



The University of British Columbia

School of Social Work

Course Outline –SOWK 400 – Canadian Social Policy

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.

| | |
|-----------------|------------------------------------|
| Year/Term | Fall 2017 |
| Course Title | SOWK 400 – Canadian Social Policy |
| Course Schedule | Mondays, 1:00pm – 4:00 pm (Term 1) |
| Course Location | ROOM 124 |

| | | |
|--------------------|---------------------------|--|
| Instructor: | Tim Stainton | timst@mail.ubc.ca |
| Teaching Assistant | Erika Ono | ErikaOno@alumni.ubc.ca |
| Office location | ROOM 232 | |
| Office hours: | Monday, 11:00am to 1:00pm | |
| Office phone | 604-379-2465 | |

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. 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. Syllabus is subject to change as course proceeds.

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

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: 15%
- 2) **Assignment #1: Homework Assignment:** Describe what social policy is and why it is important to you and to social work. 350 Words Due: September 18th, 2017. Value 10%
- 3) **Assignment #2: Policy Brief:** Create a logical, clear and objective policy brief. 750 max words Due: October 16th, 2017. Value 15%
- 4) **Assignment #3: Annotated Bibliography:** Complete an Annotated Bibliography containing between 5-10 reference with a total word length of 1500 max Due: November 6th, 2017. Value 20%
- 5) **Assignment #4: Written Policy Report:** Select and examine a social policy issue and provide a detailed analysis in report form. December 4th. Length: 2500 words (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 11, 2017</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? Why care about social policy? How is it relevant to social work?</p> |
| <p>Homework for next class (Sep 18)</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>Watch one (or more!): <u>What is social policy??</u> https://youtu.be/Ccff_50dFP4?list=PL34E5956BF81B26CE Pete Alcock (University of Birmingham) professor</p> <p><u>Why is social policy important??</u> https://youtu.be/q2c-lchOYIA?list=PL34E5956BF81B26CE University of Oxford (John Clarke) professor</p> <p><u>Why is social policy important??</u> https://youtu.be/HK9kpIuofmw?list=PL34E5956BF81B26CE Nick Ellison (University of York) professor</p> <p>For Next Week:</p> <p>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>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>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><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/7zUv4bHdHMc (23 minutes)</p> <p>Homework Assignment: <u>Complete Assignment #1 for next class</u></p> |
| <p>CLASS 2 September 18, 2017:</p> | <p>Canadian Social Policy Structures and Responsibilities</p> <ul style="list-style-type: none"> • <i>Assignment #1 due today</i> <p>Discussion to include: 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> |
| <p>Homework for next class (September 25, 2017)</p> | <p>Please read:</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>Review PPT: Policy as a Tool for Revolution Presentation by Judith Maxwell Canadian Policy Research Networks</p> <p>Pal, L. (2001). <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times</i>. 2nd ed. Toronto: Nelson Thompson Learning. Chp. 3</p> <p>Homework: Find a policy brief online and bring it in with you next class</p> |
| <p>CLASS 3 September 25, 2017</p> | <p>Social Policy Analysis</p> <p>Discussion to include: Policy Analysis & Implementation Models of policy analysis Advocacy vs. policy Policy briefs, what are they, how are they developed</p> |

| | |
|--|--|
| Homework for next class (October 2, 2017) | <p>Please read:</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: 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>Hankivsky, O. ed. (2012) An intersectionality-based policy analysis framework. Introduction – chapters 1 and 2, p.7- 46 https://equityhealthj.biomedcentral.com/articles/10.1186/s12939-014-0119-x</p> |
| CLASS 4 October 2, 2017 | Ideology, Economics and Policy |
| Homework for next class (October 16, 2017) | Homework: <i>work on your assignment #2!</i> |
| CLASS 5 October 16, 2017 | <p>Key Concepts in Social Policy: <i>Stigma, Needs vs. Wants, Needs vs. Means tests, Universality, Equity & Inclusion Poverty & Basic Income Assignment #2 due today!</i></p> |
| Homework for next class (October 23, 2017) | <p>Please Read:</p> <p>Berland, A. (2001). Mental health reform in British Columbia. <i>Administration and Policy in in Mental Health and Mental Health Services Research</i>, 29(1), 89-93.</p> <p>Varcoe, CM, Wathen, CN, Ford-Gilboe, M, Smye, V, Browne, A. (2016). VEGA briefing note on trauma- and violence-informed care. VEGA project and prevail research network. Retrieved from www.projectVEGA.ca</p> |
| CLASS 6 October 23, 2017 | POLICY EXAMPLE 1: Mental Health Policies Guest speaker: Erika Ono |
| Homework for next class (October 30, 2017) | READINGS TBD |

| | |
|--|--|
| CLASS 7 October 30, 2017 | Policy Examples 2: Guest Speaker Chad Walters |
| Homework for next class (November 6, 2017) | Homework: <i>None – work on your assignment due next class!</i> |
| CLASS 8 November 6, 2017 | Policy Example 3: Medical Assistance in Dying <i>Assignment #3 due today</i> |
| Homework for next class (November 13, 2017) | Please read: 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. 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. http://www2.gov.bc.ca/gov/content/health/managing-your-health/healthy-women-children/child-behaviour-development/special-needs |
| CLASS 9 November 13, 2017 | Policy Example 4: Children with Special Needs & Autism Funding Programme |
| Homework for next class (November 20, 2017) | Please read: TBD |
| CLASS 10 November 20, 2017 | Policy Example 5: Iglika Ivanova , Canadian Centre for Policy Alternatives-BC |
| Homework for next class (November 27, 2016) | McKenzie, B. & Wharf, B. (2016). Chapter 6&7: Making policy for social change from inside (outside)the system. In <i>Connecting policy to practice in the human services</i> . McKenzie, B. & Wharf, B. (Eds.), Ontario: Ontario: Oxford University Press, |
| CLASS 11 November 27, 2017 (LAST CLASS) | Making Policy Change: Strategies, the media, the methods |
| | FINAL ASSIGNMENT DUE ON DECEMBER 4th, 2017 |

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: 10%

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: 15% (see marking rubric)

Length: 2 to 3 pages (750 words)

Due: October 16th, 2017

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. (1500 word max) 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: 20%.

Due: November 6, 2017

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: 40%

Due: December 4th

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

5. Participation, Weekly Reading & Questions, & Attendance

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

Pop quizzes related to weekly readings may be held.

Value: 15%

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:

Students should 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 me 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+ | 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. |
