



Social Work 3308F (570/571)
The Political, Economic, Environmental and Social Context of Canadian Social Work Practice
Fall 2026

Instructor: Dr. Kowa Qiyomiddin
Email: kqiyomi2@uwo.ca

Email Communication:

In sending emails to the instructor, please ensure you add the course number & section to the subject line (for easy reference and response). Response time will usually be within 48 business hours (Mon to Fri 9-5pm)

Office Hours: Thursdays 5:30 pm to 6:30 pm
Or by appointment

Course and Faculty Contact:

For Course Information (Day, Time and Location), please go to student.uwo.ca, login, select Academics then Fall 2026. For Faculty Contact information please see the class OWL/Brightspace.

Calendar Description:

An analysis of major political, social and economic aspects of Canadian society relevant to the development and implementation of social welfare policies and the practice of Social Work. This course will include an emphasis on globalization, the role of the media as an interpreter, and practice elements such as advocacy, coalition building, lobbying, and political involvement.

Prerequisite(s): Registration in the third year professional BSW (Honours) program, or permission of the School.

Extra Information: 3 hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: SOCWORK

Notice: Unless you have either the requisites for this course, or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

National Day For Truth and Reconciliation Policy

That September 30 be recognized as a day that honours the survivors of the Canadian residential school system, their families, and communities. Acknowledgement of the horrendous abuses committed at the schools is a critical part of establishing collective awareness of our history, but it must be accompanied by

broader reflection and response to the legacy of colonization and disenfranchisement that spans centuries. September 30 will be observed as a non-instructional day to allow students and employees to observe this day as an opportunity to advance the work of 'Truth and Reconciliation' as we reflect on the meaning of decolonization, and the actions required by the Western community to achieve it. If September 30 falls on the weekend, the Office of Indigenous Initiatives will be consulted as to when to observe the National Day for Truth and Reconciliation

Statement of Commitment

At King's University College, we learn and work on land that is the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. Those of us who are uninvited guests on this land, are called on to commit to maintain the spirit of the Dish with One Spoon Treaty and to work collaboratively with the original inhabitants to protect it.

Required Textbook information:

Graham, J. R., Shier, M. L., & Delaney, R. (2017), Canadian Social Policy: A New Introduction (5th Ed.). Toronto, ON: Pearson Education Canada (King's Library, 2 Hour Loan (Service Desk) (HV108.G73C3 2017)

Estimated textbook Cost:

- Paperback is \$105
- eBook is \$88

Learning Objectives:

Critically assess the history of policy and how policies are created.

Critically analyze the (global and domestic) economic, political, cultural and social forces alongside professional issues that impact social policy.

Understand the impact of social policies on individuals, families, organizational institutions, and service delivery systems

Integrate, reflect, and understand the importance of social and public policy in achieving social justice and social change.

Social work role and strategies compatible with social work values for social transformation will be discussed.

Course Format (In-Person)

This is an in-person course using King's learning platform OWL/Brightspace.

Students are expected to attend all scheduled classes. Additionally, students will be expected to contribute to in-class discussions and to work in groups on class topics as designated by the instructor. Student participation is vital for the success and your active involvement in the educational process is both essential and greatly appreciated.

Expectations for Course Behavior:

Throughout the course, you are expected to interact regularly with other students, and with your instructor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning.

All students are expected to engage in a professional and respectful manner. This includes all interactions with peers, as well as communication between you and your Professor.

Recording of lectures or tutorials without the explicit consent of the Professor is prohibited. Course content created by a faculty member is considered the faculty member's intellectual property; it should not be distributed, shared in any public domain without prior written consent of the faculty member.

All assessments or examinations must be completed by the student registered in this course.

Failure to do so will result in Academic Disciplinary Sanctions.

Statement on Use of Electronic Devices **Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning. The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/codeof-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

Methods

The course material will be covered in each class through:

- Lectures, class/group discussions, and videos
- PowerPoint presentations,
- Critical analysis of readings

Class-specific policy on AI (e.g. Chat GPT)

King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, it is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Within this course AI tools [such as Chat GPT] are permitted exclusively for: information-gathering and preliminary research purposes. If AI tools are used, students must acknowledge use and state how the tool was used. If you are unsure of AI use in this class, please consult with your instructor.

Evaluation: See assignment details and rubrics at the end of the course outline

Assignment # 1 – Essay

Due: October 8 by 11: 59 pm

Weight: 40%

Assignment # 2 – Policy Issue Group Presentations

Due: November 19, 26 and December 3

Weight: 45%

Assignment # 3 – Participation

Due: December 3

Weight: 15%

***ESSAY COURSE REQUIREMENTS** An essay course (indicated by the course suffix E, F, or G) must normally involve total written assignments (essays or other appropriate prose composition, excluding examinations) as below and must be structured such that the student must demonstrate competence in essay writing to pass the course. First-year (0001–1999) full-course: 3000 words First-year (0001–1999) half-course: 1500 words Upper-year (2000–4999) full-course: 5000 words Upper-year (2000–4999) half-course: 2500 words

Course Website – OWL/Brightspace

The course website (<https://westernu.brightspace.com/d2l/login>) is accessible to all students registered in this course. It contains the course outline ('Syllabus tab), lectures ('Resources tab), announcements, and other course resource material. OWL may be used for in-class communication, discussion boards, tests, quizzes, posting of lecture materials, etc., at the instructor's discretion. Please check your OWL course site regularly.

Weekly Course Schedule

Please note this is an outline and may be subject to change. Some topics may carry on to the following week, and additional readings may be assigned (i.e., timely news articles).

Week 1 – September 10

Topic: **Syllabus Review; Introduction to Social Work Policy Context**

Reading(s):

Canadian Association of Social Workers (2015). *The Power to Empower*.

Retrieved from <https://www.casw-acts.ca/en>

Canadian Association of Social Workers (2018). *Your stories: Profession of choice*.

Retrieved from <https://www.casw-acts.ca/en/Profession-of-Choice>

Week 2 – September 17

Topic: **Defining Policy Practice**

Reading:

Cummins, L. K., Byers, K. V., & Pedrick, L. (2011). Defining policy practice in social work. In *Policy practice for social workers: New strategies for a new era* (pp. 1-25). Boston, MA: Allyn & Bacon.

Retrieved from <https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/0205473768.pdf>

Graham, J. R., Shier, M. L., & Delaney, R. (2017), Canadian Social Policy: A New Introduction (5th Ed.) Introduction to Canadian Social Policy, Chapter 1

Week 3 – September 24

Topic: **Contemporary Social Policy Structures and Social Welfare**

Reading(s):

Graham, J. R., Shier, M. L., & Delaney, R. (2017), Canadian Social Policy: A New Introduction (5th Ed.) Introduction to Canadian Social Policy, Chapter 3: Contemporary Social Policy Structures, p.44-67

Graham, J. R., Shier, M. L., & Delaney, R. (2017), Canadian Social Policy: A New Introduction (5th Ed.) Introduction to Canadian Social Policy, Chapter 4, Social Welfare As a Response to Need p.79-99 only.

Week 4 – October 1

Topic: **Structural Social Work**

Reading: Mullaly, B. and Dupre, M. (2019). Working within (and against) the system: Radical humanism. In Mullaly, B. and Dupre, M (Ed.), *The new structural social work: Ideology, theory, and practice* (fourth ed., pp. 296-339). Don Mills, ON: Oxford University Press

Rossiter, A. (2001). Innocence lost and suspicion found: Do we educate for or against social work. *Critical social work*, 2(1), 1-5.

Week 5 – October 8

Topic: **Poverty Reduction Strategies**

Reading:

Smith-Carrier, T., Lawlor, A., & Benbow, S. (2019). An “opportunity” for policy recycling? A critical analysis of the Canadian poverty reduction strategy. *Poverty & Public Policy*, 11(4), 325-343.
<https://doi.org/10.1002/pop4.265>

Plante, C. (2019). Policy or window dressing? Exploring the impact of poverty reduction strategies on poverty among the Canadian provinces. *Journal of International and Comparative Social Policy*, 35(1), 112 -136. <https://doi.org/10.1080/21699763.2018.1549090>

Week 6 – October 15 - Reading Week – No classes or readings due

Week 7 – October 22

Topic: **Social Work Practice Micro Level**

Reading(s):

Fishbane, M. D. (2007). Wired to connect: Neuroscience, relationships, and therapy. *Family Process*, 46(3), 395–412. <https://doi.org/10.1111/j.1545-5300.2007.00219.x>

Williams, M., & Halstead, M. (2019). Racial microaggressions as barriers to treatment in clinical care. *Directions in Psychiatry*, 39(4), 265-280

Week 8 – October 29

Topic: **Knowledge Creation and Social Work Practice**

Fook, J. (2001). Linking theory, practice and research. *Critical Social Work*, 2(1). Accessed from: <http://www1.uwindsor.ca/criticalsocialwork/introduction>

D'Cruz, H. & Jones, M. (2014). Research, social work and professional practice. In *Social Work Research in Practice* (pp.1-17). New Delhi, India: Sage.

Week 9 – November 5

Topic: **Social Policy Analysis**

Reading:

Graham, J. R., Shier, M. L., & Delaney, R. (2017), Canadian Social Policy: A New Introduction (5th Ed.) Introduction to Canadian Social Policy, Chapter 8: Social Policy Analysis, p. 162-184

Week 10 – November 12

Topic: **Diversity and Social Policy**

Reading:

Graham, J. R., Shier, M. L., & Delaney, R. (2017), Canadian Social Policy: A New Introduction (5th Ed.) Introduction to Canadian Social Policy, Chapter 6: Diversity and Social Policy, p. 120 - 144

Week 11 – November 19

Policy Issue Group Presentations

Week 12 – November 26

Policy Issue Group Presentations

Week 13 – December 3

Policy Issue Group Presentations



SCHOOL OF SOCIAL WORK POLICIES – BSW Program 2025-2026

1. Academic Accommodations (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found at [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>.

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., "complete 8 of 10 quizzes"), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** as soon as you are able to do so. They will assess your eligibility to write the "Special Examination" (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a multiple exam situation (i.e., you are scheduled to write more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)). ^[1]_{SEP}

d) Religious Accommodations

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and their Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

3. Support Services

Accessibility, Counselling and Student Development at King's University

College: <https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King's University

College: <https://kings.uwo.ca/campus-life/student-supports/>

Good2talk is an online and phone resource for students, available 24/7, with services in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options on how to obtain

help: <https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's by emailing care@kings.uwo.ca or calling 519-930-4640 to reach a Social Worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct;

see https://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

6. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. **Check with you instructor to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/OriginalityReports-TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

7. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

8. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline. {[LTL]}{SEP2SEP}

9. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

Assignment # 1 (40% of final grade)

The essay is due on October 8 by 11:59 PM to be submitted in Word format on Brightspace - 7 to 8 pages - excluding references.

Students in pairs to submit this assignment in pair based on a social, economic, or political **problem** impacting a population (immigrant, francophone, indigenous, homeless, sex workers, etc.). A minimum of *six external references* must be provided, three of which must be from the last ten years.

Student also should focus on exploring their social location and exploring the Social Work Profession. Students are expected to build upon their theoretical, practice, and ethical knowledge which they have gained in this and other courses.

The paper should be typed, double-spaced, using a 12-point font and APA 7th Edition format. Use Times New Roman. The paper must be submitted in **WORD format**.

See Grading Rubric below

Assignment # 1 (Essay) Rubric

Criteria	Assessment	Marks
Introduction – Introductory paragraph provides the overall direction (route-map) of the paper	Clarity of the problem statement or definition	= /3
	Depth of understanding of the relevant background /history about the problem	
	A clear explanation of the significance of the problem and at the micro, macro, and meso levels	
Theoretical Framework - provides an understanding of the issue from a particular lens	Depth of understanding of the theory choice and how it links to the issue	= / 10
	Adequate knowledge of the strengths and limitations of the theory in practice with the chosen population	
	Quality of appraisal of the theory within the analysis using course readings	
Critical Analysis a. shows the depth of your cognizance of the issue and ability to substantiate your claims with evidence b. evidence base	Weights the key discussions and viewpoints, compelling supporting evidence that weighs the and use of sources cited	= /12
	Knowledge and understanding of the complexity of the issue	
	Recognizes varied interpretation; Quotes are well integrated and analyzed	
	Shows awareness of literature and current debates on the issue	
	Substantiates the claims with supporting evidence	
Provides a critical understanding of Social Location and SW Profession	Knowledge and understanding of the complexity in SW Profession	= /10
Conclusion – provides a synopsis of the main points	Quality of response in recapping the key points	= /2
	Addressing relevant gaps in the literature and future directions	
Presentation and referencing – demonstrates the quality of writing and structure	Clear organization of the paper; Clarity of expression; Smooth transition and flow of sentences; Logical progression and development of ideas/perspective; Correct grammar and spelling use. Correct APA use (7 th edition)	= / 3
		= / 40

Assignment # 2 (45% of final grade)

Due Date: November 19, 26 and December 3

Policy Issue Group Presentations

Students will present on a specific Canadian act of policy. This project will be undertaken in groups.

THE PRESENTATION TESTS YOUR ABILITY TO CONCISELY AND EFFECTIVELY PRESENT THE ISSUES YOU HAVE LEARNT IN CLASS AND IN OTHER COURSES TO Social policy can be applied within a political/government setting and social services. The important areas that social policy addresses include but are not limited to: social welfare, immigration, poverty reduction, social security, justice, unemployment insurance, animal rights, pensions, violence (e.g. domestic violence), health care, living conditions, discrimination, social housing, family policy, social care, child protection, social exclusion, education policy, crime and criminal justice, etc.

Examples of specific policies include Policy related to Francophone populations in Canada, Truth and Reconciliation, Universal Health Care, Quebec Family Policy, Multiculturalism Policy, Language, Disability Inclusion, Mental Health, Domestic Violence, etc. Please check with the instructor for clarification. In this presentation, students will prepare a presentation to the government (e.g. local City Council, Federal, or Provincial) (macro-level) or an organization or agency Board of Directors (mezzo-level). They will research a social or public policy and convince the relevant parties to change, ban, or amend the policy.

Students are expected to build upon their theoretical, practice, and ethical knowledge which they have gained in this and other courses, as well as from their experiences within the personal/practice/volunteer context.

Students can choose any **Canadian** policy of their choice (related to social services, welfare, workfare, homelessness, health care, education, immigration, housing, disability, etc.) to demonstrate how this policy impacts vulnerable populations. You will have an opportunity to make a **60-minute presentation (excluding** additional 20-minute questions and discussions).

The class will have a chance to discuss the issues raised in your presentation in a supportive manner. This exercise will give you practical skills and experience in advocating for planned social change. The presentation will be graded according to the **content, analyses, organization, format, and quality**.

Students must submit the presentation on OWL the day before the presentation. Only one member of the group is required to submit the presentation. Go to OWL. Under Assignments. Add an attachment (Title the readings as Group #) Attach. Failure to do so will result in a deduction of 5-marks from the presentation.

Please bring a hard copy of the presentation slides to class on the day of the presentation. Please follow the 7th APA guidelines. Detailed notes on your hard copies are not required.

Assignment # 2 (Policy Issue Presentation) Rubric

Presentation	Criteria	Mark
Introduction: Providing clarity about the current situation and policy issue	Is the policy issue and the significance of the policy problem(s) identified and defined? The <i>current</i> situation clearly explained? <i>For instance, what are the developments over the last few decades about this policy? What are the changes to federal, provincial, and some municipal laws and procedures concerning this policy?</i>	= /3
Policy Analysis: Critical Analysis of the Current Policy (effectiveness, efficiency, adequacy, etc.) using a theoretical framework	Is the analysis of the policy effective? Is there integration of theories/course concepts to understand the problem and policy debates about the problem? <i>For instance, how does structural theory help understand the policy issue?</i>	= /12
Proposed Policy: Objectives of the new or proposed policy	Is the objective (maximum of <i>two</i> objectives) of the <i>new</i> policy addressed? Or the <i>modification</i> of the current policy clearly explained? <i>For instance, Is the justification for policy choices based on using scientific evidence?</i>	= /8
Policy Analysis of New or Modified Policy: Critique and Assessment of the new or modified policy	What is the new policy? Is there evidence to support the policy change or modification? What are the <i>two</i> potential challenges (e.g. administrative, economic, social, etc.) in implementing or modifying the proposed policy? What are <i>two</i> potential strengths? (maximum two)	= /8
Social Work Implications: What is the impact of the policy on social work practice? Integrate social work values/ Code of Ethics	Are social work practice implications for policy recommendations considered? <i>For example, Is the social work code of ethics and professional values taken into consideration?</i>	= /4
Supporting materials	Are there different resources accessed to support one's arguments? (e.g. statistics, YouTube, etc.)	= /4
Moderation of the presentation	What is the quality of moderation?	= /3

and class discussions	<i>For example, Do questions for the class further the discussion on the chosen policy? Are the responses to the questions thorough and appropriate?</i>	
Presentation including APA citation	Do the presentation and hard copy submission include any grammatical or spelling errors? Is the presentation well-structured and presented? Is APA followed? *Submission does not need to include any detailed notes. PowerPoint slides are enough.	= /3
		= /45

Assignment # 3 Participation (15% of final grade)

The participation grade will be assigned based on:

- Physical presence through attendance in the class
- Meaningful contributions to both large and small group discussions on a weekly basis

Participation in this class refers to your active involvement in your own learning and your meaningful contributions to the collective learning of the class. It reflects your sustained engagement from the first class to the last.

Participation is *not* about:

- Dominating discussions with excessive comments.
- Limiting yourself to sharing ideas or questions without deeper interaction.

Instead, it *is* about:

- Listening actively to peers and building on their points.
- Asking thoughtful questions to clarify or explore topics further.
- Connecting discussions to practicum experiences, or relevant work/life examples.
- Engaging in dialogue - fostering a collegial environment.

Participation means taking responsibility for creating a dynamic, inclusive learning space where everyone's contributions matter.

Passive attendance isn't enough. While you'll still learn by listening, you'll miss the *reciprocity* of learning—exchanging ideas, refining perspectives, and developing skills essential for professional practice

"I'm Not Confident Speaking in Class. Can I Succeed Without Participating?"

Yes, but with limitations:

- You'll gain foundational knowledge from readings and lectures.
- However, you'll miss the *collaborative* depth of learning, likely making the course less engaging.

The goal is to cultivate democratic, seminar-style discussions where all voices are valued.

Participation isn't about "right" answers; it's about sharing perspectives grounded in readings, lived experiences, or practicum insights.

How to Participate Effectively

Be present: Avoid distractions (e.g., social media, side conversations). Active listening is the first step.

Engage authentically: Build on peers' comments with examples ("Your point reminds me of [reading/working]...").