employment

- Block, S. (2013). *Who is working for minimum wage in Ontario?* Retrieved from <http://www.wellesleyinstitute.com/wp-content/uploads/2013/10/Who-Makes-Minimum-Wage.pdf>
- Canada without Poverty & Citizens for Public Justice (2015). *Digital for all, a national anti-poverty plan for Canada 2015*. Retrieved from www.dignityforall.ca
- Citizens for public justice (2013). *Poverty trends highlights: Canada 2013*. Retrieved from <http://www.cpj.ca/files/docs/Poverty-Trends-Highlights-2013.pdf>
- Government of Alberta (2014). *Alberta minimum wage profile April 2014 -March 2015*. Retrieved from <http://work.alberta.ca/documents/alberta-minimim-wage-profile.pdf>
- Wellesley Institute (2013). *Poverty is a health issue*. Retrieved from <http://www.wellesleyinstitute.com/wp-content/uploads/2013/09/Poverty-Reduction-Strategy-2013.pdf>
- Xerox Corporation and Buck Consultants, LLC. (2014). *Your 2014 guide to benefits for employees in Canada*. Retrieved from http://www.xerox.com/downloads/can/en/buck/reports/hrc_pub_benefits_employees_CA.pdf

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. A student must achieve an A for each assignment to receive an A in the course.

The University of Calgary Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	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 for students in Graduate Studies. 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 below “B-” are indicative of failure at the graduate level and cannot be counted towards 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

Late Assignments, Extensions and Assignment Modifications

Any extension in the class written assignment must be discussed with the instructor prior to the due date. Leaving voice messages, written notes or e-mails informing the instructor that you will not be able to make the deadline do not constitute a formal agreement that an extension for handing in the assignment has been granted. Assignments that are not received directly by the instructor via email or drop box in D2L, or received and date stamped by the main office by 4:00 p.m. on the day the assignment is due will be considered late unless other arrangements are made in consultation with the instructor. Assignments handed in late without prior approval will be deducted a half letter grade for each block-day late (e.g., A- becomes a B+). Extensions will only be granted under exceptional circumstances, such as the death of an immediate family member or illness requiring treatment by a physician. Poor planning or lack of time management is not grounds for deadline extensions.

Special circumstances requiring modifications to assignment due date must be discussed and negotiated with the instructor well in advance of the due date. This holds for students formally requesting academic accommodation through Student Accessibility Services, as well as for students with other considerations.

If modifications are not negotiated in advance, assignment expectations will be commensurate with those of other student expectations.

The use of laptops in the class room is supported for the purposes of taking notes and class presentations. Students will be asked to shut down or remove their laptops if they are found chatting on IM tools, web-surfing, using Facebook or other social networking sites

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.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html> 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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre 24 hours/day Phone Support (403) 210-9355

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency

Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:
<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>