



FRHD*4320 Social Policies for Children, Youth and Families

Winter 2018

Sections(s): C01

Department of Family Relations & Applied Nutrition

Credit Weight: 0.50

Version 1.00 - January 02, 2018

1 Course Details

1.1 Calendar Description

This course focuses on current social policies, programs, and services that affect children's development and family well-being. Issues include policies that affect income security, parental effectiveness, social service provision, and community resources.

Pre-Requisite(s): 9.50 credits

Co-Requisite(s): FRHD*3040

Restriction(s): This is a Priority Access Course. Enrolment may be restricted to particular programs or specializations or semester levels during certain periods. Please see departmental website for more information.

1.2 Course Description

The focus of the course is on federal, provincial, and territorial social policies in Canada that affect child and youth development and family well-being. Policies, legislature, services, agency interventions, and community supports will be examined. International policies and conventions will be introduced where it is relevant to the Canadian context. Students are encouraged to develop an understanding of how social policies are currently debated, the multiple perspectives around social policies, and how to apply broader theoretical knowledge to those issues. Through critical perspectives, the course will examine key issues that affect the health and well-being of children, youth, and families.

This course consists of one, 2 hour and 50 minute class per week. Each week, time will be dedicated for a lecture component, and active learning where students engage with course material through *individual*, *collaborative* (i.e., working in groups for a common goal and assessed as a group), and/or *cooperative* learning (i.e., working together and assessed individually) formats. Active learning is particularly important for this course because students will learn about social policy and gain skills that can be applied in future opportunities and careers that focus on children, youth, and families.

1.3 Timetable

Lecture: Wednesday 7:00-9:50pm

Location: MAC 149

1.4 Final Exam

There is no final exam for this course.

2 Instructional Support

2.1 Instructor(s)

Tricia Van Rhijn

Email: tvanrhij@uoguelph.ca
Telephone: +1-519-824-4120 x52412
Office: MINS 215
Office Hours: Tues 1:00-2:00pm; Wed 2:00-3:00pm

2.2 Teaching Assistant(s)

Teaching Assistant: Curtis Holmes
Email: holmesc@uoguelph.ca

Teaching Assistant: Catherine Taylor
Email: ctaylo14@uoguelph.ca

3 Learning Resources

3.1 Required Resources(s)

Graham, J. R., Shier, M. L., & Delaney, R. (2017). *Canadian social policy: A new introduction* (5th ed.). Don Mills, ON: Pearson Canada Inc. (Textbook)

3.2 Recommended Resources(s)

Listed in detailed course schedule and available on CourseLink site in the Content section. (Readings)

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Demonstrate a contextual understanding of Canadian social policies and awareness of social issues relevant to children, youth, and families.

2. Explain the implications of social policies on the lives of children, youth, and families by focusing on the social determinants of health for Canadians.
 3. Illustrate knowledge of the relationships between governments and non-government bodies in developing and modifying existing social policies.
 4. Demonstrate critical analysis skills by critiquing existing policies and offering solutions to policy dilemmas.
 5. Design policy briefs, with a clearly stated purpose and position, presentation of perspectives and research support, and recommendations for strategic actions that advance the well-being of children, youth, and families.
 6. Contribute to a collaborative learning environment and demonstrate co-operative skills through in-class learning activities and group work.
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5 Teaching and Learning Activities

5.1 Lecture

Week 1

Topic(s): What is Social Policy?

Week 2

Topic(s): Influences on Social Policy Development

Week 3

Topic(s): Making Social Policy

Week 4

Topic(s): Social Welfare and Poverty

Week 5

Topic(s): Child Welfare and Families in Crisis

Guest lecturer: Victoria Fritz, RSW

Week 6

Topic(s): Relationships: Partnering and Dissolution

Guest lecturer: Dr. Denise Whitehead, JD, Bar of Ontario

Week 7

Topic(s): Social Policies for Youth

Week 8

Topic(s): Child Care, ECE, and Education Policies

Guest lecturer: Caitlyn Osborne, RECE

Week 9

Topic(s): Canadians with Disabilities

Guest lecturer: Dr. Donna Lero

Week 10

Topic(s): Work and Family Policies

Week 11

Topic(s): Emerging Trends in Social Policy

Week 12

6 Assessments

6.1 Assessment Details

In-class Engagement Activities (20.00%)

Date: Weeks 2-11

These activities will occur during class in Weeks 2 to 11. Students are expected to be conscientious contributors to all classes. This includes an expectation that students will do the assigned readings, and actively engage in classroom learning activities. As fourth year students, there is an expectation of independent learning and students will be challenged to put forward ideas and questions for debate and ask questions and provide commentary on their own initiative. A variety of evaluation methods will be used including small group work, in class assignments, online activities, and overall contributions to a positive learning environment. *There will not be an opportunity to “make up” missed in-class participation assignments. Please note that the lowest grade will be dropped.*

- Learning Outcome: 6

Quizzes (20.00%)

Date: Weeks 2-8

Students will write 10 quizzes (in weeks 2 through 8): 9 corresponding to the assigned textbook chapter readings for the previous week, plus a final, summative quiz on all 9 chapters. Each quiz will have 10 multiple choice questions. Quizzes must be completed independently. Quizzes open at 8:00 a.m. on Monday close at 11:59 p.m. on Sunday night.

- Learning Outcomes: 1, 2 & 3

Policy Brief Part 1: Policy Backgrounder (20.00%)

Date: Week 6

Students will write a policy backgrounder on a topic chosen from the list provided and matching the other students in their group for Part 2 of this assignment. This assignment will be done individually. This assignment will be submitted no later than 6:59 p.m. on the indicated due date using the Dropbox on CourseLink. Please refer to the assignment handout for detailed instructions.

- Learning Outcomes: 1, 2 & 5

Policy Brief Part 2: Briefing Note (20.00%)

Date: Week 11

Students will utilize the background information from Part 1 of this assignment to write a briefing note on their chosen topic. This assignment will be done in groups of 4. Briefing notes will be discussed in greater length during the first week of classes and throughout the semester. In short, briefing notes are tools that are used in government and organizations to help inform leaders on a variety of topics. Given the large portfolios of minister and administrators, policy analysts are required to write brief memos to highlight the current

issues around a particular topic. Briefing notes must be short in length, with clear, succinct messages. These should be based on a scan of current literature (from the Part 1 policy backgrounders) and should also show independent thought in your recommendations. Emphasis should be placed on proper spelling, grammar and APA style referencing. Briefing notes will be submitted no later than 6:59 p.m. on the indicated due date using the Dropbox on CourseLink. Please refer to the assignment handout for detailed instructions.

- Learning Outcomes: 1, 2 & 5

Knowledge Translation Activity (20.00%)

Date: Week 12

Navigating the policy landscape can be challenging! This activity is designed to distil key information from current policies into a user-friendly format for families to inform them of what they need to know. It is vital you consider your audience when you decide how best to share the policy details. Students will work in groups of 3 for this activity (and are encouraged to be creative in your delivery – you are free to develop an infographic/print-based tool (maximum 2 pages), or a video or audio clip (maximum 2 minutes). Should you decide to create an alternate form please consult the instructor to ensure it is appropriate. Ten topics are available for this activity with a maximum of four groups on each topic. Your tools will be due prior to Week 12's class in which there will be a knowledge sharing event during which you will have the opportunity to view each other's KT tools. Assignments must be submitted either at the beginning of class (if submitting a hard copy) OR no later than 6:59 p.m. using the Dropbox on CourseLink. Signing up for topics will happen through CourseLink during one of the first classes. KT topics include:

1. Social assistance
2. Child benefits
3. Child protection
4. Partnering & divorce
5. Youth justice
6. Youth employment/unemployment
7. Child care
8. Education (primary, secondary, or post-secondary)
9. Disability supports
10. Paid/unpaid leaves for family caregiving

- Learning Outcomes: 2, 3 & 4

7 Course Statements

7.1 Email and Classroom Etiquette

As per university regulations, all students are required to check their mail.uoguelph.ca email account regularly: email is the official route of communication between the University and Students. Please use discretion when emailing. You will receive a response within 48 hours (not including weekends) if your email is sent from a uoguelph email address. You will not receive a response if your email is sent from a Hotmail, Gmail, or similar web-based account. ***Please do not email questions related to the course content; these questions are more appropriate***

for CourseLink.

Given the nature of the class, participation is an expectation. Our goal together should be to create an open environment that promotes discussion and fosters critical thinking. Respectful debate is encouraged. Please offer you colleagues the same respect and maturity you hope to be given when sharing your thoughts both in the classroom and in online discussions.

7.2 Late Policy

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day *including* weekends EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than 5 days late without documented grounds will receive a grade of zero. If you know you are going to be handing an assignment in late, you must let me know when you will be submitting your assignment.

7.3 Grades

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml>

7.4 Turnitin Software

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in.

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The regulations and procedures for [Academic Consideration](#) are detailed in the Undergraduate Calendar.

8.3 Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

8.6 Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

8.7 Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

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FRHD*4320 W18 COURSE SCHEDULE

Week	Topics & Readings	Notes & Due Dates
PART A: Introduction to Social Policy		
1 Jan 10	What is social policy? Readings: 1. Chapters 1 & 3	
2 Jan 17	Influences on social policy development Readings: 1. Chapters 2 & 4	In-class engagement activity Chapter 1 Quiz: open Jan 15-21 Chapter 3 Quiz: open Jan 15-21
3 Jan 24	Making social policy Readings: 1. Chapters 5 & 6 2. Halfon, N., Larson K., & Russ S. (2010). Why social determinants? <i>Healthcare Quarterly</i> , 14(Sp), 8-20. doi:10.12927/hcq.2010.21979	In-class engagement activity Chapter 2 Quiz: open Jan 22-28 Chapter 4 Quiz: open Jan 22-28 <i>*Policy Brief Part 1: Policy Backgrounder Assignment distributed</i>
PART B: Selected Policy Issues		
4 Jan 31	Social welfare and poverty Readings: 1. Chapter 7 2. Battle, K. (2007). Child poverty: The evolution and impact of child benefits. In R.B. Howe & K. Covell (Eds.), <i>Children's rights in Canada: A question of commitment</i> (pp. 21-44). Waterloo, ON: Wilfrid Laurier University Press. 3. Raphael, D. (2011). Poverty in childhood and adverse health outcomes in adulthood. <i>Maturitas</i> , 69, 22-26.	In-class engagement activity Chapter 5 Quiz: open Jan 29-Feb 4 Chapter 6 Quiz: open Jan 29-Feb 4
5 Feb 7	Child welfare policies and families in crisis Guest lecturer: Victoria Fritz, RSW Readings: 1. Chapter 8 2. Ministry of Child and Youth Services. (2016). <i>Ontario child protection standards</i> . Retrieved from http://www.children.gov.on.ca/htdocs/English/documents/childre/nsaid/Child-Protection-Standards-2016.pdf (for reference only; you don't need to read the whole thing!) 3. Ontario Association of Children's Aid Societies. (2014). <i>Ontario child welfare report</i> . Retrieved from http://www.oacas.org/newsroom/releases/2014/2014_child_welfare_report.pdf 4. United Nations. (1989). <i>Convention on the rights of the child</i> . Retrieved from http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf	In-class engagement activity Chapter 7 Quiz: open Feb 5-11

Week	Topics & Readings	Notes & Due Dates
6 Feb 14	<p>Relationships: Partnering and dissolution Guest lecturer: Dr. Denise Whitehead</p> <p>Readings:</p> <ol style="list-style-type: none"> Chapter 9 Bala, N. (2015). Bringing Canada's Divorce Act into the new millennium: Enacting a child focused parenting law. <i>Queen's Law Journal</i>, 40, 425-482. Thompson, R. (2013). Dividing matrimonial property. <i>Family Law</i>, 43(1), 8-9. 	<p>In-class engagement activity Chapter 8 Quiz: open Feb 12-18 DUE Feb 14: Policy Backgrounder</p>
Week of Feb 19-23: Winter Break!		
7 Feb 28	<p>Social policies for youth</p> <p>Readings:</p> <ol style="list-style-type: none"> Department of Justice Canada. (2013). <i>The youth criminal justice act: Summary and background</i>. Retrieved from http://www.justice.gc.ca/eng/cj-jp/yj-ji/tools-outils/pdf/back-hist.pdf Geobey, S. (2013). <i>The young and the jobless: Youth unemployment in Ontario</i>. Retrieved from https://www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario%20Office/2013/09/Young_and_jobless_final3.pdf Youth Leaving Care Working Group. (2013). <i>Blueprint for fundamental change to Ontario's child welfare system</i>. Retrieved from http://www.children.gov.on.ca/htdocs/English/documents/childrensaid/youthleavingcare.pdf 	<p>In-class engagement activity Chapter 9 Quiz: open Feb 26-Mar 4</p>
8 Mar 7	<p>Child care, ECE, and education policies Guest lecturer: Caitlyn Osborne, RECE</p> <p>Readings:</p> <ol style="list-style-type: none"> Macdonald, D. & Friendly, M. (2017). <i>Time out: child care fees in Canada 2017</i>. Retrieved from https://www.policyalternatives.ca/timeout McInturff, K. & Macdonald, D. (2015). <i>Time to grow up: family policies for the way we live now</i>. Retrieved from https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2015/01/Time_to_Grow_Up.pdf Ontario Ministry of Education. (2016). <i>Child care rules under the Child Care and Early Years Act, 2014 (CCEYA)</i>. Retrieved from https://www.ontario.ca/page/child-care-rules-child-care-and-early-years-act Ontario Ministry of Education. (2013). <i>Ontario Early Years Policy Framework</i>. Retrieved from http://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf 	<p>In-class engagement activity Summative Quiz: open Mar 5-11</p> <p><i>*Policy Brief Part 2: Briefing Note Assignment distributed</i></p>

Week	Topics & Readings	Notes & Due Dates
9 Mar 14	<p>Policies to support Canadians with disabilities and their families</p> <p><i>Guest lecturer:</i> Dr. Donna Lero</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Please explore the Council of Canadians with Disabilities website (in particular, the social policy section): http://www.ccdonline.ca/en/socialpolicy/ 2. Other resources will be posted on CourseLink when they are available 	In-class engagement activity
10 Mar 21	<p>Work and families</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Bianchi, S.M. & Milkie, M. A. (2010). Work and family research in the first decade of the 21st century. <i>Journal of Marriage and the Family</i>, 72(3), 705-725. 2. Turcotte, M. (2013). <i>Family caregiving: What are the consequences?</i> Retrieved from http://www.statcan.gc.ca/pub/75-006-x/2013001/article/11858-eng.pdf 3. Lefrancois, A. (2015). <i>Canada's working poor and precarious employment</i>. Retrieved from http://pathwaytopotential.ca/2015/11/canadas-working-poor-and-precarious-employment/ 	In-class engagement activity
11 Mar 28	<p>Emerging trends in social policy</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. No readings this week! 	In-class engagement activity DUE Mar 28: Briefing Note
12 Apr 4	<p>Knowledge sharing event</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. No readings this week! 	DUE Apr 4: KT Assignment

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.