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	2023 Winter, Term 1, September 5 – December 7, 2023
Course Title	SOWK 400: Canadian Social Policy
Course Value	3 credits
Course Schedule	Mondays, 2pm - 5pm
Course Location	BUCH D218 – Buchanan Building, Room D218

Instructor	Office Location	Office Phone	Email Address
Tim Stainton	TBD		timst@mail.ubc.ca
Office Hours	Email for an appointment		

Teaching Assistant	Office Location	Office Phone	Email Address
Karl Urban			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 numbers 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 11, 2023
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/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)

Session 2:	September 18, 2023
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? *Journal of Sociology and Social Welfare. 38*(1), 99-118. Harell, Soroka & Mahon. (2008). *Is Welfare a Dirty Word? Canadian Public Opinion on Social Assistance Policies.* 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 25, 2023
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 Extra Reading (Optional): Dickens, Jonathan (2016) Social Work and Social Policy: An Introduction, 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. Social Work, 47(3), 209-221.
Session 4:	**October 12, 2023 THUR MAKE UP CLASS**

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 Graded Discussion Groups Continue
Read/Watch:	Pal, L. (2014). Beyond Policy Analysis: Public Issue Management in Turbulent Times. 4th ed. Toronto: Nelson Thompson Learning. Chp. 3 (Canvas) Morestin, F. (2012) A Framework for Analyzing Public Policies: Practical Guide http://www.ncchpp.ca/docs/guide_framework_analyzing_policies_en.pdf Hankivsky, O. ed. (2012) An intersectionality-based policy analysis framework. https://equityhealthj.biomedcentral.com/articles/10.1186/s12939-014-0119-x <u>Optional Readings:</u> 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 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
Session 5:	**OCTOBER 16, 2023**
Topic:	Key Concepts in Social Policy: Stigma, Needs, Income and Means tests, Universality, Selectivity, Equity & Inclusion **Graded Discussion Groups Continue**
Read/Watch:	Lightman Chapter 6 Aldridge H. (2017) How do we measure poverty? Ottawa: Maytree. https://maytree.com/wp-content/uploads/How_do_we_measure_poverty_May2017.pdf
Session 6:	**October 23, 2023**
Topic:	Implementing Policy, Policy Instruments, Efficacy & Efficiency **Graded Discussion Groups Continue**

Read/Watch:	Lightman Ch.7
	Delcourt & Lenihan. (2010). *The consumer model of politics – a bad idea. Policy* Options. https://policyoptions.irpp.org/magazines/the-year-in-review-2/the-consumer-model-of-politics-a-bad-idea/
	Pal, L. (2014). Beyond Policy Analysis: Public Issue Management in Turbulent Times. 4th ed. Toronto: Nelson Thompson Learning. Ch. 4(Canvas)
	<u>Optional Readings:</u>
	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)
	McDaniel, S. A. & Um, S. (2016). Chapter 5: States and Markets: Dominant Forces of Change. In *States and markets: Sociology of public policy in Canada.* Don Mills, Ontario: Oxford University Press
Session 7:	**October 30, 2023**
Topic:	Poverty & Basic Income
	Guest Lecture (TBD)
	Graded Discussion Groups Continue
Read/Watch:	MSDPD (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
	https://www.statcan.gc.ca/en/topics-start/poverty
	For more detailed background on BI in BC see https://bcbasicincomepanel.ca/papers
Session 8:	**November 6, 2023**
Topic:	Making Policy Change: Strategies, the media, the methods
	Graded Discussion Groups Continue

Read/Watch:	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
Session 9:	**November 20, 2023**
Topic:	Thinking Globally Indigenous Rights – Moving beyond the Nation State Guest lecture: **TBD**
Read/Watch:	Lightfoot, S. R., & Xwi7xwa Collection. (2016). *Global indigenous politics: A subtle revolution* (1st ed.). Routledge. Chapters 7 & 8 https://doi.org/10.4324/9781315670669 Lightman, Chapter 11
Session 10:	**November 27, 2023**
Topic:	Presentations

Session 11:	December 4, 2023
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) **Policy Brief**: Create a logical, clear and objective policy brief.
See: Examples on canvas and https://www.idrc.ca/en/how-write-policy-brief for suggestions about writing an effective policy brief. Length 1000 words. Due: Oct. 30. **Value 30%**

3) **Discussion Group Leads**: Most weeks, 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 write a paper which includes

   a) a brief background to the issue

   b) a summary of the media hits including 'where' they are coming from (ideological, political, advocacy etc.),

   c) a summary of your group's discussion,

   d) a brief discussion of your own views on the issues and what kind of policy response is need to address it. You should support your opinions on the policy issue with evidence from grey or academic literature.
   Length: 1500 words Due: November 27th
   Value: 35%

4) **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 27 & December 4.**

Value: 30%

SCHOOL/COURSE POLICIES

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/

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the UBC Calendar. This includes Medical circumstances, Compassionate grounds, or Conflicting responsibilities. Some examples include sudden illness, injury, death in the family, or mental health crises. You should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham (Christine.Graham@ubc.ca).

Accommodation of Students

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, preferably not later than the first week of class. The School of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see UBC Policy J-136). Students are expected to inform their instructor if they require accommodation on such grounds. 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, preferably earlier. This reflects expectations for professional social workers in their place of employment.

Attendance

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 set up to discuss this with the student. (Student Handbook).

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

Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: https://equity.ubc.ca/

Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

University Policies

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).

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

Retaining Assignments

Students should retain a copy of all submitted assignments (in case of loss) and should also retain 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.

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can capture data about your activity and provide 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; review statistics on course content being accessed to support improvements in the course; assess your participation in the 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. It is not permitted to record classes, unless permission has been granted by the instructor.

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.