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.

Course Info

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Winter 2021, September 13 – December 6, 2021</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 400 – Canadian Social Policy</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3 credits</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Mondays, 1-4pm</td>
</tr>
<tr>
<td>Course Location</td>
<td>Jack Bell Building, Room 124</td>
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<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>Email Address</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Stainton</td>
<td>Jack Bell 232</td>
<td>n/a</td>
<td><a href="mailto:timst@mail.ubc.ca">timst@mail.ubc.ca</a></td>
<td>Email for an appt.</td>
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<tr>
<th>Teaching Assistant</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>Email Address</th>
<th>Office Hours</th>
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<tbody>
<tr>
<td>Karl Urban</td>
<td></td>
<td></td>
<td><a href="mailto:kurban@student.ubc.ca">kurban@student.ubc.ca</a></td>
<td>TBD</td>
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Prerequisite and/or Corequisite

Mandatory for Fourth Year Social Work. Non-Social Work Students by permission from the instructor.

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.

Course Structure and Learning Activities

The course will use a mix of approaches including lectures, group work and discussion, guest speakers and, group presentations. Readings are supplementary to the lectures rather than covering the same material. Assignments are designed to help students develop relevant skills and demonstrate their ability to apply the material to specific policy issues.

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.
Required Textbook(s) and Learning Materials

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:


Canvas will be used to house course readings and material unless otherwise specified.

Optional References


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](https://www.canada.ca/en/employment-social-development.html)

Statistics Canada: [https://www.statcan.gc.ca/eng/start](https://www.statcan.gc.ca/eng/start)

**BC Government Websites**


Government’s main site: [http://www.gov.bc.ca/](http://www.gov.bc.ca/)

MCFD: [http://www.gov.bc.ca/mcf/](http://www.gov.bc.ca/mcf/)


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

Assessment of Learning

- 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 in .Doc or .Docx format-PDF’s are not accepted. Use a file name with name-assig#-course (i.e. asmith-assig1-400.doc)

1) Participation: Students are expected to attend class, 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 a synopsis 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 group’s discussion should be submitted on canvas (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 to social work (If you are a non SW student discuss generally why SP is important). 250 Words Due: September 20. Value 5%

4) Policy Brief: Create a logical, clear and objective policy brief. 750 max words Due: October 18. 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 6. **Length:** 2500 words (excluding references). **Value 40%**
# Class Schedule

<table>
<thead>
<tr>
<th>Session 1:</th>
<th>September 13, 2021</th>
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| **Topic:** | Introduction to the course & What is social policy?  
Discussion to include:  
Introductions  
Review class expectations and course outline  
What is social policy?  
Why care about social policy? How is it relevant to social work? |
| **Readings:** | Lightman Chap 3 |
| **Watch:** | Watch one (or more!):  
What is social policy?? - Pete Alcock (University of Birmingham) professor  
https://youtu.be/Ccff_50dFP4?list=PL34E5956BF81B26CE  
Why is social policy important?? - Nick Ellison (University of York) professor  
https://youtu.be/HK9kpIuofmw?list=PL34E5956BF81B26CE  
Extra video (Optional):  
What is Social Policy? - Lecture by Professor Jonathan Bradshaw  
https://youtu.be/7zUv4bHdHMc (23 minutes) |
| **For next week:** | Lightman Chaps. 1, 2 & 8 (9&10 Skim)  
Watch The Canadian Welfare State:  
https://www.youtube.com/watch?v=y2cD0jQOQbs  
Extra Reading (Optional):  
Homework assignment:  
Complete assignment #1 for next class |
<table>
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<tr>
<th>Session 2:</th>
<th>September 20, 2021</th>
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</table>
| **Topic:** | Canadian Social Policy Structures and Responsibilities  
• *Assignment #1 due today*  
Discussion to include:  
A brief overview of the division of responsibilities in Canada in relation to social policy  
Taxes and transfer system  
The Courts and Social Policy |
| For next class: |  
Read:  
http://www.ncchpp.ca/docs/guide_framework_analyzing_policies_en.pdf  
https://equityhealth.biomedcentral.com/articles/10.1186/s12939-014-0119-x  
Optional Readings:  
Homework:  
Find a policy brief online and bring it in with you next class |
| Session 3: | September 27, 2021 |
| **Topic:** | 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 |
| For next class: |  
Read:  
Lightman 4 & 5 |
### Session 4:
**October 4, 2021**

**Topic:** Ideology & Economics

**Read:**
Lightman 6 & 7

**Optional Readings:**

### For next class:

### Session 5:
**NO CLASS**

### Session 6:
**October 18, 2021**

**Topic:** Key Concepts in Social Policy:
- Stigma, Needs, Income and Means tests, Universality, Selectivity, Equity & Inclusion

**Readings:** TBD

For more detailed background on BI in BC see [https://bcbasicincomepanel.ca/papers](https://bcbasicincomepanel.ca/papers)
<table>
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<tr>
<th>Session 7:</th>
<th>October 25, 2021</th>
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| **Topic:**          | Poverty & Basic Income  
|                     | Guest Lecturer: Prof. Rhys Kesselman, Member of BC Basic Income Expert Panel |
| **Session 8:**      | November 1, 2021 |
| **Topic:**          | TBD               |
| **Session 9:**      | November 8, 2021  |
| **Topic:**          | TBD               |
| **For next week:**  | Homework:  
|                     | Gov't of Canada (2020) Reducing the number of Indigenous children in care.  
|                     | https://www.sac-isc.gc.ca/eng/1541187352297/1541187392851 |
| **Session 10:**     | November 15, 2021 |
| **Topic:**          | Indigenous Social Policy: Moving towards self governance  
|                     | Sue Sterling-Burr |
| **For next class:** | Homework:  
|                     | Lightman Chap. 12  
|                     | Prosperity Now. How Do I Advocate for Policy Change?  
|                     | https://prosperitynow.org/putting-prosperity-within-reach-how-do-i-advocate-for-policy-change  
|                     | https://www.ssa.uchicago.edu/policy-and-organizing-complementarity-community-change-campaigns  
|                     | Optional Reading:  
School/Course Policies

Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: https://socialwork.ubc.ca/undergraduate/advising/

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. 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.

Other school policies can be accessed through the School of Social Work student handbook.
Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. [https://learningcommons.ubc.ca/](https://learningcommons.ubc.ca/)

University Policies

**Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at: [https://senate.ubc.ca/policies-resources-support-student-success](https://senate.ubc.ca/policies-resources-support-student-success)

Learning Analytics

No learning analytics are being used in this class.

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor. You are however free to use or distribute material with acknowledgement as you wish with the exception of non-course specific copyright material such as reading etc. except where allowed by the copyright holder. You are welcome to record the course lectures for personal use.
UBC Grading Criteria

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>A+</strong></td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
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<tr>
<td><strong>A</strong></td>
<td>85-89</td>
<td>87</td>
<td></td>
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<tr>
<td><strong>A-</strong></td>
<td>80-84</td>
<td>82</td>
<td></td>
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<tr>
<td><strong>B+</strong></td>
<td>76-79</td>
<td>77.5</td>
<td>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.</td>
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<tr>
<td><strong>B</strong></td>
<td>72-75</td>
<td>73.5</td>
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<tr>
<td><strong>B-</strong></td>
<td>68-71</td>
<td>69.5</td>
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<tr>
<td><strong>C+</strong></td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>60-63</td>
<td>62.5</td>
<td></td>
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<tr>
<td><strong>C-</strong></td>
<td>55-59</td>
<td>57</td>
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<tr>
<td><strong>D</strong></td>
<td>50-54</td>
<td>52</td>
<td>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.</td>
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<tr>
<td><strong>F</strong></td>
<td>0-49</td>
<td>0</td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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