



The University of British
Columbia
School of Social Work
Course Outline –SOWK 400 – Canadian Social
Policy
3 Credits

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

Year/Term	Fall 2020, Term 1, September 8-November 30, 2020
Course Title	SOWK 400 – Canadian Social Policy
Course Schedule	Mondays, 1:00 – 4:00 pm (Term 1)
Course Location	ROOM 124 (or virtual)

Instructor:	Tim Stainton	timst@mail.ubc.ca
Teaching Assistant		
Office location	ROOM 232	
Office hours:	By Appt	
Office phone	Please email	

PREREQUISITE and/or COREQUISITE

There are no prerequisites for this course.

COURSE DESCRIPTION

This course provides students with an understanding of the concepts and techniques of policy analysis, ideological and economics factors influencing policy and key structures, policies and issues in Canadian social policy and, how social workers can affect policy change. This course will offer students an opportunity to develop a familiarity with some foundational concepts and paradigms in social policy and apply them in 'real world' analysis. After a brief overview of social policy responsibilities of various levels of government, the aim of the initial sections of the course is to familiarize students with basic concepts and theories essential to an informed and effective analysis. The latter sections will focus on specific areas of contemporary policy and 'real world' aspects of policy analysis, development and lobbying. The aim of the latter sections is to school students in the process and practice of analysis and to familiarize them with core social policy areas. Finally, the course aims to give students some understanding of how social workers and others can effect policy change. For reference, access to the full course outline is available from our website www.socialwork.ubc.ca. Syllabus is subject to change as course proceeds, I will inform you as changes are made and post revisions on Canvas.

LEARNING OUTCOMES

By the completion of this course students will be able to:

- Summarize what social policy is and the ways social policy can be expressed in relation to social work;
- Describe and assess some of the philosophical and ideological debates and perspectives informing social policy;
- Identify and apply basic skills for policy analysis (research skills, critical reading, data analysis, logical reasoning, writing skills);
- Recognize economic issues and systems that influence social policy;
- Describe a number of social policy issues and the impact of social policy in Canada;
- Illustrate the importance of social policy to social work and how social workers can participate meaningfully in policy change; and
- Analyze one specific policy area in depth.

UNIVERSITY POLICIES

“Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.” (UBC Calendar)**NB: DUE TO COVID 19 RESTRICTIONS ATTENDANCE IN PERSON IS NOT REQUIRED. WHILE STUDENTS ARE ENCOURAGED TO ATTEND VIRTUAL CLASSES DURING THE CLASS PERIOD IF, DUE TO TIMEZONE OR OTHER RESTRICTIONS, YOU ARE NOT ABLE TO ‘ATTEND’ ALL LECTURES ETC WILL BE AVAILABLE ON CANVAS.**

Academic Dishonesty: Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Retaining Assignments: Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

COURSE POLICIES

Attendance

The attendance policy is in the student handbook on page 11:

<https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course. **NB Due to covid 19 the attendance policy will not be enforced however active 'virtual' participation is strongly encouraged both 'in class' and in groups.**

REQUIRED COURSE TEXT

The course text is available as an ebook or in hardcopy through Oxford, amazon or the UBC Bookstore but was not ordered in bulk to UBC bookstore:

Lightman E. & Lightman N. (2017). *Social Policy in Canada*, 2nd Edition. Don Mills Ont.: Oxford University Press.

Ebook purchase can be made through the link below with a 'rental' option.

<https://redshelf.com/book/622047/social-policy-in-canada-622047-9780199022144-ernie-lightman-naomi-l>

OPTIONAL REFERENCES

McKenzie and Wharf (2016). *Connecting policy to practice in the human services*. Toronto: Oxford University Press.

McDaniel, S. A. & Um, S. (2015). *States and Markets: Sociology of public policy in*

Canada. Toronto: Oxford University Press.

Dickens, Jonathan (2016) *Social Work and Social Policy: An Introduction, Second edition*. New York: Routledge. (Available as ebook through the library)

Pal, L. (2001). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 2nd ed. Toronto: Nelson Thompson Learning.

Westhues, A. & Wharf, B. (Eds.) (2012). *Canadian Social Policy*. Waterloo, ON: Wilfred Laurier University Press.

Useful websites

Federal Government:

Employment and Social Development Canada produces a wealth of material on Government Policy and Research. These can be accessed at:
<https://www.canada.ca/en/employment-social-development.html>

Statistics Canada: <https://www.statcan.gc.ca/eng/start>

BC Government Websites

Statistics: <http://www.bcstats.gov.bc.ca/>

Government's main site: <http://www.gov.bc.ca/>

MCFD: <http://www.gov.bc.ca/mcf/>

Ministry of Indigenous Relations and Reconciliation
<http://www.gov.bc.ca/arr/index.html>

Social Development and Poverty Reduction:
<https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/social-development-poverty-reduction>

Health: <http://www.gov.bc.ca/healthservices/>

Community Living British Columbia <http://www.communitylivingbc.ca/>

Other useful Websites:

Maytree has a number of good resources most notably summaries of social assistance number including disability by province. <https://maytree.com/>

The Canadian Counsel on Social Development has a range of useful information, including statistical data, available on their website, particularly on poverty and disability.

www.ccsd.ca

The Canadian Centre for Policy Alternatives provides a number of useful studies, critiques and weblinks on a range of social policy issues.

<http://www.policyalternatives.ca>

EVALUATION

- **Details of assignments and marking criteria will be provided on canvas as required.**
- **All written assignments should use APA referencing style.**
- **Assignments should be submitted electronically to both the Instructor and the TA via canvas or email as instructed in .Doc or .Docx format- PDF's are not accepted. Use a file name with name-assig#-course (i.e. asmith-assig1-400.doc)**

You will be evaluated for this course in relation to the following:

- 1) **Participation**, Students are expected to complete the assigned readings prior to class, ask questions, share their learning, and actively participate in class and group discussions. **Value 5%**
- 2) **Media Hits**: Each Group member will select 2-3 'media hits' on an issue relevant to social policy to present and lead a discussion with their group. Each group member is responsible for one set of media hits. Scheduling will be done in your groups. Media hits should be sent to the group members, TA and Instructor a minimum of 3 days before the relevant class. Following your turn as discussion lead a brief synopsis and summary of your groups discussion should be submitted to the TA (250 words Max.) Due 1 week after you present to your group. **Value: 10% .**
- 3) **Homework Assignment**: Describe what social policy is and why it is important to you and to social work. 250 Words Due: **September 15th. Value 5%**
- 4) **Policy Brief**: Create a logical, clear and objective policy brief. 750 max words Due: **October 19th. Value 15%**
- 5) **GROUP PRESENTATIONS**

This assignment is intended to allow students to examine a contemporary area or issue of social policy and to develop critical skills in analysis and presentation of policy issues in a clear and concise manner. Each group will be required to present a twenty minute presentation including time for questions. Each working group will be making the case and advocating for a significant policy initiative within their chosen area. While each group may differ in their approach on how to present and which points to emphasize, presentations should contain where applicable the following elements in making their case:

- An overview of the policy area/issue
- Key stakeholders
- Federal/Provincial/Other responsibilities
- International comparisons
- Policy positions of major political parties
- Legislative base
- Economic issues
- An analysis of current policy initiatives and key issues
- Policy alternatives and recommendation
- Social facts such as statistics and testimonials
- And any other evidence to support your case.

You may divide your presentation up into sections but it should have a coherent approach. Brief handouts, Powerpoint and/or other visuals are encouraged. Presentations will be via Collaborate though you are welcome to pre-record you must be available for Q&A. The policy subject will be assigned by week three of class based on preferences as much as possible.

The Instructor and Teaching Assistant will be assigning a single mark to a group. Marking will be based on three primary criteria: how rigorous (well researched) is the content of the presentation; how well reasoned and supported is the case made for the policy initiative; and how persuasive and compelling is the overall presentation.

Each group will have 4-5 members.

Presentations will take place the final two classes.

Value: 25%

- 6) **Written Policy Report:** Select and examine a social policy issue and provide a detailed analysis in report form. **DUE DATE: December 7th.** Length: 2500 words (excluding references). **Value 40%**

STRUCTURE OF THE COURSE-COVID EDITION

Each class will incorporate lectures, large and small group discussion or activities, and opportunities for individual reflection. You are encouraged to share ideas, personal experiences, academic resources and perspectives to expand upon the topics discussed. My role as the instructor is to present the key theoretical frameworks necessary to facilitate critical inquiry. Respectful dialogue is expected so that together we can create a safe and productive environment for learning. Due to Covid-19 lectures will be on Collaborate Ultra, the Canvas video function or in some cases we may need to use zoom. Groups will also be virtual and we will ensure you have means to connect both during and outside of class. Generally, the course will have a video lecture portion with discussion time and we will also make use of the discussion section of canvas. Each student will be assigned to a group who they will work with over the term for both activities, discussions and final presentations. The TA or the instructor will be available to the groups during class time and as requested. For personal concerns or questions you can email either the TA or instructor though you are encouraged to use the discussion boards if it is a non-personal matter so everyone can see the answer. If you prefer a phone or zoom contact let the TA or instructor know via email.

The first few weeks of the course will cover the basics of social policy in Canada and policy making and analysis. From there will look at some basic underlying concepts and then have a number of speakers with real world policy issue presentations. The final two weeks will be your group presentations (via Collaborate).

CLASS SCHEDULE AND READINGS

<p>CLASS 1 September 14</p>	<p>Introduction to the course & What is social policy? An introduction to social policy</p> <p>Discussion to include: Introductions Review class expectations and course outline Covid 19 accommodations What is social policy? Why care about social policy? How is it relevant to social work?</p> <p>Lightman Chap 3</p> <p>Watch one (or more!): <u>What is social policy??</u> https://youtu.be/Ccff50dFP4?list=PL34E5956BF81B26CE Pete Alcock (University of Birmingham) professor</p> <p><u>Why is social policy important??</u> https://youtu.be/HK9kpluofmw?list=PL34E5956BF81B26CE Nick Ellison (University of York) professor</p> <p><u>Extra video (Optional):</u> What is Social Policy? - Lecture by Professor Jonathan Bradshaw https://youtu.be/7zUv4bHdHMc (23 minutes)</p>
	<p>For Next Week:</p> <p>Lightman Chaps. 1, 2 & 8 (9&10 Skim)</p> <p>Watch The Canadian Welfare State https://www.youtube.com/watch?v=y2cD0jQOQbs</p> <p><u>Extra Reading (Optional):</u></p> <p><u>McKenzie, B. & Wharf, B. (2016). Introduction. In <i>Connecting policy to practice in the human services</i>. McKenzie, B. & Wharf, B. (Eds.), Ontario: Oxford University Press. 1-14</u></p> <p>Westhues, A. (2012). Chapter 1. Introduction: Becoming Acquainted with Social Policy. In A. Westhues & B. Wharf (Eds.), <i>Canadian Social Policy</i> (pp. 3-20). Waterloo, ON: Wilfred Laurier University Press.</p>

	<p>Dickens, Jonathan (2016) Social Work and Social Policy: An Introduction, Second edition. New York: Routledge. (Available as ebook through the library) Chp. 2.</p> <p>Homework Assignment: <u>Complete Assignment #1 for next class</u></p>
CLASS 2 September 21:	<p>Canadian Social Policy Structures and Responsibilities</p> <ul style="list-style-type: none"> • <i>Assignment #1 due today</i> <p>Discussion to include: A brief overview of the division of responsibilities in Canada in relation to social policy</p> <p>Taxes and transfer system</p> <p>The Courts and Social Policy</p>
Homework for next class (September 28)	<p>Please read:</p> <p>Pal, L. (2001). Beyond Policy Analysis: Public Issue Management in Turbulent Times. 2nd ed. Toronto: Nelson Thompson Learning. Chp. 3 (Canvas)</p> <p>Morestin, F. (2012) A Framework for Analyzing Public Policies: Practical Guide http://www.ncchpp.ca/docs/guide_framework_analyzing_policies_en.pdf</p> <p>Hankivsky, O. ed. (2012) An intersectionality-based policy analysis framework. https://equityhealth.biomedcentral.com/articles/10.1186/s12939-014-0119-x</p> <p>Optional Readings:</p> <p>McKenzie, B. & Wharf, B. (2016). Chapter 3: Policy making and policy makers. In <i>Connecting policy to practice in the human services</i>. McKenzie, B. & Wharf, B. (Eds.), Ontario: Ontario: Oxford University Press</p> <p>McDaniel, S. A. & Um, S. (2016). Chapter 2: Theories of Social Policy. In <i>States and markets: Sociology of public policy in Canada</i>. Don Mills, Ontario: Oxford University Press</p> <p>Homework: Find a policy brief online and bring it in with you next class</p>

CLASS 3 September 28	Social Policy Analysis Discussion to include: Policy Analysis & Implementation Models of policy analysis Advocacy vs. policy Policy briefs, what are they, how are they developed
Homework for next class (Oct 5)	Please read: Lightman 4 & 5
CLASS 4 Oct 5	Ideology & Economics
Homework for next class (October 12)	Homework: Please read: Lightman 6 & 7 Optional Readings: Dickens, Jonathan (2016) Social Work and Social Policy: An Introduction, Second edition. New York: Routledge. (Available as ebook through the library) Chps 4-8 (You can skip over UK specific discussion of policy and programmes) McKenzie, B. & Wharf, B. (2016). Chapter 1: Ideology and the social and political environment of policy making. In <i>Connecting policy to practice in the human services</i> . McKenzie, B. & Wharf, B. (Eds.), Ontario: Ontario: Oxford University Press, 15-40 McDaniel, S. A. & Um, S. (2016). Chapter 5: States and Markets: Dominant Forces of Change. In <i>States and markets: Sociology of public policy in Canada</i> . Don Mills, Ontario: Oxford University Press
CLASS 5 October 12	Key Concepts in Social Policy: <i>Stigma, Needs vs. Wants, Needs, Income and Means tests, Universality, Selectivity, Equity & Inclusion, Poverty & Basic Income</i>
Homework for next class (October 19)	Please Read: Lightman Chapter 11
CLASS 6	Globalization and Social Policy

October 19	
Homework for next class (October 26)	READINGS
CLASS 7 October 26	Policy Examples: Defunding the Police. Meenakshi Mannoe, MSW, Pivot Legal Society
CLASS 8 November 2	Monty Harepl, Asst Professor UBC SSW. Social Policy analysis with an Indigenous lens
Class 9 November 9	TBD
Homework for next class (November 16)	<p>Homework:</p> <p>Lightman Chap. 12</p> <p>Prosperity Now. How Do I Advocate for Policy Change? https://prosperitynow.org/putting-prosperity-within-reach-how-do-i-advocate-for-policy-change</p> <p>Blaylock, J. (2013) Policy and Organizing Complementarity in Community Change Campaigns. https://www.ssa.uchicago.edu/policy-and-organizing-complementarity-community-change-campaigns</p> <p>Optional Reading: McKenzie, B. & Wharf, B. (2016). Chapter 6&7 : Making policy for social change from inside (outside)the system. In Connecting policy to practice in the human services. McKenzie, B. & Wharf, B. (Eds.), Ontario: Ontario: Oxford University Press,</p>
Class 10 November 16	Making Policy Change: Strategies, the media, the methods
Homework for next class (November 23)	PREPARE PRESENTATIONS
CLASS 11 November 23	PRESENTATIONS
CLASS 10 November 30 (LAST CLASS)	PRESENTATIONS

COURSE POLICIES

Disabilities and Religious Accommodations:

The University accommodates students with disabilities who have registered with Access and Diversity. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.

Retaining Assignments:

Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked assignments with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The assignment remains the property of the University.

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Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Grading Practices and ESL Students:

The School of Social Work’s Racialized Student Caucus recently developed a policy related to concerns for inequities in grading practices for ESL students. The policy provides specific guidelines for grading criteria and practices. Where possible, this policy will be applied within SOWK 400. Please meet with me if you would like to discuss the application of this policy in relation to your work.

Submitting Assignments:

Please submit your assignment to both the TA and instructor by email. Please send it as a .doc, .docx file. **PDF files will not be marked.** Hardcopies of assignments are not required. We will not acknowledge receipt of your email/ assignment. We will, however, get in touch with those who do not submit assignments.

Return of marked student assignments:

Instructors coordinate the return of marked assignments. We will mark your assignment electronically with track changes and return it to you by the same email

you sent it to us.

Late assignments:

Late submissions will result to a deduction of the grade of your assignment. The rule of deduction is 2% a day. Any assignment that is more than a week late will not be accepted. Extensions will only be granted in cases of personal illness or family issues and not because of academic or employment workloads or conflicts. Extensions must be requested in far advance of the due date of the assignment.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technology: CANVAS; this tool captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
 - Track your progress in order to provide you with personalized feedback
 - Review statistics on course content being accessed to support improvements in the course
 - Assess your participation in the course.
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COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.