

FRAN*6270 Social Policy

COURSE OUTLINE – WINTER 2026

1. 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)

Pre-Requisite(s):

Co-Requisites(s):

Restriction(s):

2. COURSE DESCRIPTION

The main focus for this course is social policy in Canada and evidence-based policy development and analysis. Please be prepared to contribute to discussions during lectures. Some of the topics will include social and health problems that some people might find challenging such as the opioid crisis, mental illness and child maltreatment. Every effort will be made to maintain a safe classroom environment. Please know that the University of Guelph has many resources to support you; please see <https://wellness.uoguelph.ca/>

Attendance is mandatory. Students are responsible for any missed lecture material including instructions for assignments.

Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.

Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.

The use of AI is not permitted for this course.

3. TIMETABLE

Lecture:

Location:

4. INSTRUCTIONAL SUPPORT

Course Instructor: Michèle Preyde, PhD
Email: mpreyde@uoguelph.ca
Telephone: 519-824-4120 ext. 58599
Office: MINS 133
Office Hours: **by appointment**

5. LEARNING RESOURCES

Required Resource(s):

Canadian Social Policy: A New Introduction, 5th edition by John R Graham, Micheal L. Shier, Roger Delaney. Pearson Canada. Approximate cost for the etext is \$ 57.99

The following articles are freely available online:

Haby, M. M., Reveiz, L., Thomas, R., & Jordan, H. (2025). An integrated framework to guide evidence-informed public health policymaking. *Journal of public health policy*, 46(1), 193–210.

<https://doi.org/10.1057/s41271-024-00535-9>

Scurr, T., Ganann, R., Sibbald, S. L., Valaitis, R., & Kothari, A. (2022). Evaluating Public Participation in a Deliberative Dialogue: A Single Case Study. *International journal of health policy and management*, 11(11), 2638–2650. <https://doi.org/10.34172/ijhpm.2022.6588>

Turner, T., Lavis, J. N., Grimshaw, J. M., Green, S., & Elliott, J. (2023). Living evidence and adaptive policy: perfect partners?. *Health research policy and systems*, 21(1), 135.

<https://doi.org/10.1186/s12961-023-01085-4>

Choi, B. C., Li, L., Lu, Y., Zhang, L. R., Zhu, Y., Pak, A. W., Chen, Y., & Little, J. (2016). Bridging the gap between science and policy: an international survey of scientists and policy makers in China and Canada. *Implementation science : IS*, 11, 16. <https://doi.org/10.1186/s13012-016-0377-7>

Atanackovic, J., Bartram, M., Slipp, M., Myles, S., Bourgeault, I. L., Fraser, C., & Leslie, K. (2025). Policy options for a pan-Canadian mental health and substance use health workforce strategy. *Healthcare management forum*, 38(4), 376–383. <https://doi.org/10.1177/08404704251329040>

Murphy, A., Šubelj, M., Babarczy, B., Köhler, K., Chapman, E., Truden-Dobrin, P., Oliver, K., Nahrgang, S., Reinap, M., & Kuchenmüller, T. (2022). An evaluation of the evidence brief for policy development

process in WHO EVIPNet Europe countries. *Health research policy and systems*, 20(1), 54.

<https://doi.org/10.1186/s12961-022-00852-z>

Emmons, K. M., & Chambers, D. A. (2021). Policy Implementation Science - An Unexplored Strategy to Address Social Determinants of Health. *Ethnicity & disease*, 31(1), 133–138.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC7843047/>

Lee, J., Schram, A., Riley, E., Harris, P., Baum, F., Fisher, M., Freeman, T., & Friel, S. (2018). Addressing Health Equity Through Action on the Social Determinants of Health: A Global Review of Policy Outcome Evaluation Methods. *International journal of health policy and management*, 7(7), 581–592.

<https://doi.org/10.15171/ijhpm.2018.04>

Other readings available in Ares Course Reserve via Library. Readings may be added to enhance learning experience.

Recommended Resource(s):

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Develop knowledge about social policies
2. Understand evidence-based policy development
3. Understand frameworks for policy analyses
4. Synthesize relevant evidence and policy information
5. Practice skills in critiquing policy-relevant research

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers
1	Introduction to Canadian Social Policy	Chapter 1
2	Historical and Contemporary Influences	Chapters 2,3
3	Influences on policy development and evidence-based policy	Chapter 4

Week	Topics	Assigned Readings & Guest Speakers
4	Emerging realities; environment and social inclusion	<p>Chapter 5</p> <p>https://www.canada.ca/en/health-canada/services/opioids/federal-actions/overview.html</p> <p>Charlebois, S., & Kelly, S. (2025). Canada's youth are part of the opioid crisis and need treatment. <i>CMAJ : Canadian Medical Association journal = journal de l'Association medicale canadienne</i>, 197(36), E1195–E1196.</p> <p>https://doi.org/10.1503/cmaj.251682</p> <p>https://www.canada.ca/en/environment-climate-change/services/canadian-environmental-protection-act-registry/plans-policies.html</p>
5	Diversity	<p>Chapter 6</p> <p>https://www.ontario.ca/laws/statute/17a15</p>
6	Policy and Practice	<p>Chapter 7</p> <p>https://www.ontario.ca/laws/statute/90m07</p> <p>https://ontario.cmha.ca/provincial-policy/criminal-justice/mental-health-and-addictions-legislation/</p> <p>https://crpo.ca/apply-to-crpo/controlled-act-of-psychotherapy/</p> <p>https://www.ccpa-accp.ca/profession-and-regulation/</p>
7	Students' Choice	TBD; Quiz preparation

Week	Topics	Assigned Readings & Guest Speakers
8	Current Policy Topics	<p>Dignity and Mental Health in Jails Act, 2025 https://www.ola.org/en/legislative-business/bills/parliament-44/session-1/bill-53</p> <p>Medical Assistance in Dying (MAiD) https://www.canada.ca/en/health-canada/services/health-services-benefits/medical-assistance-dying.html</p> <p>QUIZ</p>
9	Policy Analysis	<p>Chapter 8 https://ccnpps-ncchpp.ca/analyzing-public-policies/</p>
10	Presentations	
11	Presentations	
12	Review and Revisit Topics of Interest	<p>https://oamhp.ca/policies-resources/</p> <p>https://www.ontariohealth.ca/clinical/mental-health-addictions/structured-psychotherapy</p>

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.

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8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Commentary on a social policy/issue	1,5	Feb 5	10
Quiz	1-5	Mar 5	30
Presentation: Policy Analysis	1-5	Mar 19 or 26	30
Final Report: Evidence Brief	1-5	Apr 7	30
Total:			100%

Commentary on a social policy/problem This assignment will be reviewed in the first week of classes and will consist of an individual written submission to Dropbox in **Word**. The commentary should be focused on a social policy topic of interest to you and be about two pages, double-spaced, not including the reference section. Due February 5th.

Quiz An in-class, online quiz will be held on Mar 5. The quiz will include multiple-choice and short answer questions and will be based on all course material including lectures, readings and any additional materials reviewed in class.

Presentation: Policy Analysis. The purpose for this assignment is to present an overall assessment of a social policy. Present an analysis/understanding of the issue, how the policy was designed to address the issue, and evaluate the impacts of the policy. Please submit a topic to the discussion section of CourseLink; each person should choose a different topic/policy. Depending on class size, this assignment might be a group assignment (2 members in each group to be revised by instructor if needed) and if so, members of the group will receive the same grade. Students will be assigned to present on either March 19th or 26th. Details will be reviewed in class.

Final Report: Evidence Brief. Please choose a policy issue/problem area different than the one on which you presented. Prepare a brief synthesis of the best available evidence of what is known on the health or social issue/problem of interest to you to inform policy development including background information. Clarify the issue including the various factors associated with it (and etiology if applicable), review approaches for managing the issue and implementation considerations. Prepare the evidence brief for an audience of scientists and policy developers. The evidence brief should be about four pages, double-spaced not including references. Due April 7th.

Other Resources / Readings

Evidence Brief <https://macsphere.mcmaster.ca/collections/2e603fd8-0698-4dc8-8b24-5d51808126b7/search>

Canadian Centre for Policy Alternatives <https://www.policyalternatives.ca/>

<https://ontario.cmha.ca/provincial-policy/criminal-justice/mental-health-and-addictions-legislation/>

[Ontario-Provincial-Standards-for-Withdrawal-Management-Services-September-2021.pdf](https://www.ontariohealth.ca/clinical/mental-health-addictions/structured-psychotherapy)

<https://www.ontariohealth.ca/clinical/mental-health-addictions/structured-psychotherapy>
A Toolkit for Developing Effective Policy Briefs <https://socialwork.utoronto.ca/uploads/2021/06/https://idrc-crdi.ca/en/funding/resources-idrc-grantees/how-write-policy-brief>

Dobbins, M., Hanna, S. E., Ciliska, D., Manske, S., Cameron, R., Mercer, S. L., O'Mara, L., DeCorby, K., & Robeson, P. (2009). A randomized controlled trial evaluating the impact of knowledge translation and exchange strategies. *Implementation science : IS*, 4, 61. <https://doi.org/10.1186/1748-5908-4-61>

Early childhood education and care in Canada 2023 (<https://childcarecanada.org/publications/ecec-canada/24/08/early-childhood-education-and-care-canada-2023>) Locate Ontario – pdf of ON saved in my docs (art ECE 2023 Ontario)

9. COURSE STATEMENTS

Land 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. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of 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.

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.

10. UNIVERSITY 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 as long as 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.