

Family Policy in Canada Schools of Behavioural and Social Sciences/Humanities

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Dean and by the course instructor.

General Information

Course #: FHSD 2250A & POLI 2279F.
Section #: 530
Term: Fall
Year: 2021-22
Delivery: In-person
Course Day and Time: Thursdays, 2:30pm to 5:30pm
Course Location: BR-304

Instructor Information

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Course Description

An examination of government policies affecting families in Canada. Areas of family policy considered include childcare, parental leave, income support, tax benefits, and pension arrangements. Course reveals the importance of government for Canadian families and their successful development.

Prerequisite(s): Any Family Studies and Human Development 1000-level course or a former Family Studies 1000-level course or permission of the instructor.

Required Course Materials

- There is no assigned textbook for this course. Students will be required to read, analyze and summarize topic related articles posted on owl, before class.

Learning Outcomes

By the end of the course, students should be able to:

- Identify the major areas of government policy directed at families in Canada and the ability of these areas to provide a more fair and equitable Canadian society (valuing).
- Apply the appropriate family policies to the needs of any Canadian family (problem-solving).
- Assess the ability of family policies to achieve their objectives in helping families and addressing larger societal needs (inquiry and analysis).
- Question and challenge the underlying conceptions and assumptions of Canada's family policies (critical thinking).

Brescia Competencies

The seven Competencies outlined below are Brescia's institution-level learning outcomes. These are the qualities which Brescia hopes to develop and encourage in students. Course content, activities, and assignments assist students in developing the Competencies. The activities and requirements of a course can be associated with one or more Competency. For instance, a written report or essay in a course may represent an activity consistent with communication, critical thinking, and problem solving (and will be identified by their assigned number). More precisely, the activities of the course will allow students to move up through the four levels of achievement connected with each of the Competencies. The level attained with the successful completion of Family Policy in Canada will be between Levels 2 and 3.

1. *Communication*: The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.
2. *Critical Thinking*: The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
3. *Inquiry and Analysis*: The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events.
4. *Problem Solving*: The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.
5. *Self Awareness and Development*: The ability to draw meaning, knowledge and value from honest and fair reflection and self evaluation. Students can recognize their values and their impact on others and make a commitment to personal growth.
6. *Social Awareness and Engagement*: The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and

contribute to creating positive change in local, regional, national, or global communities and societies.

7. *Valuing: The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions*

Teaching Methodology and Expectations of Students

Instructional approaches that would be used during this course include lectures, discussions, readings and videos. Students are encouraged to review assigned readings and to participate in all class discussions and assignments or activities.

Sakai OWL (<http://owl.uwo.ca>) will be used to post course information, content, reminders, and important instructions regarding deadlines, expectations, requirements, etc. It is expected that you check OWL regularly to ensure that you are kept up to date on new and revised course content. During the course, I will post or email additional content and/or materials that may aid in your learning and understanding of course topics.

Copyright and Intellectual Property

NOTE! Any unauthorized reproduction of class/course materials (e.g. slides and notes, lists of readings, in-class activities, assignment guidelines) through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

Your final grades will include grades for: **Class Participation** (10%), **Policy Analysis Group** (15%), **Policy Paper** (20%), **Mid-term Test** (25%), **Final Exam** (30%).

Class Attendance, Participation and Citizenship: Much of what you learn or fail to learn in this course is dependent on the nature of the classroom community we are able to construct collectively. Therefore, each student is a valued citizen of the course and is expected to attend each class, to have read the assigned readings, and to be ready to discuss the ideas and principles addressed in the readings. Good citizenship means acquiring knowledge and sharing knowledge with one another in a respectful and exploratory manner. A student's attendance and good citizenship (i.e., active listening and informed, respectful participation) will be considered in assigning a final grade.

Policy Analysis Group: Beginning in Week 3 students will participate in class lectures. Depending on class size, groups of 3-5 students will be assigned to a policy issue we will be discussing in class. Specific

questions related to each policy topic will be assigned to form the basis of your group’s analysis. Each group will write a 4–5-page summary of findings and present those findings as part of the relevant class lecture.

Policy Paper: Using print, internet, and electronic sources, each student will select and follow the media coverage of a family policy issue for at least four weeks. Students will then write a 5-page assessment of common perspectives and differences in coverage, critiquing the reporting and policy implications for families. Students will then write a letter to a public official about their position on the issue and provide both persuasive and substantive information to support their position.

Midterm and Final Exams: Both exams will consist of 3 parts. The Mid-term will be 90 minutes in length and will be completed on owl. The first two parts consist of short-answer questions of varying length. The last part will consist of short essay questions. Each part offers students choice. The final exam has the same format as the test but is twice as long (three hours). Also, the exam is cumulative but weighted towards material covered after the first test.

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Brescia Competencies
Class Participation	10%	On-going	Inquiry/Analysis Critical thinking Communication Problem solving
Policy Analysis Group	15%	Per assigned slot	Inquiry/Analysis Critical thinking Communication Problem solving Valuing
Policy Paper	20%	2 nd Dec.	Inquiry/Analysis Critical thinking Problem solving Communication Valuing
Mid-term Test	25%	21 st Oct. Will be conducted on owl.	Inquiry/Analysis Critical thinking Problem solving

Final Exam	30%	Dec. 10-21	Inquiry/Analysis Critical thinking Problem solving
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Academic Accommodation

For course components worth 10% or more of the total course grade. This is followed by a critical examination of policies that directly and indirectly impact families, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

Course Content

The course begins with a discussion about family policy, the different types and their significance. The rest of the semester will be dedicated to a critical evaluation of policies that directly or indirectly impact families in Canada, with an emphasis on whether or how these policies could be improved, adapted or changed.

Weekly Organizer:

Class/Week	Date	Description	Assignments and/or Readings Due
		e.g., topic, content, associated readings, activities.	e.g., quiz, paper, group project, exam.
1	Sep. 9	Introduction, Syllabus and Course Overview	No Assigned Reading
2	Sept. 16	What is Family Policy?	<ul style="list-style-type: none"> ▪ Mark Dickerson et al., <i>An Introduction to Government & Politics, 9th ed.</i> (Toronto: Nelson, 2014), ch. 22 (<i>and how to influence government</i>) ▪ Lydia Miljan, <i>Public Policy in Canada</i> (Toronto: OUP, 2012), ch. 6 ▪ Bogenschneider et al. 2012. The family impact lens: family-focused, evidence-informed approach to policy and practice

3	Sept. 23	Marriage, Divorce and Family	<ul style="list-style-type: none"> ▪ Why you will marry the wrong person ▪ M. Eichler, <i>Marriage and Divorce</i> (Canadian Encyclopedia, 2014) ▪ The divorce rate in Canada: Grey divorce vs COVID19 Effect ▪ <i>Family Law in Canada</i>
4	Sept. 30	Paid Work and Family – Parental Leave	<ul style="list-style-type: none"> ▪ Doucet et al, 2020. Reconceptualizing Parent Leave Benefits in COVID-19 Canada ▪ Doucet et al, 2020. Redesign parental leave system to enhance gender equality. ▪ McKay, 2016. Inequality in Canadian labour market-based leave policies. ▪ Smith, 2019. Recent changes to parental leave.
5	Oct. 7	Early Childhood Education, Policy Changes and Impacts: Child Care + Full-Day Kindergarten	<ul style="list-style-type: none"> ▪ Carolyn Ferns and Martha Friendly, <i>The State of Early Childhood Education and Care in Canada</i>, 2012 (Toronto: Canadian Resource and Research Unit, 2014) ▪ Tasha Kheiriddin, “Busting Canada’s Daycare Myths,” <i>National Post</i> April 29, 2015 ▪ Budget 2021_ A Canada-wide Early Learning and Child Care Plan - Canada.ca ▪ Warburton et al., 2012. Does full day kindergarten help kids? ▪ Parental employment effects of switching from half-day to full-day kindergarten
6	Oct. 14	Family Poverty, Income Inequality and Social Assistance	<ul style="list-style-type: none"> ▪ ESDC 2021. Towards a poverty reduction strategy & Canadian Poverty Reduction Strategy. ▪ Campaign 2000, 2020. Setting the stage for a poverty free Canada. ▪ deBoer et al, 2013. Child and family poverty in Canada Forget, 2011. The town with no poverty: Health effects of a Canadian guaranteed annual income field experiment

			<ul style="list-style-type: none"> ▪ Morissens, The role of universal and targeted family benefits in reducing poverty in single parent families
7	Oct. 21	MIDTERM TEST	
8	Oct. 28	Child Welfare Policy and Child Outcomes	<ul style="list-style-type: none"> ▪ Government of Canada. 2019. Provincial and territorial child protection legislation and policy ▪ A conversation about equity with Dr. Cindy Blackstock & Dr. Barbara Fallon. ▪ Ontario's Plan to redesign child welfare
9	Nov. 4	FALL READING WEEK	
10	Nov. 11	Family/Intimate partner violence and Social Policy	<ul style="list-style-type: none"> ▪ Government of Canada, Family Violence Laws ▪ Department of Justice Final Report of the Ad Hoc Federal-Provincial-Territorial Working Group Reviewing Spousal Abuse Policies and Legislation.pdf
11	Nov. 18	Immigration policy and wellbeing of Immigrant and minority families	<ul style="list-style-type: none"> ▪ Yoon. 2019. When Canada's Immigration policies pull families apart. ▪ Inequality below the surface: reviewing immigrants' access to and utilization of five Canadian Welfare Programs. ▪ Alimezelli et al. 2015. Lost in policy translation: Canadian minority francophones and health disparities ▪ Bhuyan et al. 2016. Once you arrive: Latina Migrants' search for "dignity and a right to life" in Canada ▪ Fragmented Citizenship: Canadian Immigration Policy and Low-skilled Portuguese Workers. ▪ Bragg & Wong. 2016. Cancelled dreams: family reunification and shifting Canadian Immigration Policy.
12	Nov. 25	Elderly and Family Policy	<ul style="list-style-type: none"> ▪ Andre Leonard, Canada's Aging Population and Public Policy: Statistical Overview (Ottawa: Library of Parliament, February 2012) ▪ Reading 31: Thomas Klassen, Retirement in

			Canada (Toronto: OUP, 2012), ch. 3
13	Dec. 2	Review/Policy paper submission	No readings
13	Dec. 10-21	FINAL EXAM	

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12 .

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48-hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;

5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form** to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](#) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor (https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

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. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

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. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia** (https://brescia.uwo.ca/student_life/health_and_wellness/index.php) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php .

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
