UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2021

Course & Session Number	**SOWK** 383 S03	**Classroom**	Online
Course Name	Social Policy & Social Justice		
Day(s) & Time	Thursdays 9:00- 11:50 am (ZOOM)		
Instructor	Callista Chasse, MSW RSW		
U of C E-mail	**cmchasse@ucalgary.ca**	**U of C Phone**	**N/A**

SYLLABUS STATEMENT

This course provides an understanding of Canadian social policy, its impact on social justice and how it influences social work practice.

COURSE DESCRIPTION

This course explores Canadian social policy as a context for social work practice and its impact on social justice. The course will focus on (1) social, political and economic contexts for social policy development; (2) trajectory of social policy development; (3) social policies in key areas such as health, education, income and employment, housing, child care; (4) policy responses to Indigenous people, minorities, immigrants, equity-seeking groups, seniors, families with children, unemployed, and populations at risk; and (5) how social workers can (and should) be attuned to the impacts of policies and effect policy change.

COURSE LEARNING OUTCOMES

Students will acquire the ability to:

1. Understand how social policy is developed and implemented in the Canadian context and how social policy is a result of ideological and pragmatic decisions that affect the generation and allocation of society's resources
2. Recognize how factors such as values, political ideology, diversity, corporate and business interests, and globalization influence the policy making process and hence, daily life in Canada
3. Understand how political processes and economic interests affect social policy
4. Analyze and critique social policies, with special attention to impacts on social work practice
5. Identify the social justice implications of social policies
6. Understand various methods and approaches to social action, advocacy, and citizen participation as a means of influencing social policy and creating social change

Required Textbook:

Mackenzie, B. & Wharf, B. (2016). *Connecting policy to practice in the human services (4th ed.).* Oxford University Press Canada

Additional learning materials will be posted on Desire to Learn (D2L). It is expected that students will use the resources made available within this course, and, in addition, seek out other credible resources through the library and elsewhere to prepare for classes and to supplement the in-class learning.

<u>**LEARNING TECHNOLOGIES AND REQUIREMENTS**</u>

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. Access to Zoom for live lectures is required. Zoom link will be made available on D2L.

RELATIONSHIP TO OTHER COURSES

The policy context within which social work is practiced is an important influence on that practice. Understanding the policy framework is critical to effectiveness at all levels of social work practice. In addition, it is an ethical responsibility of social workers to advocate for and work toward socially just policies and programs. This is therefore a foundation course in the BSW program.

CLASS SCHEDULE

This is a TENTATIVE list of topics and class schedule and is subject to change, based on the interests, needs, and progress of the group.

Date	Seminar Topics	Notes
September 9, 2021	Introduction to social policy; Importance of social policy to social workers & our clients Overview of the course and review of course outline	Mackenzie & Wharf (2016) Introduction
September 16, 2021	Ideologies and social policy; Implications for social justice Neo-liberalism, Capitalism, socialism, other *ism*s and our policy choices	Mackenzie & Wharf (2016) Chapter 1
September 23, 2021	Political socialization, Structures and processes of policy making, Canadian context & history, the role of government, budgets, taxation, etc.	Mackenzie & Wharf (2016) Chapter 2
September 30, 2021	**National Day for Truth and Reconciliation- NO CLASS**	
October 7, 2021	How is policy made and by who?	Mackenzie & Wharf (2016) Chapter 3 & 4

	Policy relating to employment & workplace (gig economy, unions, labor market, corporations, income supports, UBI)	
October 14, 2021	Policy in practice, implementation, changing policy from within the system, meeting needs and filling gaps through innovative policy	Mackenzie & Wharf (2016) Chapter 5 & 6
October 21, 2021	External influences on social policy, understanding the roles of media (including social media), lobby groups, think tanks, public opinion Analyzing social policy-Tools for analysis	Mackenzie & Wharf (2016) Chapter 7 Additional readings available on D2L
October 28, 2021	Policy Analysis Presentations	
November 4, 2021	Policy Analysis Presentations	
November 11, 2021	**Term Break—no class**	
November 18, 2021	Social policy and oppression, Indigenous peoples of Canada, Indigenous approaches to policy development and change, socially just policies relating to race, gender diversity, sexual orientation, (dis)Ability, children, seniors	Mackenzie & Wharf (2016) Chapter 10 Additional readings available on D2L
November 25, 2021	Social policy for social issues, policies addressing homelessness, hunger, wealth inequality, health care, climate change, etc.	Additional readings available on D2L
December 2, 2021	Social policy for social issues continued Policy Brief consultation & sharing	Additional readings available on D2L
December 9, 2021	Review, Integration, Reflection	

Please note important dates for Fall 2021

- o Block Week: Monday, August 30 to Friday, September 3, 2021
- o Labour Day, Monday, September 6, 2021
- o Start of Classes: Tuesday, September 7, 2021
- o National Day of Truth and Reconciliation: Thursday, September 30, 2021 (no class)
- o Thanksgiving Day: Monday, October 11, 2021
- o Remembrance Day: Thursday, November 11, 2021
- o Term Break: No classes from Sunday, November 7 to Saturday, November 13, 2021
- o Last Day of Classes: Thursday, December 9, 2021
- o End of Term: Friday, December 24, 2021
- o Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion

CONFIDENTIALITY

As professionals, students and instructors are expected to respect the guidelines of confidentiality outlined in the CASW Social Work Code of Ethics and the ACSW Standards of Practice. In particular, they are expected to:

1. ensure that no information that could identify a client of any service system is used in class meetings or in assignments; and
2. keep issues introduced in the seminar confidential by ensuring that issues are discussed only in general (rather than specific) ways outside the classroom.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

This class will be held entirely online and therefore 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, if available). 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. Students are expected, to turn on their webcam during sessions. All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use 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

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1. **Group Project Part I- Social Policy Presentation (35%)**   **DUE: Oct. 28th & Nov. 4th**
   Course related learning outcomes: 3-6

Working in teams of 3-4, students will prepare a presentation (approximately 30 minutes plus 10-minute discussion) describing and analyzing a social policy/legislation/program (municipal, provincial, or federal) in an area of concern or interest. If your area of concern lacks an existing policy response, you may focus on documenting the gap and outline an appropriate policy response. The topic should have a strong economic and/or social justice element. Be sure to highlight what problem or need the policy is expected to address, who is affected and how, and a description of how the policy has worked in practice. Identify gaps or shortcomings of the policy and suggest improvements. This presentation will provide the framework for Assignment #3, and the feedback received can be used to further develop your submitted paper. Rubric for this assignment will be made available on D2L.

Guidelines for the presentation:

- Students may use PowerPoint, Prezi, wikis, videos, skits, posters, other media, etc.
- You are encouraged to be as creative and innovative in your presentation as possible
- The content of the presentation should focus on the points listed below for Social Policy Brief assignment
- The entire presentation **must not be no longer than 40 minutes** (including Q&A and discussion)
- Both content and presentation will be considered in grading

2. **Group Project Part II- Social Policy Brief (35%)**   **DUE: Dec. 3rd by midnight**
   Course related learning outcomes: 3-6

A committee of lawmakers is considering changes to a policy/legislation/program. Working in the same teams as Assignment 2, write a **policy brief** (essentially a short paper) to be submitted to this committee. The committee has put a limit of 1500 words on the briefs, which must be clear, comprehensive, and to the point. In your brief, you are advocating for changes, improvements, or new policies in your area of concern or interest. Essentially this assignment requires you to build on your presentation (see Assignment 2) and organize it into a policy brief. Students are expected to apply the theoretical frameworks discussed in the course as well as any other evidence needed to support your critique and analysis. In preparing this assignment, please be sure to use current data from government reports, academic sources, think tanks, advocacy groups, and the media.

In completing the paper, the following points must be addressed:

1. Describe what problem or need the policy/legislation/program is intended to address and explain why this is an important problem
2. Describe what population the policy is intended to affect and how it is intended to help reduce a problem or meet a need

3. Describe, analyze, and critique the existing policy/legislation/program by discussing how it works in practice
4. Assess the extent to which it succeeds in addressing the problem or need, identify the policy gap and suggest how the policy should be changed or improved.

Guidelines for brief:

1. Use APA 7th edition
2. Provide a title page
3. Headings are required. Headings may correspond to the questions posed but should be in appropriate heading form
4. Bulleted points may be used to list key points
5. Provide a reference list, including several up-to-date academic sources
6. Respect the length limit. The length limit does not include title page, reference list or appendices.

3. Individual Learning Portfolio (30%)   **DUE: Dec 10th by midnight**
   Course related learning outcomes: 1-6

A rich exchange of ideas is a key element of the learning process in this class. Throughout the semester students will engage in various class activities with their peers (which may include conducting research, watching a video, completing surveys, analyzing news media, analyzing reports, team quizzes, etc.). At the end of the semester, students will reflect on their engagement in these activities, as well as readings and lecture content, and submit a learning portfolio. Portfolios should include documentation of the learning experience in the form of notes/activities/reflections, comments on students' participation in activities, a summary of key takeaways, and reflections on how knowledge/skills gained in this course will impact students' future social work practice. Portfolios should be submitted in a creative virtual format (IE: powerpoint, prezi, website, video, podcast, etc.). Portfolios should be succinct and clear. It is recommended that students work on this assignment throughout the semester through regular reflections on course themes. Rubric for this assignment will be made available on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through in the manner specified by your instructor. 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 ensure that the proper version of your assignment is submitted and keep a copy of each submission.

LATE ASSIGNMENTS

If you cannot meet the deadline for an assignment, please communicate this to your instructor as early as possible. Adjustments to the deadline may be made for good reason and at the instructor's sole discretion. Unless arranged otherwise, assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on the quality of writing. This includes grammar, punctuation, sentence structure, as well as general clarity and organization. Sources used in completing assignments must be properly documented and referenced in APA 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

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 **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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.

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 Calendar
http://www.ucalgary.ca/pubs/calendar/current/k.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 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). Both can be found online at:
https://acsw.ab.ca/site/practice-resources?nav=sidebar

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . 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. The full policy on Student Accommodations is available https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf

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 (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.

ACADEMIC MISCONDUCT
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) 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 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines 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