



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4320 Social Policies for Children, Youth, & Families

COURSE OUTLINE – WINTER 2020

1. CALENDAR DESCRIPTION

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

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	9.50 credits
Co-Requisites(s):	FRHD*3040
Restriction(s):	None

2. COURSE DESCRIPTION

The focus of this course is on federal, provincial, and territorial social policies in Canada that affect child and youth development and family wellbeing. 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 wellbeing of children, youth, and families.

3. TIMETABLE

Lecture:	WEDNESDAY 7:00 - 9:50 p.m.
Location:	MAC 149
Final Exam:	THERE IS NO FINAL EXAM FOR THIS COURSE

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Samantha O'Leary (she/her/hers)
Email:	solear01@uoguelph.ca
Telephone:	519-824-4120 ext. 53006
Office:	MACS 335
Office Hours:	WEDNESDAY 5:00 – 6:00 p.m.

Teaching Assistant: Monika Georgieva
Email: mgeorgie@uoguelph.ca

Teaching Assistant: Emma Lipinski
Email: elipinsk@uoguelph.ca

5. LEARNING RESOURCES

Required Resource(s):

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

Recommended Resource(s):

Additional required and optional readings are listed in the course schedule section of this outline and available on the CourseLink site in the Content section.

6. LEARNING OUTCOMES

At the completion of the course, successful students will 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 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 wellbeing of children, youth, and families; and
6. Contribute to a collaborative learning environment and demonstrate cooperative skills through in-class learning activities and group work.

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Notes & Due Dates
PART A: INTRODUCTION TO SOCIAL POLICY		

Week	Topics	Notes & Due Dates
1 Jan 8	What is social policy? Readings: <ol style="list-style-type: none"> Chapter 1 Chapter 3 	Chapter 1 Quiz: closes Jan 14 Chapter 3 Quiz: closes Jan 14
2 Jan 15	Influences on social policy development Readings: <ol style="list-style-type: none"> Chapter 2 Chapter 4 	In-class engagement activity Chapter 2 Quiz: closes Jan 19 Chapter 4 Quiz: closes Jan 19
3 Jan 22	Making social policy Readings: <ol style="list-style-type: none"> Chapter 5 Chapter 6 Halfon, N., Larson, K., & Russ, S. (2010). Why social determinants? <i>Healthcare Quarterly</i>, 14(Sp), 8-20. doi: 10.12927/hcq.2010.21979 Meili, R. (2014). <i>Healthy, wealthy & why: The social determinants of health, explained</i>. Retrieved from https://www.thinkupstream.net/healthy_wealthy_why 	In-class engagement activity Chapter 5 Quiz: closes Jan 27 Chapter 6 Quiz: closes Jan 27
PART B: SELECTED POLICY ISSUES		
4 Jan 29	Indigenous families: Policy considerations Guest Lecturer: Dr. Kim Anderson Readings: <ol style="list-style-type: none"> Chapter 7 Self-study: Please do initial research on the Truth & Reconciliation Commission (TRC). This can be sensitive content and you should have a working understanding of the history of residential schools in Canada and the recent TRC reports. Additional resources will be posted on CourseLink when available. 	In-class engagement activity Chapter 7 Quiz: closes Feb 2

Week	Topics	Notes & Due Dates
5 Feb 5	Social welfare and policy Readings: <ol style="list-style-type: none"> 1. Chapter 8 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 8 Quiz: closes Feb 9 Note: Policy backgrounder due February 12
6 Feb 12	Child welfare policies and families in crisis Guest Lecturer: Victoria Fritz, RSW Readings: <ol style="list-style-type: none"> 1. Chapter 9 2. Ministry of Children and Youth Services. (2016). <i>Ontario child protection standards</i>. Retrieved from http://www.children.gov.on.ca/htdocs/English/documents/childrensaidd/Child-Protection-Standards-2016.pdf 3. Ontario Association of Children's Aid Societies. (2017). <i>7 levers for change</i>. Retrieved from http://www.oacas.org/annual-report-2016-2017-2/ 4. United Nations. (1989). <i>Convention on the rights of the child</i>. Retrieved from https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf 	In-class engagement activity Chapter 9 Quiz: closes Feb 16 DUE Feb 12: Policy Backgrounder
FEB 17-21: WINTER BREAK!		

Week	Topics	Notes & Due Dates
<p>7 Feb 26</p>	<p>Social policies for youth</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Department of Justice Canada. (2013). <i>The youth criminal justice act: Summary and background</i>. Retrieved from https://www.justice.gc.ca/eng/cj-jp/yj-ij/tools-outils/back-hist.html 2. Geoby, S. (2013). <i>The young and the jobless: Youth unemployment in Ontario</i>. Retrieved from http://www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario%20Office/2013/09/Young_and_jobless_final3.pdf 3. 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/professionals/childwelfare/residential/youthleavingcare.aspx 4. Worling, J. (2013). What were we thinking? Five erroneous assumptions that have fueled specialized interventions for adolescents who have sexually offended. <i>International Journal of Behavioural Consultation and Therapy</i>, 8(3-4), 79-88. 	<p>In-class engagement activity</p> <p>Summative Quiz: closes Mar 1</p>

Week	Topics	Notes & Due Dates
8 Mar 4	Relationships: Partnering and dissolution Readings: <ol style="list-style-type: none"> 1. 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. 2. Thompson, R. (2013). Dividing matrimonial property. <i>Family Law</i>, 43(1), 8-9. 3. Boyd, J. E. (2018). <i>A brief overview of Bill C-78, an Act to amend the Divorce Act and related legislation</i>. Retrieved from https://www.oba.org/getattachment/News-Media/News/2018/June2018/Summary-of-Changes-Proposed-by-Bill-C-78/A-Brief-Overview-of-Bill-C78.pdf 	In-class engagement activity Note: <i>Policy Recommendations & Analysis due March 11</i>
9 Mar 11	Child care, ECE, and education policies Guest Lecturer: Caitlin Osborne, RECE Readings: <ol style="list-style-type: none"> 1. Macdonald, D., & Friendly, M. (2017). <i>Time out: Child care fees in Canada 2017</i>. Retrieved from https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2017/12/Time%20Out.pdf 2. 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 3. Ontario Ministry of Education. (2017). <i>Ontario's Renewed Early Years and Child Care Policy Framework</i>. Retrieved from http://www.edu.gov.on.ca/childcare/renewed_early_years_child_care_policy_framework_en.pdf 	In-class engagement activity DUE March 11: Policy Recommendation & Analysis

Week	Topics	Notes & Due Dates
<p>10 Mar 18</p>	<p>Policies to support Canadians with disabilities and their families</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. Ministry of Education. (2017). <i>Special Education in Ontario: Kindergarten to Grade 12</i>. Retrieved from http://edu.gov.on.ca/eng/document/policy/os/2017/SpecEdFinal2018.pdf 3. MacCharles, T. (2013). <i>Services for children and youth with special needs in Ontario, and their families: Opportunities for improving their experiences and outcomes</i>. Retrieved from http://www.children.gov.on.ca/htdocs/English/documents/specialneeds/PAreport.pdf 	<p>In-class engagement activity</p> <p>Note: Knowledge Translation Tool due March 25</p>
<p>11 Mar 25</p>	<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. Chan, S., & Tweedie, D. (2015). Precarious work and reproductive insecurity. <i>Socialist Alternatives</i>, 34(4), 5-13. 3. Turcotte, M. (2013). <i>Family caregiving: What are the consequences?</i> Retrieved from https://www150.statcan.gc.ca/n1/pub/75-006-x/2013001/article/11858-eng.htm 	<p>In-class engagement activity</p> <p>DUE: KT Tool</p>

Week	Topics	Notes & Due Dates
12 April 1	Student Choice & Knowledge Sharing Event Readings: Readings will be posted on CourseLink when they are available, based on the topic selected by students	Share your Knowledge Translation Tools!

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.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
In-class Engagement Activities	#6	Weeks 2-11	20
Quizzes (10)	#1, #2, #3	Weeks 1-7	20
Policy Brief Assignment			
<i>Part 1: Policy Backgrounder</i>	#1, #2, #5	February 12	20
<i>Part 2: Policy Recommendation & Analysis</i>	#1, #2, #5	March 11	20
<i>Knowledge Translation Tool</i>	#2, #3, #4	March 25	20
Total:			100%

Outline of Assignments:

In-class Engagement Activities – These activities will occur during class in Weeks 2-11. 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 for debate answers/commentary and ask questions/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” for missed in-class participation assignments. Please note that the lowest grade will be dropped.*

Quizzes – Students will write 10 quizzes (in Weeks 1 through 7): 9 corresponding to the assigned textbook chapter readings for the week, plus a final, summative quiz on all 9 chapters. Each quiz has 10 multiple choice questions and must be completed independently. Quizzes close at 11:59 p.m. on the Sunday night outlined in the Teaching and Learning calendar (above).

Policy Brief Part 1: Policy Backgrounder – In pairs, students will write a policy backgrounder on a topic chosen from the list provided. 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 and grading rubric. Signing up for topics will happen during one of the first classes.

Policy Brief Part 2: Policy Recommendation & Analysis – Individually, students will build on the knowledge gained from Part 1 of this assignment to write a policy recommendation and analysis of the recommendation on their chosen topic. This component of the assignment is typically the final component of a policy brief. 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 Ministers and Administrators, policy analysts are required to write brief memos with clear, succinct messages to highlight the current issues around a particular topic and make recommendations for moving forward. 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. 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.

Policy Brief: Knowledge Translation Tool – In pairs, students will distil key information about a particular policy related to your selected topic from the list below 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 to best share the policy details. Students are encouraged to be creative for this project – 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 with the instructor to ensure it is appropriate. There will be a knowledge sharing even during the Week 12 class 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. on the indicated due date using the Dropbox on CourseLink. Eight KT topics are available for this activity with a maximum of eight pairs for each of the following topics:

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

9. COURSE STATEMENTS

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. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate 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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

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.](#)

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.