



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work
Course Outline – SOWK 400

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.

Year/Term	Fall 2016
Course Title	SOWK 400 – Canadian Social Policy
Course Schedule	Mondays, 1:00 – 4:00 pm (Term 1)
Course Location	Room 124, Jack Bell Building

Instructor	Office Location	Office Phone	E-mail address
Patricia Johnston Erika Ono (Teaching Assistant)	Room 104	604-379-2465	Patricia.Johnston@ubc.ca ErikaOno@alumni.ubc.ca
Office Hours	Mondays, 11:00 am to 1:00 pm		

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 effect 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.

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 globalization on 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 COURSE TEXT:

The course text is available at the UBC Bookstore. This textbook has been made specifically for this class with a combination of chapters from the following two texts:

- 1) McKenzie and Wharf (2016). *Connecting policy to practice in the human services*. Toronto: Oxford University Press.
- 2) McDaniel, S. A. & Um, S. (2015). *States and Markets: Sociology of public policy in Canada*. Toronto: Oxford University Press.

OPTIONAL REFERENCE:

- Blake, R. B. & Keshen, J. A (Eds.) (2006). *Social fabric or patchwork quilt: The development of social policy in Canada*. Peterborough, ON: Broadview Press
- Finkel, A. (2005). *Social Policy and Practice in Canada: A History*. Wilfrid Laurier University Press
- 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.

EVALUATION:

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

- 1) **Participation, Weekly Reading & Questions, & Attendance:** Students are expected to complete the assigned readings prior to class, ask questions, share their learning, and actively participate in class discussions and pop quizzes. Value: 30%
- 2) **Assignment #1: Homework Assignment:** Describe what social policy is and why it is important to you and to social work. Due: September 19th, 2016. Value 5%
- 3) **Assignment #2: Policy Brief:** Create a logical, clear and objective policy brief. 2 to 3 pages max words Due: October 17th, 2016. Value 10%
- 4) **Assignment #3: Annotated Bibliography:** Complete a 10 page Annotated

Bibliography Due: November 7^h, 2016. Value 15%

- 5) **Assignment #4: Written Policy Report:** Select and examine a social policy issue and provide a detailed analysis in report form. December 5th. Length: 10 pages (excluding references). Value 40%

STRUCTURE OF THE COURSE:

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.

CLASS SCHEDULE AND READINGS:

<p>CLASS 1 September 12, 2016</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 What is social policy? Guest Speaker: Chad Walters</p>
<p>Homework for next class (Sep 19)</p>	<p>Homework: 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>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>Watch one (or more!): <u>What is social policy??</u> https://youtu.be/Ccff_50dFP4?list=PL34E5956BF81B26CE <u>Pete Alcock (University of Birmingham) professor</u></p> <p><u>Why is social policy important??</u> https://youtu.be/q2c-lchOYIA?list=PL34E5956BF81B26CE <u>University of Oxford (John Clarke) professor</u></p> <p><u>Why is social policy important??</u> https://youtu.be/HK9kpluofmw?list=PL34E5956BF81B26CE <u>Nick Ellison (University of York) professor</u></p> <p><u>Extra Reading (Optional):</u> 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><u>Extra videos (Optional):</u> What is Social Policy? - Lecture by Professor Jonathan Bradshaw https://youtu.be/7zUv4bHdHM (23 minutes)</p> <p>Homework Assignment: <u>Complete Assignment #1 for next class</u></p>
<p>CLASS 2 September 19, 2016:</p>	<p>Why care about social policy? How is it relevant to social work? Why is political ideology important to social policy?</p> <ul style="list-style-type: none"> • <i>Assignment #1 due today</i>

	<p>Discussion to include: Models of social welfare Political ideology and its relationship to social policy Review of political parties in Canada</p>
<p>Homework for next class (September 26, 2016)</p>	<p>Please read: McKenzie, B. & Hudson, P. (2016). Chapter 2: Making social policy in Canada: Structures and processes. In <i>Connecting policy to practice in the human services</i>. McKenzie, B. & Wharf, B. (Eds.), Ontario: Ontario: Oxford University Press, 40-71</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>1/2 class Listen: “Fixing Jeffrey Buffalo” http://www.cbc.ca/player/Radio/The+Sunday+Edition/Documentaries/ID/1551962665/</p> <p>1/2 Class Listen “No Man’s Land” (2 parts) http://www.cbc.ca/radio/thecurrent/a-story-of-deportation-to-somalia-and-canada-s-voice-at-war-1.2907289</p> <p>Homework: Find a policy brief online and bring it in with you next class</p>
<p>CLASS 3 September 26, 2016</p>	<p>Social Policy Problems</p> <p>Discussion to include: What shapes social policy issues How political parties perceive certain policy issues Advocacy vs. policy Policy briefs, what are they, how are they developed</p>
<p>Homework for next class (October 3, 2016)</p>	<p>Please read: McDaniel, S. A. & Um, S. (2016). Chapter 4: Security through policy: What it means to Canadians. In <i>States and markets: Sociology of public policy in Canada</i>. Don Mills, Ontario: Oxford University Press</p> <p>McDaniel, S. A. & Um, S. (2016). Chapter 5: Security through policy: What it means to Canadians. In <i>States and markets: Sociology of public policy in Canada</i>. Don Mills, Ontario: Oxford University Press</p> <p>Please review: McNutt, J.G. (2010). Social work and social welfare policy in Canada: A consideration of major internet resources for research and practice, <i>Journal of Policy Practice</i>, 9 (2), 154-159, DOI: 10.1080/15588741003601124</p>

<p>CLASS 4 October 3, 2016</p>	<p>Making and Debating Social Policy in Canada – and how to write about it!</p> <p>Discussion to include: A brief overview of the division of responsibilities in Canada in relation to social policy Taxes and transfer system Review of common debates associated with social policy in Canada Mini writing tutorial</p>
<p>Homework for next class (October 17, 2016)</p>	<p>Homework: <i>None – work on your assignment #2!</i></p>
<p>CLASS 5 October 17, 2016</p>	<p>Policy Analysis & Implementation</p> <p>Discussion to include: Models of policy analysis Social policy implementation Strategies for influencing and making policy change</p> <p><i>Assignment #2 due today!</i></p>
<p>Homework for next class (October 24, 2016)</p>	<p>Please Read: Berland, A. (2001). Mental health reform in British Columbia. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 29(1), 89-93.</p> <p>Harris, M., & Fallot, R. D. (2001). Envisioning a trauma-informed service system: A vital paradigm shift. <i>New directions for mental health services</i>, (89), 3-22.</p>
<p>CLASS 6 October 24, 2016</p>	<p>Mental Health and Intimate Partner Violence Policies Guest speaker: Erika Ono</p>
<p>Homework for next class (October 31, 2016)</p>	<p>Please read: McKenzie, B. & Wharf, B. (2016). Chapter 6: Making policy for social change from inside the system. 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 5: Security through policy: What it means to Canadians. In <i>States and markets: Sociology of public policy in Canada</i>. Don Mills, Ontario: Oxford University Press</p> <p>Please watch:</p> <p><i>The Remaining Light</i> available on the Canadian Centre for Policy Alternatives (CCPA) website (30 min) https://www.policyalternatives.ca/projects/seniors-care (to right of page at bottom)</p>

CLASS 7 October 31, 2016	Dominant ideologies, economics, and globalization Discussion to include: Strategic planning and developing objectives Globalization Research skills
Homework for next class (November 7, 2016)	Homework: <i>None – work on your assignment due next class!</i>
CLASS 8 November 7, 2016	Social Policy – locally, nationally and internationally (part 1) <i>Assignment #3 due today</i> Discussion to include: Social policy in BC, Quebec and the United States, and Social policy issues impacting Indigenous Canadians and women
Homework for next class (November 14, 2016)	Please read: Sinha, V. (2013). The structure of Aboriginal child welfare in Canada. <i>The International Indigenous Policy Journal</i> , 4(2): 1-22. Guppy, N. & Luongo, N. (2015). The Rise and Stall of Canada's Gender-Equity Revolution. <i>Canadian Review of Sociology</i> , 52(3) 241-265. Bowers, G. & Lopez, W. (2013). Which way to the restroom? – Respecting the rights of transgendered youth in the school system: A North American perspective. <i>Education Law Journal</i> , 22(3): 243-266. Schilt, K. & Westbrook, L. (2015). Bathroom battlegrounds and penis panics. <i>Contexts</i> , 14(3); 26-41. Collier, R. (2015). Addressing transgender discrimination in health, <i>CMAJ</i> , 187(17): E: 493.
CLASS 9 November 14, 2016	Social Policy – locally, nationally and internationally (part 2) Discussion to include: Social policy in BC, Quebec and the United States, and Social policy issues impacting Indigenous Canadians and women Gender and social policy
Homework for next class (November 21, 2016)	Please read: To be provided
CLASS 10 November 21, 2016	Guest speaker: Iglika Ivanova

Homework for next class (November 28, 2016)	<p>Please read:</p> <p>Doig, J. L., McLennan, J. D., & Urichuk, L. (2009). 'Jumping through hoops': parents' experiences with seeking respite care for children with special needs. <i>Child: care, health and development</i>, 35(2), 234-242.</p> <p>Orsini, M., & Smith, M. (2010). Social movements, knowledge and public policy: the case of autism activism in Canada and the US. <i>Critical Policy Studies</i>, 4(1), 38-57.</p>
CLASS 11 November 28, 2016 (LAST CLASS)	<p>Children and Youth with Special Needs Policies & How can social workers engage in policy change?</p> <p>Guest speaker: Erika Ono</p>
	FINAL ASSIGNMENT DUE ON DECEMBER 5th, 2016

EVALUATION:

NOTE: For those assignments marked according to a marking rubric, the rubric will be provided in advance. Make sure to look at this and complete your assignment within the expected requirements. The rubrics are provided so the expectations for each assignment are completely clear. No matter how nice your work is - if it doesn't conform to the rubric marks will be deducted.

1. Assignment #1

Write 2 paragraphs:

- Paragraph 1) What is social policy? Why is social policy important to social work?
- Paragraph 2) Introduce yourself and your vocation (who you are, what your interests are and where you hope to end up in terms of your career). Where does policy fit into your path?

Value: 5% - this is a completion grade only

Length: 200 to 350 words

2. Assignment #2: Policy Brief

Prepare a policy brief. The brief argues for or against a particular way of delivering a specific policy. This should include a range of options (normally 3) and can include a position against any such policy altogether and/or the creation of new policy. The purpose of a policy briefing is to provide a decision-maker with a summary document to inform her or his decision-making on a policy matter. The briefing document is intended to be clear, logical, concise, objective, balanced, and analytical. *It should not be longer than 3 double spaced pages.*

Identify a policy issue and define the problem that the Minister needs to make a decision on. The policy briefing can be based on a hypothetical situation. You will NOT be graded on whether your policy brief reflects current or actual policy, or politics. This assignment's goals are to demonstrate your understanding of core concepts and your application of basic policy analysis skills, rather than an in-depth knowledge of the policy under consideration. Even

though the policy briefs we reviewed in class are typically without references, we are in an academic environment so REFERENCES ARE REQUIRED. This means every sentence that involves something that is not your opinion must be backed up with evidence or support. References can be in-text, footnoted or end-noted – but they must be in APA. Please see UBC's APA citation guide: <http://wiki.ubc.ca/images/6/6f/Apastyle.pdf> .

Please keep in mind that while PDF documents look beautiful and you may send us one if you would like us to see it, but they will not be marked. You must send us a .doc, .docx or .rft file in order to receive a grade.

Value: 10% (see marking rubric)
Length: 2 to 3 pages (600 to 900 words)
Due: October 17th, 2016

3. Assignment #3: Annotated Bibliography

For this assignment you will be required to select a social policy problem or issue and indicate it at the top of your bibliography. You are then to complete a 5 Page Annotated Bibliography. This requires you select sources in relation to your chosen social policy issue. This must include a range of different sources including newspaper articles, policy reports, and other documents prepared by think tanks or government and non-government agencies. *Please include a minimum of 4 academic articles.* For each source a concise summary describing the central idea of the article is required. Successes and limitations of each source should be clearly identified in order to establish an insightful understanding of the social policy issue. Each source should be numbered from 1 to 10. Each source should be referenced in APA and can be single-spaced.

For example:

- 1) Westhues, A. (2012). Chapter 1. Introduction: Becoming Acquainted with Social Policy. In A. Westhues & B. Wharf (Eds.), *Canadian Social Policy* (pp. 3-20). Waterloo, ON: Wilfred Laurier University Press.

This chapter by Westhues points to the importance of....etc.

Value: 15% - This is a completion grade only.
Due: November 7, 2016

4. Assignment #4: Written Policy Report

Write a policy report with the intent to advocate for a particular policy position in the 'real world'. Imagine you would send this policy report to the Minister in 'real life' to influence the policy agenda. Choose a specific area of interest/concern and provide a detailed analysis of the policy/policies. It is highly recommended to be as specific as possible in your choice of issue, and to state your case clearly and succinctly. If you are unsure about your issue, please speak with me about it in advance. This report is to be written in an academic style, relying on appropriate research and using full referencing of materials used. Reports will be marked based on depth, argumentation and overall writing style. Please send your assignment by email as a .doc, docx, or .rtf. file.

While use of academic sources are encouraged/recommended, you will likely need to draw on other source material from community groups, think tanks, media and/or advocacy groups. Please properly cite all sources as per Academic regulations (APA).

This report may build on work from Assignment 1 or 2, but must NOT be a reiteration of previous work and MUST include your own individual analysis and additional sources. Subject resources for citing publications and avoiding plagiarism are posted at <http://toby.library.ubc.ca/subjects/subjpage2.cfm?id=673>

Value: 45%

Due: December 5th

Length: 10 pages (excluding references). *Please email your paper to both of us.*

5. Participation, Weekly Reading & Questions, & Attendance

Students are expected to complete the assigned readings prior to class, ask questions, share their learning, and actively participate in class discussions.

Pop quizzes related to weekly readings will be held.

Value: 30%

COURSE POLICIES:

Attendance:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Please speak with me if you miss a class.

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:

It is recommended that students 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.

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.

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 Erika and m by email (email me and cc' Erika). Please send it as a .doc, .docx, or .rtf. 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.

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.

USEFUL WEBSITES:

Federal Government:

Human Resources and Skills Development Canada (HRSDC) produces a wealth of material on Government Policy and Research. These can be accessed at:

<http://www.hrsdc.gc.ca/eng/home.shtml> and http://www.socialunion.gc.ca/menu_e.html

BC Government Websites:

Search Engine: <http://www.bcconnects.gov.bc.ca/>

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

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

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

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

Housing and Social Development: <http://www.gov.bc.ca/hsd/index.html>

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

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

Other useful Websites:

The Caledon Institute of Social Policy is an Ottawa-based research and advocacy group that has a sterling reputation for good research, political smarts, and has a wealth of publications dealing with Canadian social policy issues. <http://www.caledoninst.org/>

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

And the National Council on Welfare similarly has a number of useful reports. [The Harper Government eliminated the National Council on Welfare, but as of July 1, 2012, the council still had a web site and many reports noted on line.] www.ncwcnbes.net

The Canadian Centre for Policy Alternatives provides a number of useful studies, critiques and web links on a range of social policy issues. <http://www.policyalternatives.ca>

Canadian Policy Research Networks has a number of excellent background papers and resources. <http://www.cprn.com/>

Canadian Social Research Links has a searchable database on social research and issues. <http://www.canadiansocialresearch.net/index.htm>