



School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

***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.*

***School Mission Statement:** Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.*

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, disability, 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 INFORMATION

Year/Term/Dates	Winter 2022, Term 1, September 6–December 7, 2022 (first class September 12)
Course Title	SOWK 400: Canadian Social Policy
Course Value	3 credits
Course Schedule	Mondays, 2pm-5pm
Course Location	Jack Bell Building, 2080 West Mall, Room 124

Instructor	Office Location	Office Phone	Email Address
Lea Caragata	Jack Bell, Room 333	N/A	Lea.caragata@ubc.ca
Office Hours	Email for an appointment		

Teaching Assistant	Office Location	Email Address
Karl Urban	N/A	ksurban@mail.ubc.ca
Office Hours	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 texts are available through Red Shelf or in hardcopy through Oxford, Amazon or there are used copies available through Thrift Books online.

Lightman, E. S., & Lightman, N. (2017). *Social policy in Canada* (Second ed.). Oxford University Press.

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

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

Additional References

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. (2014). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 4th ed. Toronto: Nelson Thompson Learning.

James J. Rice and Michael J. Prince. (2013). *Changing Politics of Canadian Social Policy*, 2nd Ed. Toronto, Toronto University Press

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>

Course Schedule

Session 1:	September 12, 2022
Topic:	Introduction to the course & What is social policy? Discussion to include: Introductions Review class expectations and course outline Organizing of discussion groups What is social policy? How does social policy differ from public policy? Why care about social policy? How is it relevant to social work?
Read/Watch:	Lightman Chap 3 Watch one (or more!): What is social policy?? - Pete Alcock (University of Birmingham) professor https://youtu.be/Ccfc50dFP4?list=PL34E5956BF81B26CE Why is social policy important?? - Nick Ellison (University of York) professor https://youtu.be/HK9kpluofmw?list=PL34E5956BF81B26CE <u>Extra video (Optional):</u> What is Social Policy? - Lecture by Professor Jonathan Bradshaw https://youtu.be/7zUv4bHdHMc (23 minutes)

Session 2:	September 19, 2022
Topic:	Ideology and Environment of Policy Making; Political parties and their relationship to ideology and policy Group Discussion
Read/Watch:	McKenzie & Wharf – Chapter 1 Weaver, R., Habibov, N., & Fan, L. (2011). Analyzing the poverty reduction effectiveness of the Canadian provinces: Do political parties still matter? <i>Journal of Sociology and Social Welfare</i> . 38(1), 99-118. Harell, Soroka & Mahon. (2008). <i>Is Welfare a Dirty Word? Canadian Public Opinion on Social Assistance Policies</i> . Policy Options. https://policyoptions.irpp.org/magazines/canadas-working-poor/is-welfare-a-dirty-word-canadian-public-opinion-on-social-assistance-policies/
Session 3:	September 26, 2022
Topic:	Structures & Processes of Policy Making in Canada; Overview of the division of responsibilities in Canada in relation to social policy Policy-Making Process and Policy Makers First Graded Discussion Group
Read/Watch:	Lightman Chap. 1, McKenzie & Wharf – Chapters 2 & 4 Watch: The Canadian Welfare State: https://www.youtube.com/watch?v=y2cD0jQOQbs <u>Extra Reading (Optional):</u> Dickens, Jonathan (2016) <i>Social Work and Social Policy: An Introduction</i> , Second edition. New York: Routledge. (Available as ebook through the library) Chp. 2. Sherraden, M. S., Slosar, B., & Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy. <i>Social Work</i> , 47(3), 209-221.
Session 4:	October 3, 2022

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> <p>Graded Discussion Groups Continue</p>
Read/Watch:	<p>Pal, L. (2014). Beyond Policy Analysis: Public Issue Management in Turbulent Times. 4th 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://equityhealthj.biomedcentral.com/articles/10.1186/s12939-014-0119-x</p> <p><u>Optional Readings:</u></p> <p>McKenzie, B. & Wharf, B. (2016). Chapter 3: Policy making and policy makers. In Connecting policy to practice in the human services. 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 States and markets: Sociology of public policy in Canada. Don Mills, Ontario: Oxford University Press</p>
Session 5:	October 10, 2022 – NO CLASS
Session 6:	October 17, 2022
Topic:	<p>Key Concepts in Social Policy:</p> <p>Stigma, Needs, Income and Means tests, Universality, Selectivity, Equity & Inclusion</p> <p>Graded Discussion Groups Continue</p>
Read/Watch:	<p>Lightman Chapter 6</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>
Session 7:	October 24, 2022

Topic:	Implementing Policy, Policy Instruments, Efficacy & Efficiency Graded Discussion Groups Continue
Read/Watch:	<p>Lightman Ch.7</p> <p>Delcourt & Lenihan. (2010). <i>The consumer model of politics – a bad idea</i>. <i>Policy Options</i>. https://policyoptions.irpp.org/magazines/the-year-in-review-2/the-consumer-model-of-politics-a-bad-idea/</p> <p>Pal, L. (2014). <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times</i>. 4th ed. Toronto: Nelson Thompson Learning. Ch. 4(Canvas)</p> <p><u>Optional Readings:</u></p> <p>Dickens, Jonathan (2016) <i>Social Work and Social Policy: An Introduction</i>, 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>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 8:	October 31, 2022
Topic:	Poverty & Basic Income Guest Lecture (TBD) Graded Discussion Groups Continue
Read/Watch:	<p>Ministry of Social Development and Poverty Reduction (2020) <i>Covering All the Basics: Final Report of the Expert Panel on Basic Income</i>. 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 9:	November 7, 2022
Topic:	Gendering the Welfare State Guest lecture: (TBD) Graded Discussion Groups Continue

Read/Watch:	<p>Rice, J. J., & Prince, M. J. (2000). <i>Changing politics of Canadian social policy</i>. University of Toronto Press. Chapter 9</p> <p>Caragata, Lea. (2022). "Feminist NGOs: Building resilience in low-income single moms". <i>International Journal of Social and Community Development</i>. https://doi.org/10.1177/25166026221079436</p>
Session 10:	November 14, 2022
Topic:	<p>Making Policy Change: Strategies, the media, the methods</p> <p>Graded Discussion Groups Continue</p>
Read/Watch:	<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><u>Optional Reading:</u></p> <p>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</p>
Session 11:	November 21, 2022
Topic:	<p>Thinking Globally</p> <p>Indigenous Rights – Moving beyond the Nation State</p> <p>Guest lecture: Dr Margaret Low</p> <p>Assistant Professor</p> <p>School of Community and Regional Planning (SCARP)</p> <p>The University of British Columbia</p>
Read/Watch:	<p>Lightfoot, S. R., & Xwi7xwa Collection. (2016). <i>Global indigenous politics: A subtle revolution</i> (1st ed.). Routledge. Chapters 7 & 8 https://doi.org/10.4324/9781315670669</p> <p>Lightman, Chapter 11</p>
Session 12:	November 28, 2022
Topic:	Presentations

Session 13:	December 5, 2022
Topic:	Presentations, evaluation and closure
	FINAL ASSIGNMENT DUE ON DECEMBER 7

Assessment of Learning

Details of assignments and marking criteria will be provided on canvas as required.

All written assignments should use APA referencing style. Please space at 1.5 and use a 12 point font.

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) Discussion Group Leads: Most weeks, the class time will provide for a focused discussion group. You will be assigned to a group of 5-6 students. Each group member will have responsibility for leading a discussion in their group on a particular week. The lead for the week will select 2-3 'media hits' on an issue relevant to social policy to present a synopsis and lead a discussion with their group. 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 (1-page, point form) Due 1 week after you present to your group.
September 26, October 3, October 17, October 24, November 7, November 14.
Value: 20%
- 3) Paper: 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). Clearly draw the linkage between policy and practice. Use examples from your own experience/knowledge. (2-3 pages). **Due: September 19. Value 15%**
- 4) Policy Brief: Create a logical, clear and objective policy brief.
See: <https://www.idrc.ca/en/how-write-policy-brief> for suggestions about writing an effective policy brief. 4-5 pages. Due: October 18. **30%**
- 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/critique
- 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 and integrated approach. Brief handouts, Powerpoint and/or other visuals are encouraged. 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: **November 28 & December 5.**

Value: 30%

SCHOOL/COURSE POLICIES

COVID-19

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

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

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

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.

Students may not record class or group discussions without prior permission of all individuals in attendance.

Support

During the term, I will do my best to offer support if I am concerned about your academic

performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see earlyalert.ubc.ca).

GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	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.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	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.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	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.
C	60-63	62.5	
C-	55-59	57	
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.