



## **LAND ACKNOWLEDGEMENT**

Our students, faculty and staff are located across Indigenous lands. In Alberta, we are on the traditional territories of the peoples of 45 First Nations in five treaty areas: 4, 6, 7, 8 and 10. We also acknowledge the Métis Nation of Alberta Districts.

On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site traditionally known as Moh'kins'tsis to the Blackfoot, Wíchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), Siksikaitsitapi to the Blackfoot Confederacy and Guts'ists'i to the Tsuut'ina.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot peoples of the Treaty 7 and 4 regions and the home of the Métis Nation of Alberta (District 1).

## **OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

|                                    |  |                       |                             |
|------------------------------------|--|-----------------------|-----------------------------|
| <b>Course &amp; Session Number</b> | <b>SOWK 606 S01</b>  | <b>Classroom</b>      | Online                      |
| <b>Course Name</b>                 | <b>Advanced Policy in Practice Context</b>   |                       |                             |
| <b>Dates and Time</b>              | Start of Classes: January 13, 2025<br>End of Classes: April 11, 2025<br><b>Dates and Time: March 3 - April 11, 2025.</b><br><b>Tuesdays &amp; Thursdays</b><br><b>Zoom sessions: 5:30-8:30 p.m.</b><br>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> . |                       |                             |
| <b>Instructor</b>                  | <b>Patricia Samson, PhD., MSW</b>  | <b>Office Hours</b>   | As Requested/By appointment |
| <b>UCalgary E-mail</b>             | <a href="mailto:patricia.samson@ucalgary.ca">patricia.samson@ucalgary.ca</a>   | <b>UCalgary Phone</b> | 780-492-0108                |

**SYLLABUS STATEMENT**

Students will explore the influences of public policy on the lives, relationships, and well-being of individuals, families, groups, and communities. Students will develop their understanding of the policy-making process and the role of social workers in shaping policy.

**COURSE DESCRIPTION**

This course provides 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. This course includes a final portfolio assignment that is intended to integrate learnings across the four courses included in the Advanced Social Work Practice curriculum. You will engage in interactive class discussions, presentations and critical readings, group work, brainstorming sessions, an exam, and asynchronous online discussions.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, you are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity.

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

## 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 knowledge of and 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. Articulate and 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 learnings 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

There is no required policy text for this course. Readings will be assigned throughout by the instructor, accessible via the University of Calgary Library or the course D2L site.

Alberta College of Social Workers, Public Interest Alberta, & Edmonton Social Planning Council (2012). Achieving the promise: Ending poverty in Alberta. Edmonton. Alberta Government (February 2013). <https://homelesshub.ca/resource/alberta-report-card-2012-achieving-promise-ending-poverty-alberta/>

Alberta's social policy framework. Edmonton. Alberta social policy framework: <https://open.alberta.ca/publications/6214203>

Badwell, H. (2014). Colonial encounters: Racialized social workers negotiating professional scripts of whiteness. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity and Practice*, 3, 1-23. <https://journals.library.mun.ca/index.php/IJ/article/view/996>

Banting, K. & Myles, J. (2013). Introduction: Inequality and the fading of redistributive politics. In K. Banting & J. Myles (eds), *Inequality and the fading of redistributive politics* (pp. 1-39). Vancouver, BC: UBC Press <https://www-degruyter-com.ezproxy.lib.ucalgary.ca/document/doi/10.59962/9780774826013-003/html>

Delcourt & Lenihan. (2010). *The consumer model of politics – a bad idea*. *Policy Options*. <https://policyoptions.irpp.org/magazines/the-year-in-review-2/the-consumer-model-of-politics-a-bad-idea/>

Graham, J., Swift, K., & Delaney, R. (2009). Implementing Social Policies, In J. Graham, K. Swift & R. Delaney, *Canadian social policy: An introduction*, (pp. 187-198). Scarborough, ON: Allyn and Bacon. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/24513820420004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24513820420004336?auth=SAML)

- Gray, M. (2005). Dilemmas of international social work: Paradoxical processes in indigenisation, universalism and imperialism. *International Journal of Social Welfare*, 14(3), 231-238. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1468-2397.2005.00363.x>
- Hoefler, R. (2012). Advocating through education, negotiation, and persuasion. In R. Hoefler, *Advocacy Practice*, (pp. 102-129). Chicago, Ill: Lyceum Books, Inc. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/24513820440004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24513820440004336?auth=SAML)
- Kia, H., Robinson, M., MacKay, J., & Ross, L. E. (2021). Poverty in lesbian, gay, bisexual, transgender, queer, two-spirit, and other sexual and gender minority (LGBTQ2S+) communities in Canada: Implications for social work practice. *Research on Social Work Practice*, 31(6), 584-598. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1049731521996814>
- Lightman, E. (2003). Defining social policy. In E. Lightman, *Social policy in Canada*, (pp. 37-62). Don Mills, ON: Oxford University Press. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/24513820460004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24513820460004336?auth=SAML)
- Lipsky, M. (1980). Street-level bureaucrats as policy makers, in *Street Level Bureaucracy: Dilemmas of the Individual in Public Services*, New York: The Russell Sage Foundation, p. 13-25. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/24513820470004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24513820470004336?auth=SAML)
- Logan McCallum, M.J., Perry, A. (2018). Structures of indifference: An Indigenous life and death in a Canadian city. Winnipeg, Man.: University of Manitoba Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5509997>
- McKenzie B. & Wharf, B. (2016). Making policy for social change from inside the system. In B. Wharf and B. McKenzie, *Connecting policy to practice in the human services* (pp. 152-179; 180-197). Don Mills, ON: Oxford University Press. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/24513820490004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24513820490004336?auth=SAML)
- McKenzie B. & Wharf, B. (2016). Policy making and Indigenous peoples in Canada In B. Wharf and B. McKenzie, *Connecting policy to practice in the human services* (pp. 237-263), Fourth Edition. Don Mills, ON: Oxford University Press. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/24513820500004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24513820500004336?auth=SAML)
- Mensah, J., Firang, D., Williams, C., Afrifa, M. (2021). Racial Discrimination in the Canadian Criminal Justice System: How Anti-Black Racism by the Toronto Police Harms Us All. *Canadian Social Work Review*, 38 (2), 63–86. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/27117847>
- Miller, D. (2001). The scope of social justice. In D. Miller, *Principles of social justice*, (pp. 1-20). Cambridge, Massachusetts: Harvard University Press. <https://www-degruyter-com.ezproxy.lib.ucalgary.ca/document/doi/10.4159/9780674266117-002/html>
- Nelson, G. (2006). Mental health policy in Canada. In A. Westhues (Ed.), *Canadian social policy: Issues and perspectives* (pp. 245-266). Waterloo: Wilfrid Laurier University Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3050199&ppg=262>
- Sinclair, R., Hart, M., & Bruyere, G. (2009). *Wicihitowin: Aboriginal social work in Canada*. Halifax: Fernwood Publishing.

[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/24513820540004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24513820540004336?auth=SAML)

Stanford Jim. (2020). Work After COVID-19 Building a Stronger, Healthier Labour Market, Project: Rebuild Canada, Public Policy Forum, Released: Tuesday July 21. Available at:

<https://ppforum.ca/publications/work-after-covid-19/>

Thomas, R and Green, J (2007). A Way of life: Indigenous perspectives on anti-oppressive living, *First Peoples Child & Family Review*, 3(1), 91-104. Available:

<https://fpcfr.com/index.php/FPCFR/article/view/27/65>

Weaver, R., Habibov, N., & Fan, L. (2011). Analyzing the poverty reduction effectiveness of the Canadian provinces: Do political parties still matter? *Journal of Sociology and Social Welfare*. 38(1), 99-118.

<http://ezproxy.lib.ucalgary.ca/login?url=https://heinonline.org/HOL/P?h=hein.journals/jrlsasw38&i=95>

Westhues, A. (2006). Becoming acquainted with social policy. In A. Westhues (Ed.), *Canadian social policy: Issues and perspectives*, (pp. 5-24). Waterloo, ON: Wilfrid Laurier University Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3050199&ppg=22>

## **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**

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing student's unique social work perspective and strengthening their social work identity and personal practice framework.

## **CLASS SCHEDULE**

### **Important Dates for Winter 2025**

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

| Date | Topic | Notes/Required Readings |
|------|-------|-------------------------|
|------|-------|-------------------------|

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| <p>March 4, 2025<br/>(5:30-8:30 p.m.)</p>  | <p><b>Welcome &amp; Introductions</b><br/> <b>Review of Syllabus and assignments</b><br/> <b>Social Policy and Social Work Practice Contexts:</b></p> <ul style="list-style-type: none"> <li>• What is social policy?</li> <li>• Policy plurality</li> <li>• Policy development</li> <li>• Social policy as an integral component to social work practice</li> <li>• Social policy, social justice, and social work practice</li> </ul> | <ol style="list-style-type: none"> <li>1) Lightman, E. (2003). Defining social policy</li> <li>2) Westhues, A. (2006). Becoming acquainted with social policy</li> <li>3) Banting, K. &amp; Myles, J. (2013). Introduction: Inequality and the of redistributive politics</li> <li>4) Lipsky, M. (1980). Street-level bureaucrats as policy makers</li> </ol> <hr/> <p>Political Compass:<br/> <a href="https://www.politicalcompass.org/">https://www.politicalcompass.org/</a></p>   |
| <p>March 6, 2025<br/>(5:30-8:30 p.m.)</p>  | <p><b>Social Policy and Ideology</b></p> <ul style="list-style-type: none"> <li>• Political ideologies and the Welfare State</li> <li>• The Political Spectrum</li> <li>• The Policy-Making Process, Policy Analysis, and the Role of Social Workers</li> <li>• Some class time dedicated to group work for your presentation/debate project</li> </ul>   | <ol style="list-style-type: none"> <li>1) Weaver, R., Habibov, N., &amp; Fan, L. (2011). Analyzing the poverty reduction effectiveness of the Canadian provinces: Do political parties still matter?</li> <li>2) Delcourt &amp; Lenihan. (2010). <i>The consumer model of politics – a bad idea</i>. Policy Options.<br/> <a href="https://policyoptions.irpp.org/magazines/the-year-in-review-2/the-consumer-model-of-politics-a-bad-idea/">https://policyoptions.irpp.org/magazines/the-year-in-review-2/the-consumer-model-of-politics-a-bad-idea/</a></li> </ol> |
| <p>March 11, 2025<br/>(5:30-8:30 p.m.)</p> | <p><b>Indigenous Social Policy</b></p>  | <ol style="list-style-type: none"> <li>1) McKenzie &amp; Wharf (2016) Chapter 10 (pp. 237-263)</li> <li>2) Logan McCallum &amp; Perry (2018). <i>Structures of Indifference: An Indigenous Life and Death in a Canadian City</i>. University of Manitoba Press. (link to online book in Leganto reading list).</li> </ol> <hr/> <p><b>Tentative: Guest Speaker</b></p>   |
| <p>March 13, 2025</p>                      | <ul style="list-style-type: none"> <li>• <b>Selected Policy Issues</b></li> </ul>   | <ol style="list-style-type: none"> <li>1) Gray, M. (2005). Dilemmas of international social work: Paradoxical processes in indigenisation, universalism and imperialism</li> <li>2) Mensah, J., Firang, D., Williams, C., Afrifa, M. (2021). Racial Discrimination in the Canadian Criminal Justice System: How Anti-Black Racism by the Toronto Police Harms Us All.</li> <li>3) Sinclair, Hart &amp; Bruyere (2009). Chapter 2</li> </ol>  |

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|------------------------------------|--|--|
|                                    |  | (pp. 25-41)  |
| March 18, 2025<br>(5:30-8:30 p.m.) | <b>Advocacy, Social Change and Social Justice</b> <ul style="list-style-type: none"> <li>• Advocacy, social change, and social justice</li> <li>• Some class time dedicated to group work for your presentation/debate project</li> </ul>  | 1) Hoefler, R. (2012). Advocating through education, negotiation, and persuasion<br>2) Miller, D. (2001). The scope of social justice  |
| March 20, 2025<br>(5:30-8:30 p.m.) | <ul style="list-style-type: none"> <li>• <b>Selected Policy Issues</b></li> <li>• <b>Building change from within the system</b></li> <li>• Some class time dedicated to group work for your presentation/debate project</li> </ul>   | 1) Stanford, J. (2020). The work after COVID-19: Building stronger Healthier Labour Market, Project: Rebuild Canada, Public Policy Forum, Released: Tuesday July 21. Available at: <a href="https://ppforum.ca/publications/work-after-covid-19/">https://ppforum.ca/publications/work-after-covid-19/</a><br>2) Thomas, R and Green, J (2007). A Way of life: Indigenous perspectives on anti-oppressive living, <i>First Peoples Child &amp; Family Review</i> , 3(1), 91-104. |
| March 25, 2025<br>(5:30-8:30 p.m.) | <b>Social Policy and the Shifting Context of Social Work Practice</b> <ul style="list-style-type: none"> <li>• <b>How does social policy impact/influence your practice context?</b></li> <li>• <b>Influencing policy from outside the system</b></li> <li>• Persuasive conversations</li> </ul> | 1) McKenzie B. & Wharf, B. (2016). Making policy for social change from inside the system, chapter 6 & 7<br>2) Alberta social policy framework: <a href="http://www.socialpolicy.alberta.ca/">http://www.socialpolicy.alberta.ca/</a>  |
| March 27, 2025<br>(5:30-8:30 p.m.) | <ul style="list-style-type: none"> <li>• <b>Quiz: in-class (Zoom)</b></li> </ul>   | Synchronous quiz. All students will be allotted 3 hours to complete the quiz. Students must remain logged in to the Zoom classroom for the entire time period until you have finished the quiz; you can then log off.  |
| April 1, 2025<br>(5:30-8:30 p.m.)  | <ul style="list-style-type: none"> <li>• <b>Integrative Digital Portfolio Poster</b></li> <li>• <b>Presentations</b><br/>(Highlights learning from across all 4 courses: Social Justice, Research, Theories in Context and Social Policy)</li> </ul>   | Small group presentations in breakout rooms of 4-5 students  |

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| April 3, 2025<br>(5:30-8:30 p.m.)   | <ul style="list-style-type: none"> <li>• <b>Social Policy, Social Justice, and Social Work Practice</b></li> <li>• <b>Bringing it all together</b></li> <li>• Some class time dedicated to group work for your presentation/debate projects</li> </ul> | <ol style="list-style-type: none"> <li>1) Graham et al. (2009). Implementing Social Policies</li> <li>2) Nelson, G. (2006). Mental health policy in Canada</li> </ol> |
| April 8, 2025<br><b>Final Group Presentation/Debates</b><br>(5:30-8:30 p.m.)  | <ul style="list-style-type: none"> <li>• <b>Student Course Evaluation</b></li> <li>• <b>3 Groups</b></li> </ul>  |   |
| April 10, 2025<br><b>Final Group Presentation/Debates</b><br>(5:30-8:30 p.m.) | <ul style="list-style-type: none"> <li>• <b>3 Groups</b></li> <li>• <b>Course wrap-up</b></li> </ul>   |   |

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**INSTRUCTOR EMAIL POLICY**

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

**RECORDINGS OF ONLINE CLASSES (By Students)**

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.



## ASSESSMENT COMPONENTS

### **Assignment #1: Quiz (in-class via Zoom)**

**Weight: 30%**

**Due Date: March 27, 2025** (5:30-8:30 p.m.)

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

An in-class quiz will be completed as the first assignment in this course. It will be available via the D2L course site and further instructions will be provided in class. The quiz will include multiple choice and True/False questions (30 in total). The time required to complete this quiz is 1.5 hours. Please note that all students will be provided with a total of 3 hours to complete this quiz (twice the required to complete). Attendance is mandatory for this quiz and there will be no extensions provided.

The materials to be covered in this quiz include all assigned readings, class notes, lectures, discussions, etc., up to and including March 3-March 27, 2025.

### **Assignment #2: Integrative Portfolio Assignment**

**Weight: 35%**

**Due Date: April 1, 2025** (In-Class via Zoom; Instructor to randomly assign students to a Breakout room for small group peer presentations).

**NOTE:** All posters with narrated speaking are due to be submitted to the D2L Dropbox for this assignment on April 1, 2025 by 11:59 p.m. They should also be posted in the Discussion Forum created for this assignment, so you can share your work with one another.

**Aligned Course Learning Outcomes: 4,5,6**

The Advanced Practice Core ePortfolio is a student-directed demonstration of your evolving practice framework. Your framework centers your social work specialization and particular practice interest and is built on: your understanding and commitment to social justice with an expression of your social location and a reflexive assessment of how that may impact your work; your preferred methodological approach to practice and its critique; your understanding and ability to connect micro to macro through policy processes; and is underwritten by an expressed understanding of social work knowledge building and supported through an examination of the scholarly literature. It is comprised of a creative, scholarly, and organized collection of artifacts accumulated through classes and daily experience that demonstrates your abilities to articulate your model of practice and sense of the integration of the Advanced Practice Core curriculum content areas within professional social work. The portfolio experience will culminate in sharing and demonstration with peers and faculty about your learnings as an MSW student.

#### **The goals of the Portfolio Assignment are to:**

1. Help students experience the Advanced Practice Core curriculum as a deliberate and seamless learning-centered professional endeavor over their completion of this component of your MSW.
2. Help students begin to integrate across their academic and practical work.
3. Give students a practical process/framework for lifelong professional learning.

You will conduct a digital poster presentation of your Portfolio on April 1, 2025. You will be randomly assigned to a breakout room of 4 to 5 students, where you will share your recorded portfolio presentation with one another. Each group of students/breakout room will complete a peer summary sheet that details the names of each presenter, provides a brief summary of key learnings highlighted from each presentation, and a bulleted summary of key discussion points you had within each of your groups. This summary sheet is to be submitted to the D2L Dropbox assigned for this session by the end of class: **April 1, 2025, by 8:30 p.m.** The *Peer Summary Sheet* will be made available in the D2L course site prior to the due date for this assignment. Attendance for this class session is considered mandatory, as is your participation in the breakout rooms and completion of the Peer Summary Sheet.

NOTE: A Discussion Forum will also be opened, where you are to upload your ePortfolio poster presentation. This will allow everyone to share their valuable work and key learnings with one another.

**Your poster presentation should include a 5-minute recorded presentation, where you will walk us through your learning journey across all 4 courses in the APSW curriculum.** Your poster will highlight up to two (2) Learning Outcomes from each course (4 courses in the APSW) and contain artifacts from each course to use as evidence to support your learning and how you have integrated the material into your emerging Professional Social Work Practice Framework (including your emerging area of substantive interest at this time and your theoretical framework or approach to practice, in addition to areas highlighted in the rubric for this assignment). Use the rubric provided for this assignment as a guide for the structure and content of your Poster Portfolio Presentation. You will have an opportunity to share your learning journey with the instructor and your peers via a 5-minute verbal presentation; record your poster with a 5-minute narration.

**Artifacts** could include papers from classes, reflective pieces, essays, poetry written or read, journal entries, power points, wise quotes, bumper stickers, artwork, music, and other things that you encounter and are meaningful to you as part of your learning. A detailed rubric for this Portfolio assignment will be provided on the course D2L site.

### **Assignment #3: Group Policy Debate and Presentation**

**Weight: 35%**

**Due: April 8, 2025 and April 10, 2025** (via Zoom; Instructor to randomly assign presentation dates)

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

#### **Social Policy Debate** (Group Grade)

Each student will be assigned to 1 of 6 groups to examine a social issue and related policy. As a group, you will choose a social issue in an assigned topic area and conduct a policy analysis on the policy most closely related to or impacting your identified issue/vulnerable population. You will clearly identify the social issue and vulnerable population most impacted, identify current policy initiatives, highlight the pros and cons of the issue, crystalizing the issues being debated, review policy alternatives, and make recommendations to address any identified barriers or gaps.

Consider the following in your overall analysis: What are the implications of, or applications for social work practice about the policy problem chosen? Conduct an analysis (a survey of possible alternative policy directions with concurrent outcomes) and arrive at a policy position both for and against the issue

(that your group will debate and upload to the D2L course site). When making recommendations, attention should be paid to the effect of the policy on the service user.

All of the students in your group will participate in a policy debate, where you will be assigned either to the “pro” side of the policy issue or to the “con” side. A marking rubric will be available on your D2L site. Classmates will have the opportunity to provide feedback regarding the debate, including its persuasiveness, as well as scholarliness; peer feedback will contribute to 5% of the grade for this final assignment and a feedback rubric will be provided.

**Group Work:** Each group will be composed of 5-6 members to support a fulsome debate process. Each group will have 30 minutes to complete their presentation and debate; include a minimum of 10 minutes for a facilitated discussion and question period (30 minutes in total for the entire assignment). **Each group member is expected to make a full and equal contribution to this assignment, consistent with principles of academic integrity.** This includes preparation and attendance at team meetings, as well as timely delivery of material/component parts needed by the team. All members of a team will receive the same grade for the group project. Groups are encouraged to meet via technology (Zoom). All members are to be present for the Facilitated Discussion and Q&A period. Instructions on conducting a debate will be shared in class.

**Debate Content is to include the following:**

1. Identification of the social issue and vulnerable population impacted
2. Identification of the policy influencing/impacting your social issue/vulnerable population (consider the historical, social, economic, and political context in your analysis)
3. Highlight the polarity of the issue, identifying the pros and cons of the issues up for debate, and engage in a period of structured debate that demonstrates arriving at a policy position both for and against the issue
4. Recommendations moving forward
5. Incorporate some type of peer engagement via a facilitated discussion on your presentation and debate topic

**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. Cameras should be on unless discussed with the instructor in advance.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments should be submitted in Word format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due before midnight 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. Assignments are due by 11:59pm on their due date.

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### **MISSED OR LATE ASSIGNMENTS**

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, will be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.
- Make-up assignments are subject to the discretion of the instructor. You should reach out to the instructor as soon as possible in the event you are not able to submit an assignment when due.

### **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 format (7<sup>th</sup> Edition). 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 course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

### **USE OF ARTIFICIAL INTELLIGENCE TOOLS**

#### **Restricted use**

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the university's academic misconduct policy. <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>

If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

Example statements:

- AI tools can be used for learning course material but not for completing assignments.
- The use of AI tools for assignments may be considered an academic offense.
- Students must not copy or paraphrase from AI applications for assignments

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are

ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

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| <b>GRADING</b> |
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Final, overall grades only will be rounded up to the nearest whole number (not individual assignments). For example, a final course numeric grade of 84.5% will be rounded up to 85%. A student’s final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

| Grade | Grade Point | Description   | Percentage Range |
|-------|-------------|---|------------------|
| A+    | 4.0         | Outstanding performance   | 95-100           |
| A     | 4.0         | Excellent performance   | 95-100           |
| A-    | 3.7         | Very good performance   | 90-94            |
| B+    | 3.3         | Good performance  | 85-89            |
| B     | 3.0         | Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program. | 80-84            |
| B-    | 2.7         | Minimum pass. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.   | 75-79            |
| C+    | 2.3         | All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.   | 70-74            |
| C     | 2.00        |   | 65-69            |
| C-    | 1.70        |   | 60-64            |
| D+    | 1.30        |   | 55-59            |
| D     | 1.00        |   | 50-54            |
| F     | 0.00        |   | Below 50         |
| CR    |             | Completed Requirements. Carries no weight in  |                  |

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|  |  | calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable. |  |
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**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>

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

**ADDITIONAL SUGGESTED READINGS**

**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](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

**Academic Accommodation**

It is the student’s responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical

concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

### **Research Ethics**

“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