



Course & Session Number	SOWK 632 S01	Classroom	Online
Course Name	Social Policy and Social Justice		
Dates and Time	<p>Start of Classes: Tuesday, September 5, 2023</p> <p>End of Classes: December 22, 2023</p> <p>Dates and Time: Zoom sessions (September 14, September 21, October 5, October 12, October 26, November 2, November 9, November 30 (5:00 to 8:00 pm).</p> <p>Join Zoom Meeting: https://ucalgary.zoom.us/j/99368819831?pwd=Qm9rTnNuU25tNTNRRVXRFODNLYXRFRQT09</p> <p>Meeting ID: 993 6881 9831 Passcode: 237900</p> <p>4 Asynchronous sessions including optional Zoom Class November 23, 2023, to work on Assignment #4.</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Suzanne Triance-Wright, MSW, RSW	Office Hours	As Requested
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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,

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

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](#).

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

Policy is integrally related to practice issues and research. Social policy sets the institutional framework for practice, establishing both the foundation and boundaries for service provision. As such, it sets the parameters for the struggle for social justice that is integral to the social work profession.

This online, blended (synchronous and asynchronous elements) course provides students with the opportunity to explore the relationship between social justice, social policy, and their own social work practice. Students will critically assess various structural factors, influences (including media), and ideologies that inform the development and implementation of social policy, identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and explore different avenues for impacting the policy change process. Critical thinking, self-reflection, critical reflexivity, and dialogue are important practice skills that are emphasized in this course.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students 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 an alternative participation activity (e.g. watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be X synchronous Zoom sessions throughout the term on Thursday evenings from 5:00 pm to 9:00 pm MDT and each will be recorded.

Prerequisite: Admission to the MSW program or consent of the Faculty of Social Work.

COURSE LEARNING OUTCOMES

This course supports learners to achieve these course learning objectives (CLOs):

1. Demonstrate understanding of theoretical concepts as related to social policy and social justice,
2. Gain understanding of the roles that ideologies, values, media, and worldviews play in determining social policies and their relationships to human rights and social justice,
3. Gain knowledge about policy making processes at local, provincial, national, and international levels,
4. Develop analytical and practical skills to provide input into or to influence the development of social policy,
5. Demonstrate critical awareness of the impact of social policies on diverse populations, and
6. Make the connection between their own clinical social work practice and social policy.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook:

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

Readings:

Alberta Government (2013). *Alberta's social policy framework*. Author.

<https://open.alberta.ca/publications/6214203>

Blackstock, C. (2016). The Complainant: The Canadian Human Rights Case on First Nations Child Welfare. *McGill Law Journal / Revue de droit de McGill*, 62(2), 285–328.

<https://doi.org/10.7202/1040049ar>

Flanagan, T. (2022). The Road to Reparations, the Fraser Institute, URL:

<https://fraserinstitute.org/sites/default/files/40-billion-settlement-for-indigenous-child-welfare.pdf>

Gibson, D. (2012). *A social policy framework for Alberta: Fairness and Justice for all*. Parkland Institute and Alberta College of Social Workers. [A Social Policy Framework for Alberta: Fairness and justice for all - Parkland Institute](#)

McGuire, M.M. (2022). Let's talk about Indigenous mental health: Trauma, suicide & settler colonialism, Yellowhead Institute, URL: <https://yellowheadinstitute.org/2022/01/26/lets-talk-aboutindigenous-mental-health-trauma-suicide-settler-colonialism/>

Nick J. Mulé. (2018). Human Right Questioned: A Queer Perspective. *Canadian Social Work Review*, 35(1), 139–146.

Nickel, Lee, J. B., Chateau, J., & Paillé, M. (2018). Income inequality, structural racism, and Canada's low performance in health equity. *Healthcare Management Forum*, 31(6), 245–251.

<https://doi.org/10.1177/0840470418791868>

Pendakur, & Pendakur, R. (2021). The Impact of Self-Government, Comprehensive Land Claims, and Opt In Arrangements on Income Inequality in Indigenous Communities in Canada. *Canadian Public Policy*, 47(2), 180–201. <https://doi.org/10.3138/cpp.2020-004>

Queer Events (2021). History timeline: LGBT2Q+ Rights & Freedoms, Queer Events, URL:

<https://www.queerevents.ca/queer-history/rights-freedoms>

Sinclair, R. (2016). The Indigenous child removal system in Canada: An examination of legal decision making and racial bias. *First Peoples Child & Family Review*, 11(2), 8-18.

Media for Asynchronous Learning:

Alice Wong: Disability Visibility Project – Disability and Community Organizing, 2018

Canadian Civil Liberties Association – Solitary Confinement, 2020 <https://ccla.org/podcast/justice-vs-solitary-confinement-torture-in-canadian-prisons/>
Desmond Cole – Black Resistance and Power <https://www.youtube.com/watch?v=f7XSY7JaEXQ>
Eh Sayers: Talk about the barriers, not the disability: Activity limitations and COVID-19 <https://www.statcan.gc.ca/en/sc/podcasts/eh-sayers-ep01>
Indigenous Perspective on Poverty Reduction <https://www.youtube.com/watch?v=P3YoVKFBBCO>
Making EI work for workers <https://irpp.org/podcast/making-ei-work-for-workers/>
Spirit Bears Guide to Reconciliation, 2020 <https://www.icscollaborative.com/webinars/spirit-bear-s-guide-to-reconciliation>
Robyn Maynard - Policing Black Lives , 2020 <https://www.ualberta.ca/international/global-education/visiting-lectureship-human-rights/past-lecturers/2020-2021-robyn-maynard.html>
The Agenda: Black and Queer in Ontario <https://www.youtube.com/watch?v=dVqtRHCS6QE>
The Agenda: The campaign to end immigration detention <https://www.youtube.com/watch?v=qp5efm-RBH4>

Recommended Podcasts

inFocus with David Coletto: <https://podcasts.apple.com/us/podcast/infocus-with-davidcoletto/id1552252903>
The Strategists: <https://podcasts.apple.com/ca/podcast/the-strategists/id1514440943>
The Blueprint: <https://podcast.conservative.ca/>
Institute for Research on Public Policy: https://irpp.org/media/?media_type=podcast
Canadian Civil Liberties Association: <https://ccla.org/category/podcast/>
Advancing Justice Podcast: <https://maytree.com/maytree-podcasts/advancing-justice-podcast/>
PosAbilities: <https://www.posabilities.ca/good-for-all-podcast/>
4Rs Youth Movement: <https://4rsyouth.ca/resources/listen/podcasts/>

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

This is one of nine required courses in the Foundation program. This course applies a macro and policy perspective to social work practice. The content is complementary to materials learned in Practice with Organizations and Communities, Human Behavior and the environment, and Issues in Social Work Research.

CLASS SCHEDULE

Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023

- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

Dates	Topic	Assignments Due
Asynchronous (Sept 7, 2023)	Instructor Recording – Review of Social Policy in Canada – will be uploaded into D2L Indigenous Perspective on Poverty Reduction https://www.youtube.com/watch?v=P3YoVKFBBC0 Spirit Bears Guide to Reconciliation, 2020 https://www.icscollaborative.com/webinars/spirit-bear-s-guide-to-reconciliation Making EI work for workers https://irpp.org/podcast/making-ei-work-for-workers/	
September 14, 2023	Overview of Course Schedule & Assignments Objectives: <ul style="list-style-type: none"> • Who am I and Who are you? • Review course content and flow • Review assignments • Create guidelines for the classroom community Required Readings: Harding & Jeyapal (2018) Chapters 1 through 3	
September 21, 2023	Income inequality and taxation Objectives: <ul style="list-style-type: none"> • Understand how taxation works • Identify the impacts of the current taxation structure • Explore income inequality and social policies that contribute to it and options to address it Required Readings: Harding & Jeyapal (2018) Chapters 4 and 5 Nickel, Lee, J. B., Chateau, J., & Paillé, M. (2018). Income inequality, structural racism, and Canada’s low performance in health equity. <i>Healthcare Management Forum</i> , 31(6), 245–251. https://doi.org/10.1177/0840470418791868 Pendakur, & Pendakur, R. (2021). The Impact of Self-Government, Comprehensive Land Claims, and OptIn Arrangements on Income Inequality in Indigenous Communities in Canada. <i>Canadian Public Policy</i> , 47(2), 180–201. https://doi.org/10.3138/cpp.2020-004	
Asynchronous	The Agenda: Black and Queer in Ontario https://www.youtube.com/watch?v=dVqtRHCS6QE Eh Sayers: Talk about the barriers, not the disability: Activity limitations and COVID-19 https://www.statcan.gc.ca/en/sc/podcasts/eh-sayers-ep017	Assignment #2 – Topic 1: Post – Mon, Oct 2 Responses – Fri, Oct 6

	<p>Alice Wong: Disability Visibility Project – Disability and Community Organizing https://disabilityvisibilityproject.com/2018/05/06/ep-24-disability-justiceand-community-organizing/</p> <p>The Agenda: The campaign to end immigration detention https://www.youtube.com/watch?v=qp5efm-RBH4</p>	
<p>October 5, 2023</p>	<p>Indigenous Social Policy Objectives:</p> <ul style="list-style-type: none"> • Understand the key Indigenous led social policy change initiatives <p>Required Readings: Ch. 6 – Social policy and Indigeneity: Internal colonization and the Canadian State Blackstock, C. (2016). The Complainant: The Canadian Human Rights Case on First Nations Child Welfare. McGill Law Journal / Revue de droit de McGill, 62(2), 285–328. https://doi.org/10.7202/1040049ar</p> <p>Flanagan, T. (2022). The Road to Reparations, the Fraser Institute, URL: https://fraserinstitute.org/sites/default/files/40-billion-settlement-forindigenous-child-welfare.pdf</p> <p>McGuire, M.M. (2022). Let’s talk about Indigenous mental health: Trauma, suicide & settler colonialism, Yellowhead Institute, URL: https://yellowheadinstitute.org/2022/01/26/lets-talk-about-indigenousmental-health-trauma-suicide-settler-colonialism/</p> <p>Sinclair, R. (2016). The Indigenous child removal system in Canada: An examination of legal decisionmaking and racial bias. First Peoples Child & Family Review, 11(2), 8-18.</p>	
<p>October 12, 2023</p>	<p>Social Policy in Alberta and Policy Making Process</p> <p>Objectives / Activity (Participation Mark)</p> <ul style="list-style-type: none"> • What aspects of your life have interfaced with social policy? • Practice in creating a social policy framework – Assignment No. 1 Designated Activity <p>Students will be divided into breakout rooms to create a vision for an Alberta Social Policy Framework on an assigned topic. The Framework should include responses to four key questions: (1) VISION: What words would you include in your vision for social policy? (2) OUTCOMES: What results are needed to achieve your vision for Alberta’s social policy? (3) PRINCIPLES: What Principles should guide social policy in Alberta? And (4) MOVING FORWARD STRATEGIES: What actions could help achieve the desired outcomes for Albertans?</p>	

	<p>Alberta Government (2013). <i>Alberta's social policy framework</i>. Author.</p> <p>Gibson, D. (2012). <i>A social policy framework for Alberta: Fairness and Justice for all</i>. Parkland Institute and Alberta College of Social Workers. A Social Policy Framework for Alberta: Fairness and justice for all - Parkland Institute</p>	
Asynchronous	<p>Robyn Maynard - Policing Black Lives https://www.ualberta.ca/international/global-education/visiting-lectureshiphuman-rights/index.html</p> <p>Desmond Cole – Black Resistance and Power https://www.youtube.com/watch?v=f7XSY7JaEXQ Canadian Civil Liberties Association - Solitary Confinement https://ccla.org/podcast/justice-vs-solitary-confinement-torture-in-canadian-prisons/</p>	Assignment #2 – Topic 2: Post – Mon, Oct 23 Responses – Fri, Oct 27
October 26, 2023	<p>The Justice System and The Immigration System</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand key social policies governing the justice system and their impacts on social work. <p>Required Readings: Ch. 16 – Justice for whom? The effect of criminalization of marginalized peoples John Howard Society - Solitary Confinement Factsheet - https://johnhoward.on.ca/wp-content/uploads/2017/02/Solitary-Confinement-FactSheet-Final-1.pdf https://johnhoward.on.ca/wp-content/uploads/2017/02/SolitaryConfinement-FactSheet-Final-1.pdf https://johnhoward.on.ca/wp-content/uploads/2017/02/SolitaryConfinement-FactSheet-Final-1.pdf</p>	Assignment #3 – Advocacy Letter due Mon, Oct 30
November 2, 2023	<p>Social Policy – Social Justice Issues World Café – Assignment No. 1 Designated Activity</p> <p>Possible Topics: Universal Health Care, Opioid Drug Crisis, Social Assistance, Poverty and Homelessness, Food Insecurity, Immigration Policy</p>	
November 9, 2023	<p>Sexual and Gender Identity, Neurodiversity and Support for People with Disabilities</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand key social policy issues impacting trans, non-binary, gay, bisexual, queer, two-spirit, questioning, intersex and asexual communities. • Understand key social policy issues for neurodiverse individuals and individuals with disabilities. <p>Required Readings: Ch. 9 – Sexual and gender diversity Ch. 10 – (dis)Ability policy: A tangled web of complexity</p>	Assignment #2 – Topic 3: Post – Fri, Nov 10 Responses – Wed, Nov 22

	<p>Queer Events (2021). History timeline: LGBTQ+ Rights & Freedoms, Queer Events, URL: https://www.queerevents.ca/queer-history/rights-freedoms</p> <p>Nick J. Mulé. (2018). Human Right Questioned: A Queer Perspective. Canadian Social Work Review, 35(1), 139–146.</p>	
November 12-18, 2023	<p>Remembrance Day observance on November 13</p> <p>Term Break - No Classes</p>	
November 23, 2023	<p>Assignment 4: Policy Brief (30) – Due December 1, 2023</p> <p>Class time will be available for work on the final Assignment and the Instructor will be available for consultation from 5:00 – 7:00 pm</p>	
November 30, 2023	<p>Policy Infographics and Presentations</p> <p>Objectives / Activity (Participation Mark)</p> <ul style="list-style-type: none"> Practice in creating an infographic and speaking to “policy officials” on social policy issues that you are passionate about. <i>Assignment No. 1 Designated Activity</i> <p>Students will be divided into breakout rooms to create an infographic using Jamboard and will then present it to the class, simulating a policy consultation. Students will engage the class in brief discussion following the presentation. The topics may align with those identified in Assignment #3 – Advocacy Letter and #4 – Policy Brief. Topics and Groups will be finalized prior to the class.</p>	<p>Assignment #4 – Policy Brief</p> <p>– Friday, December 1, 2023</p>

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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.

ASSESSMENT COMPONENTS

Assignment #1 – Engaging Synchronously: Participation – (10%) - Throughout

Students are expected to attend and participate in class synchronous sessions by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by their peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion and assigned activities. Students will contribute to their learning as well as to the learning of their peers. Participation marks will be determined based on attendance and overall engagement as follows:

Attendance: 4% and Overall engagement and active participations in 3 Designated Activities: 6%

Assignment #2 – Engaging Synchronously and Asynchronously: Three D2L Module Posts and Six Responses (30%)

Topic 1: Social Justice and Me – Post (due Monday, October 2, 2023) 6%, Responses (due Friday, October 6, 2023) 2% x 2 = 10%

Locate pieces of social policy/justice related culture. This might include movies, books, podcasts, social media accounts, visual art, music, etc. Compile a list of five items that you would be interested in exploring. Add these items to your “References” list in D2L so it can be shared with your colleagues. Create a reflection on social justice and how social justice relates to you and your social work practice, based on your personality. Include a related question for discussion.

Topic 2: Decolonization is for Everyone Including Me - Post (due Monday, October 23, 2023) 6%, Responses (due Friday, October 27, 2023) 2% x 2 = 10%

Consider how policy might support the work of decolonization. Consider your relationship to and role in decolonization. Think about any actions you might take personally and professionally to support the work of decolonizing policies. Post a reflection along with a question for discussion.

Topic 3: Social Categories, Social Policy and Me - Post (due Friday, November 10, 2023) 6%, Responses (due Wednesday, November 22, 2023) 2% x 2 = 10%

Choose one chapter from chapters 7-11 in the textbook to focus on. Work through the discussion questions at the end of your chosen chapter and reflect on your positional relationship (social location) to the social category you have chosen and impacts for social practice. After working through the questions and reflection on your positionality or social location, post a summary of your key learnings along with a related question for discussion.

Based on D2L synchronous and asynchronous activities and readings, students will submit three reflections (either written or oral/recorded) with a related question for discussion. Students will also respond to 2 of their classmates' posts. Written reflections will be approximately 400-500 words. Recorded posts will be no more than 10 minutes. Responses will be approximately 250 words and will be written. APA is not expected for this assignment, although references will be cited appropriately.

Grading Criteria: The following criteria will be used to assess each Post: demonstrated integration of course materials (3%), critical insights (2%), and clarity of writing (1%). Responses to the Question(s) in the Main Post should integrate course material, respectful engagement, and clear writing.

Aligned with Course Learning Objectives: 1, 2, 3, 4, 5, 6

Assignment #3 - Making it Macro: Writing an Advocacy Letter (20%)

Due date: Monday, October 30, 2023, by 11:59PM

Choose a Canadian social policy relating to oppression or social injustice in your own life that you would like to see implemented, changed, eliminated, or otherwise addressed. Based on your understanding of the policy, prepare and submit a letter to the appropriate elected official. It will be important to understand which order of government is responsible for the policy you are advocating for/against.

Resources and samples will be available on D2L to help with the writing of your letters. Letters will be 500-750 words long and submitted in email form. The letter (email) and evidence of the sent email will be submitted to D2L Dropbox.

Aligned with Course Learning Objectives: 1, 2, 3, 4, 5, 6

Assignment #4 –Creating a Critical Policy Brief (40%)

Due date: Friday, December 1, 2023, by 11:59 pm

Choose one of the chapters in Section III (Social Policy for Social Issues) of Harding & Jeyapal (2018) textbook that is of particular interest to you, and then focus in on one of the policies or policy areas discussed in the chapter (or another social policy related to the social issue the chapter focuses on). Imagine you are advocating for a change to this policy from a social justice perspective and have been asked to prepare a policy brief for an elected official, staff member, or administrator of key decision marker.

You may include academic and practice literature including both qualitative and quantitative studies and multiple sources including materials generated by people with lived experience who are impacted by the policy (ethnographies, participatory research projects, memoirs, documentaries, etc.), internet websites, policy documents, journal articles and books. The brief should be no more than 5 pages double spaced (not including references) using APA formatting. Below is an outline of the sections that should be included in your brief and considerations for important content. You are not required to address all of the questions; this is simply a guideline.

Introduction

- Describe the issues.
- Highlight why this is an important issue to take action on, now.
- How do newspapers and other popular media define the issue or problem and explain what is causing it?
- How do experts in government, academia, trusted professions, and the private nonprofit sector define the issue or problem and explain what is causing it?

Background and relevant research

- Review key factors that have contributed to the issue. This could include historical, values, biases, significant legal precedents.

Current status

- Identify the stakeholders of this issue or problem; it is critical to include those who are most impacted by the issue or problem as well as those who benefit from the issue's/problem's existence.
- Use stories and data to describe the scope and the impact of the issue on stakeholders

Key considerations

- Identify goals, values, ideological assumptions, or concerns motivating political interest groups and major players, and others who would be affected by the bill or proposal (if it were to pass, not pass, undergo reform, be met within action/upholding the status quo, etc.).
- Note any important conflicts between goals or values held by those various interests.
- How does the issue or problem produce or perpetuate marginalization?
- How else does the issue or problem affect the public interest?
- Explain how any other politically significant values are at stake, such as national security, civil rights, family or religious/secular values, profitability/cost-benefits/economics, neoliberalism/the market state, personal or civil liberties, equity and access, power, privilege, and oppression, among others?
- Discuss political, economic, and administrative feasibility of the policy (either proposed in a bill or as determined through your analysis), with attention to effectiveness and efficiency.
- Evaluate the likelihood that the policy will accomplish its goals; is there currently a "policy window" that coincides with the proposed change?
- Examine how cost-effective and equitable the policy is compared to alternative proposals, the status quo, or inaction.

Recommendations

- Provide clear concise recommendations
- Highlight examples if you are recommending a program or action that has been used elsewhere
- If you have multiple recommendations provide a timeline for implementing them or prioritize your recommendations

Your brief must be concise and focus on the most important information that you would like to convey. Use simple clear and easy to understand language avoiding jargon or language that is judgemental or accusatory. Avoid compound sentences and long paragraphs. Use headings to organize the document.

Assessment criteria:

- 1) Communication/writing style (15%)
 - a. Clarity
 - b. Conciseness
 - c. APA formatting
- 2) Use of data to support your arguments (25%)
 - a. Is data relevant?
 - b. Is data appropriate?
 - c. Is data from credible sources?
 - d. Is the data compelling?
- 3) Comprehensiveness of your analysis (40%)
 - a. Does your analysis take into account perspectives of different stakeholders?
 - b. Does your analysis take into account different policy drivers (values, impact, cost, political power)
 - c. Does your analysis address those that benefit from the status quo?
- 4) Presentation of recommendations (20%)
 - a. Are recommendations aligned with the content of your brief?
 - b. Are your recommendations realistic?
 - c. Are your recommendations aligned with the intended outcomes of the policy?
 - d. Are your recommendations compelling?

Aligned with Course Learning Objectives: 1, 2, 3, 4, 5, 6

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each classes' activities and discussions. If you are unable to attend, please notify the instructor in advance. These are part of the participation grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Extension requests must be made in writing prior to the assigned deadline. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of "B-" or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59

D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

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 may be posted on 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