

School of Social Work

Course Outline

SOWK 400

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



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Arts

arts.ubc.ca

UBC COVID-19 Protocols for in-class learning

Faculty of Arts, COVID-19 Safety Guidelines

Wearing Masks

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. UBC Respectful Environment Statement.

If you forget a mask, please ask your instructor for one.

If you are sick

It is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>

If you miss class because of illness

Connect with your classmates for information about the class missed.

All lectures will be recorded and live streamed so you can catch up with that.

If you anticipate missing a class due to illness that includes a key activity you are part of, please contact your instructor to discuss.

If you anticipate not being able to meet an assignment deadline due to illness

Please contact your instructor to discuss options.

Livestreaming/Recording

The livestream/recording is now being handled centrally by ArtsIT so I will have no control over stopping and starting as we go. This means there will likely be some deadair while we take breaks or go to groups but you should be able to fastforward through it. You access it through the central portal using this link:

A folder for all viewing links has also been set up at the following URL. Recordings or live streaming links will show up automatically when they are ready: <https://ubc.ca.panopto.com/Panopto/Pages/Sessions/List.aspx?folderID=cef82441-4dd3-4714-8843-ad980113ca09>

Hopefully this will work fairly smoothly but let me know if you are having trouble with it or check the ArtsIT website.

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

Year/Term	Winter 2021, September 13–December 6, 2021
Course Title	SOWK 400: Canadian Social Policy
Credit Value	3 credits
Course Schedule	Mondays, 1-4pm
Course Location	Jack Bell Building, Room 124

Instructor	Office Location	Office Phone	Email Address	Office Hours
Tim Stainton	Jack Bell 232	n/a	timst@mail.ubc.ca	Email for an appt.
Teaching Assistant	Office Location	Office Phone	Email Address	Office Hours
Karl Urban			ksurban@student.ubc.ca	TBD

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:

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

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

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>

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 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

Session 1:	September 13, 2021
Topic:	<p>Introduction to the course & What is social policy?</p> <p>Discussion to include:</p> <p>Introductions</p> <p>Review class expectations and course outline</p> <p>What is social policy?</p> <p>Why care about social policy? How is it relevant to social work?</p>
Readings:	Lightman Chap 3
Watch:	<p>Watch one (or more!):</p> <p>What is social policy?? - Pete Alcock (University of Birmingham) professor https://youtu.be/CcFf_50dFP4?list=PL34E5956BF81B26CE</p> <p>Why is social policy important?? - Nick Ellison (University of York) professor https://youtu.be/HK9kpluofmw?list=PL34E5956BF81B26CE</p> <p>Extra video (Optional):</p> <p>What is Social Policy? - Lecture by Professor Jonathan Bradshaw https://youtu.be/7zUv4bHdHMc (23 minutes)</p>
For next week:	<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>Extra Reading (Optional):</p> <p>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</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:</p> <p>Complete assignment #1 for next class</p>

Session 2:	September 20, 2021
Topic:	<p>Canadian Social Policy Structures and Responsibilities</p> <ul style="list-style-type: none"> • <i>Assignment #1 due today</i> <p>Discussion to include:</p> <p>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>
For next class:	<p>Read:</p> <p>Pal, L. (2001). <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times</i>. 2nd ed. Toronto: Nelson Thompson Learning. Chp. 3 (Canvas)</p> <p>Morestin, F. (2012) <i>A Framework for Analyzing Public Policies: Practical Guide</i> http://www.ncchpp.ca/docs/guide_framework_analyzing_policies_en.pdf</p> <p>Hankivsky, O. ed. (2012) <i>An intersectionality-based policy analysis framework</i>. 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:</p> <p>Find a policy brief online and bring it in with you next class</p>
Session 3:	September 27, 2021
Topic:	<p>Social Policy Analysis</p> <p>Discussion to include:</p> <p>Policy Analysis & Implementation</p> <p>Models of policy analysis</p> <p>Advocacy vs. policy</p> <p>Policy briefs, what are they, how are they developed</p>
For next class:	<p>Read:</p> <p>Lightman 4 & 5</p>

Session 4:	October 4, 2021
Topic:	Ideology & Economics
For next class:	<p>Read: Lightman 6 & 7</p> <p>Optional Readings:</p> <p>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)</p> <p>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</p> <p>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</p>
Session 5:	NO CLASS
Session 6:	October 18, 2021
Topic:	<p>Key Concepts in Social Policy:</p> <p>Stigma, Needs, Income and Means tests, Universality, Selectivity, Equity & Inclusion</p>
For next class:	<p>Readings: TBD</p> <p>Aldridge H. (2017) How do we measure poverty? Ottawa: Maytree. https://maytree.com/wp-content/uploads/How do we measure poverty May2017.pdf</p> <p>Ministry of Social Development and Poverty Reduction (2020) Covering All the Basics: Final Report of the Expert Panel on Basic Income. https://bcbasicincomepanel.ca/wp-content/uploads/2021/01/Final_Report_BC_Basic_Income_Panel.pdf</p> <p>For more detailed background on BI in BC see https://bcbasicincomepanel.ca/papers</p>

Session 7:	October 25, 2021
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 Blaylock, J. (2013) Policy and Organizing Complementarity in Community Change Campaigns. https://www.ssa.uchicago.edu/policy-and-organizing-complementarity-community-change-campaigns 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

Session 11:	November 22, 2021
Topic:	Making Policy Change: Strategies, the media, the methods
For next class:	Homework: Prepare presentations
Session 12:	November 29, 2021
Topic:	Presentations
Session 13:	December 6, 2021
Topic:	Presentations
	FINAL ASSIGNMENT DUE ON DECEMBER 7

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/>

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>

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

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 73.5 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.