



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6270 Family-Related Social Policy COURSE OUTLINE – WINTER 2025

GRADUATE CALENDAR DESCRIPTION: This course investigates definitions of social policy, comparative family-related social policy, selected issues in Canadian family policy and frameworks for analysis of social policy. Issues in policy-related research are also explored.

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

COURSE DESCRIPTION: Within this course we explore concepts of ‘family policy’ – what are policies that are relevant to families? Who defines what is ‘family policy’? And is ‘family policy’ truly a subset of social and public policies or are all social policies relevant for families? Our approach to answering these questions will be in a non-traditional, highly interactive learning environment where all views and expressions are respected. Although there will be suggested readings, real-time exploration of policy issues will enhance the learning environment for all participants.

INSTRUCTIONAL SUPPORT:

Course Instructor: Dr. Amanda Hooykaas (she/her)

Email: amanda.hooykaas@uoguelph.ca

Office Hours: online by appointment

LEARNING RESOURCES:

Required Resource(s): All resources will be posted online via CourseLink.

LEARNING OUTCOMES: At the completion of the course a successful student will:

1. Be empowered to design their own learning goals and activities;
2. Develop knowledge about social policies related to families in Canada;
3. Synthesize relevant policy information and critiques related to a topic of interest;
4. Engage in the ever-changing social policy landscape; and
5. Contribute to a classroom learning environment that promotes respectful dialogue and mutual support.

TEACHING AND LEARNING ACTIVITIES:

Method of Learning: The course is delivered online with a mix of text, audio, and video, and the use of external contemporary resources including readings. Students are expected to participate actively and regularly during the seven-week course. Indeed, learning will only occur through active engagement with the course materials, the course instructor, and one another.

Course Structure: This course consists of five modules, as listed in the course schedule. The units are designed such that you can work your way through them from start-to-finish, completing activities and outside readings as they are introduced. Each unit is relatively comprehensive with respect to content, with readings selected to offer much of this content and to facilitate discussions.

Expectations for Group Work: The group-based assessment is moderately-weighted in this course. The expectations for this course are that students should be able to work effectively together to achieve results. It is essential that you ensure your groups remain cohesive and supportive if effective learning is to occur. The course instructor requires group members to contract for this at the outset of the course. These group contracts will not be graded but are a required component of the course. In the event of “free riding” (individual students not contributing to the work of the group) or other team dysfunction, or contravention of the group contract, the first course of action is to attempt to resolve these issues within the group, using the group contract as a resolution mechanism. The groups should identify and address the issue(s) early in the process, so speedy identification and resolution is key.

Call a team meeting to discuss the issue(s); keep personalities out of the discussion focus on the issue(s) at hand. Look to your contract for solutions. If this is not possible, it is your responsibility to raise these issues with the Course Instructor as a group.

Grading of Individual and Group Work: Students must pass all assessments in the course to receive a passing grade. For example, a student earning 80% in the group assessments of the course would fail the course if they did not achieve a passing grade in the individual assessments. The default position is that all students in a group will receive the same grade for group-based work. If there is a situation where a student is not fairly contributing to the production and completion of the group assignment and does not respond to group requests to enhance their efforts, group members should contact the Course Instructor. In special cases such as this, a peer evaluation process will be instituted to enable group members to each assess a fair allocation of marks for the work completed. This assessment may result in group members receiving different grades for the same assignment. The instructor will have final say on the grade allocated in all cases. Such instances in this course are extremely rare and the expectation is that all group members will direct their efforts toward proactively resolving internal issues related to working in teams, using their group contract as a basis for establishing expectations and resolving conflicts.

ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date*	Weight
Policy Assessment			
<ul style="list-style-type: none"> Part 1 Initial Assessment (Individual) Part 2 Backgrounder (Individual) Part 3 Recommendation/Analysis (Individual) 	1, 2, 3, 4	January 13 at 9:50pm February 2 March 9	10 20 20
Journal Ignite Presentation/Document (Individual)	1, 2, 3, 4, 5	January 19, February 2, February 23, March 9, March 23	20
Knowledge Translation Podcast (Group Activity; Group Grade)	1, 2, 3, 4, 5	March 30	20
<ul style="list-style-type: none"> Group Contract Proposal 		January 6 (9:50pm) February 10	0 0
Engagement/Contributions (Individual)	5	April 2	10
Total:			100%

* All assignments are due at 11:59pm EST, unless otherwise specified.

ASSESSMENT DESCRIPTIONS:

Policy Assessment (50%): You will select a case study from the list provided to complete this assessment. Additional information and rubrics will be provided on CourseLink in **Assessments**.

- 1. Initial Assessment (Individual):** You will be provided with an opportunity to address specific prompts related to your case study via the **Quizzes** Tool. The objective of this initial assessment is not to do as much research as possible while addressing the prompts but rather respond in an honest way that helps to establish both your understanding of policy related to this case study and identify areas where you may need to focus your energy on in order to enhance your understanding.
- 2. Backgrounder (Individual):** As stated by Parkinson (2017): *a briefing note is a powerful tool of access to leaders and colleagues — to influence their decisions, their actions and their understanding of issues. In this regard, writers [] face a challenging task. They must deliver expert insight and strategic acumen with brevity, clarity and professionalism. Beyond that, they must present it all with an optimal organization, format and style.* For this component, you will conduct the background research for a perceived need related to policy and families (and your case study). Backgrounders are used to help bring someone up to speed on a particular policy issue. Background information typically includes some history related to the issue/social problem, current information about the population of interest, the status, and important considerations.
- 3. Recommendation/Analysis (Individual):** Building on the knowledge you have gained about your policy area from the first two components of this assessment, the policy recommendation and analysis is the final component of your policy brief. You are expected to write an individual, unique recommendation and provide a considered analysis of your recommendation in no more than two pages.

Journal Ignite Presentation/Document (20%): You will choose a paper from a peer-reviewed academic journal to present to a wider audience. Your audience for this presentation will be the public (aim for a tenth-grade level). The paper should be on an aspect of family-related social policy that we do not discuss in detail in lectures (see specific content in detailed schedule on CourseLink) Your article should be recent (from within the last five years). Presentations will occur throughout the term (sign up early to choose the date/theme that works best for you and best matches your own interests). Presentations will be formatted as Ignite Presentations; each presentation is accompanied by 20 slides, which are set to automatically advance every 15 seconds (5

minutes in total). In addition, you will be required to provide your colleagues with a one-page document highlighting key points from your presentation and accessible resources that may be helpful for clients. Additional information will be provided on CourseLink in **Assessments**. *All presenters are required to upload presentations (formatted with correct timing) to **Assessments** by 11:59pm the night before the presentation—no modifications will be accepted after that time. One-page documents are to be posted to the discussion board before the beginning of the class you are presenting in.*

Knowledge Translation Podcast (Group Activity; Group Grade) (20%): In a group of 5 students, you will create a twenty-minute podcast on a current topic as it relates to family-related social policy. You do not need to disclose any personal views, but you will need to grapple with some of the philosophy, policy, research, and theory related to the topic, and become adept at knowledge translation using the podcast format as a communication tool. Your audience for this podcast will be policy decision-makers. Select **Content** on the navbar and then **Assessments** to read further details about this assignment. A rubric will be provided.

There are multiple components to this assignment:

1. Group contract*
2. Detailed proposal*
3. Show Notes
4. Audio File
5. Transcript
6. Reference List

You will be automatically enrolled in a group for the Podcast assignment. Select **Groups** in the **Tools** dropdown menu to locate your group. *** Note:** *There is no grade attached to the contract. However, failure to submit by the deadline will result in the group incurring a 5% penalty on the assignment. Likewise, there is no grade attached to the proposal, but the more substantive the proposal, the more robust the feedback from your Instructor.*

Engagement/Contributions (Individual) (10%): This is an opportunity for you to be honest and reflective of your contributions in individual and collaborative work and your attendance, contributions, and commitment within the synchronous classroom community. This will be submitted as a ~3-minute video recording during which you will consider specific prompts.

TENTATIVE DELIVERY SCHEDULE*

Week	Date	Topic
1	January 6	Introductions (Situating ourselves in this course) Group Introductions/Planning/Group Contract (due at 9:50pm)
2	January 13	Module 1: Defining Social Policy Policy Assessment Part 1 Initial Assessment (Individual)
3	January 20	Module 1 Part II Ignite Presentations (5)
4	January 27	Module 2: The Development of Social Policy Knowledge Translation Podcast Prep (Group)
5	February 3	Module 2 Part II Ignite Presentations (5)
6	February 10	Module 3: Social Welfare and Policy Knowledge Translation Podcast Prep (Group); (proposal due at 11:59pm)
	February 17	Reading Week – no classes
7	February 24	Module 3 Part II Ignite Presentations (5)
8	March 3	Module 4: Marginalized Populations in Canada Knowledge Translation Podcast Prep (Group)
9	March 10	Module 4 Part II Ignite Presentations (5)
10	March 17	Module 5: The Work (Awareness, Education, Advocacy, and Change) Knowledge Translation Podcast Prep (Group)
11	March 24	Module 5 Part II Ignite Presentations (5)
12	March 31	

Note: *This is a tentative schedule; any changes will be announced in class/an announcement will be posted on CourseLink.*

Territorial Acknowledgement: *We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Today, this gathering place is home to many First Nations, Métis and Inuit peoples and acknowledging them reminds us of our important connection to this land where we learn and work.*

COURSE STATEMENTS:

Acceptable Use: The University of Guelph has an [Acceptable Use Policy](https://www.uoguelph.ca/ccs/infosec/aup), which you are expected to adhere to. (See <https://www.uoguelph.ca/ccs/infosec/aup>)

Communicating with Your Instructor: During the course, your instructor will interact with you on various course matters during synchronous classes and on the course website. While most discussions will likely/hopefully occur during the class period, CourseLink will also be used to communicate in the following ways:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum (rather than sending by email) so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 48 to 72 hours.
- **Online Meetings:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting. Online meetings depend on the availability of you and the instructor and are booked on a first come first served basis.

Submission of Assignments to Dropbox: All written assignments for this course should be submitted electronically via the online **Dropbox** tool as a Word file or a PDF. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission. Be sure to keep a back-up copy of all assignments if they are lost in transition. To avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted. It is your responsibility to submit your assignments on time as specified on the Schedule. Please review the following expectations carefully prior to submission and ensure your assignments meet them.

- Your assignments must be typewritten, double spaced, and no less than 12-point font and 1" margins all around.
- Please ensure your all student names are clearly indicated on assignments.
- Please ensure the group name and number are clearly indicated on group assignments.
- Please insert page numbers on all assignments submitted.
- Word limitations must be respected—anything in excess will not be read or graded.
- Please ensure that in-text citations, document formatting, and your reference list follow accepted standards (for this course, we will use APA). Submitting assignments without proper referencing will be considered plagiarism.

Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work. If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

Late Policy: If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by 10% per day after the deadline for the submission of the assignment for up to five days (50% penalty). Should a situation arise that precludes completing and submitting your assignments by the specified due dates, please notify the instructor of the issue. Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted

once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

Obtaining Grades and Feedback: Unofficial assessment marks will be available in the **Grades** tool of the course website. Your instructor will have grades posted online within 2 weeks of the submission deadline if the assignment was submitted on time. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for one year following the end of your program. Final grades will be available at the end of the semester. Students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID).

Turnitin Software: 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.

Mental health: If you need support, please visit <https://wellness.uoguelph.ca> for information about resources and supports available in our community.

UNIVERSITY STANDARD STATEMENTS

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

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. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date: Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

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.

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 make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. More information: www.uoguelph.ca/sas

Academic misconduct: The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar. 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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam. Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly if this is clearly identified as part of the assessment criteria via a rubric or other assessment tools. For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

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.

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.

Disclaimer: Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness: Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols: For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.