



**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Social Work**  
 Course Outline - SOWK 400 - Canadian Social Policy

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people.

**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 Statement:** 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 2019 (Term 1)
Course Title	SOWK 400 – Canadian Social Policy
Credit Value	3
Course Schedule	Mondays, 1:00 – 4:00 pm
Course Location	ROOM 124, Jack Bell Building

Instructor:	Tim Stainton	<a href="mailto:timst@mail.ubc.ca">timst@mail.ubc.ca</a>
Teaching Assistant:	Tsering Dolkar Watermeyer	<a href="mailto:tseringw@mail.ubc.ca">tseringw@mail.ubc.ca</a>
Office location:	ROOM 232	
Office hours:	By Appt	
Office phone:	Please email	

**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](http://www.socialwork.ubc.ca). Syllabus is subject to change as course proceeds, I will inform you as changes are made and post revisions on Canvas.

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### **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.

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### **UNIVERSITY POLICIES:**

“Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.” (UBC Calendar)

**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](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

**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 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.

**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>

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## **COURSE POLICIES:**

### **Attendance**

The attendance policy is in the student handbook on page 11:

<https://socialwork.ubc.ca/current-students/>.

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.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. 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, and preferably earlier. This reflects expectations for professional social workers in their place of employment. 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.

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## **REQUIRED COURSE TEXT:**

**The course text is available at the UBC Bookstore:**

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

## **OPTIONAL REFERENCES:**

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

McDaniel, S. A. & Um, S. (2015). *States and Markets: Sociology of public policy in Canada*. Toronto: Oxford University Press.

Dickens, Jonathan (2016) *Social Work and Social Policy: An Introduction, Second edition*. New York: Routledge. (Available as ebook through the library)

Pal, L. (2001). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 2<sup>nd</sup> ed. Toronto: Nelson Thompson Learning.

Westhues, A. & Wharf, B. (Eds.) (2012). *Canadian Social Policy*. Waterloo, ON: Wilfred Laurier University Press.

## **Useful websites**

Federal Government:

Employment and Social Development Canada produces a wealth of material on Government Policy and Research. These can be accessed at:  
<https://www.canada.ca/en/employment-social-development.html>

Statistics Canada: <https://www.statcan.gc.ca/eng/start>

BC Government Websites

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

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

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

Ministry of Indigenous Relations and Reconciliation

<http://www.gov.bc.ca/arr/index.html>

Social Development and Poverty Reduction:

<https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/social-development-poverty-reduction>

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

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

Other useful Websites:

Maytree has a number of good resources most notably summaries of social assistance number including disability by province. <https://maytree.com/>

The Canadian Counsel on Social Development has a range of useful information, including statistical data, available on their website, particularly on poverty and disability.  
[www.ccsd.ca](http://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>

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

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## EVALUATION:

- **Details of assignments and marking criteria will be provided on canvas as required.**
- **All written assignments should use APA referencing style.**
- **Assignments should be submitted electronically to both the Instructor and the TA via email in .Doc or .Docx format-PDF's are not accepted. Use a file name with name-assig#-course (i.e. asmith-assig1-400.doc)**

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

- 1) **Participation, Media Hits & Attendance:** Students are expected to complete the assigned readings prior to class, ask questions, share their learning, and actively participate in class discussions. Each Group member will select 2-3 'media hits' on an issue relevant to social policy to present and discuss with their group. Media hits should be sent to the group members, TA and Instructor along with a brief synopsis (250 words Max.) Value: 10%
- 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**

16<sup>th</sup>. Value 10%

3) **Assignment # 4 Policy Brief:** Create a logical, clear and objective policy brief. 750 max words **Due: October 15<sup>th</sup>**. Value 15%

4) **Assignment # 3 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 at least 5 mins. for questions. The general approach should be as if you are making a pitch to cabinet or a Minister for the policy change. 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 must contain the following elements in making their case:

- An overview of the policy area
- Key stakeholders
- Federal/Provincial/Other responsibilities
- International comparisons
- Policy positions of major political parties
- Legislative base
- Economic issues
- An analysis of current policy initiatives and key issues
- Policy alternatives and recommendation
- Social facts such as statistics and testimonials
- And any other evidence to support your case.

You may divide your presentation up into sections but it should have a coherent approach. Brief handouts, Powerpoint and/or other visuals are encouraged. The presentation as a whole should NOT be a reiteration of work from other assignments. The policy subject can be drawn from either federal, provincial or municipal governments covering one of the following areas (Note some topics will cut across jurisdictions i.e. housing-if so choose where you are located but reference other jurisdictions as required.):

**Provincial**

- MCFD - Aboriginal Child Welfare
  - Child Welfare (non-aboriginal)
  - Children with Special Needs (Incl. Autism)
  - Childcare

MSDPR- Income Assistance and PWD

- Poverty Reduction
- Community Living (CLBC)

Health -Mental Health  
-Seniors/Disability (excluding ID)

### **Federal**

Citizenship and Immigration

Human Resources and Social Development

### **Municipal**

- Housing
- Homelessness

Other Areas can be requested/discussed with the Instructor

The Instructor and Teaching Assistant will be assigning a single mark to a group. Marking will be based on three primary criteria worth: 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 5-6 members.

Presentations will take place the final two classes.

Value: 25%

- 5) **Assignment #4: Written Policy Report:** Select and examine a social policy issue and provide a detailed analysis in report form. **DUE DATE: December 2rd.** Length: 2500 words (excluding references). Value 40%

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### **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.

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**CLASS SCHEDULE AND READINGS:**

<b>CLASS 1</b> <b>September 9</b>	<b>Introduction to the course &amp; What is social policy?</b> An introduction to social policy  <b>Discussion to include:</b> Introductions Review class expectations and course outline What is social policy? Why care about social policy? How is it relevant to social work?  Lightman Chap 3  <b>Watch one (or more!):</b> <b><u>What is social policy??</u></b> <a href="https://youtu.be/Cc5f50dFP4?list=PL34E5956BF81B26CE">https://youtu.be/Cc5f50dFP4?list=PL34E5956BF81B26CE</a> <u>Pete Alcock (University of Birmingham) professor</u>  <b><u>Why is social policy important??</u></b> <a href="https://youtu.be/q2c-lchOYIA?list=PL34E5956BF81B26CE">https://youtu.be/q2c-lchOYIA?list=PL34E5956BF81B26CE</a> <u>University of Oxford (John Clarke) professor</u>  <b><u>Why is social policy important??</u></b> <a href="https://youtu.be/HK9kpluofmw?list=PL34E5956BF81B26CE">https://youtu.be/HK9kpluofmw?list=PL34E5956BF81B26CE</a> <u>Nick Ellison (University of York) professor</u>
	<b>For Next Week:</b>  Lightman Chaps. 1, 2 & 8 (9&10 Skim)  <b>Please review:</b> 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  <u>Extra Reading (Optional):</u>  <u>McKenzie, B. &amp; Wharf, B. (2016). Introduction. In <i>Connecting policy to practice in the human services</i>. McKenzie, B. &amp; Wharf, B. (Eds.), Ontario: Oxford University Press. 1-14</u>

	<p>Westhues, A. (2012). Chapter 1. Introduction: Becoming Acquainted with Social Policy. In A. Westhues &amp; B. Wharf (Eds.), <i>Canadian Social Policy</i> (pp. 3-20). Waterloo, ON: Wilfred Laurier University Press.</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) Chp. 2.</p> <p><u>Extra videos (Optional):</u>  What is Social Policy? - Lecture by Professor Jonathan Bradshaw  <a href="https://youtu.be/7zUv4bHdHMc">https://youtu.be/7zUv4bHdHMc</a> (23 minutes)</p> <p><b>Homework Assignment:</b>  <u>Complete Assignment #1 for next class</u></p>
<p><b>CLASS 2</b>  <b>September</b>  <b>16:</b></p>	<p><b>Canadian Social Policy Structures and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Assignment #1 due today</i></li> </ul> <p><b>Discussion to include:</b>  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  23)</p>	<p><b>Please read:</b></p> <p>Pal, L. (2001). <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times</i>. 2nd ed. Toronto: Nelson Thompson Learning. Chp. 3 (Canvas)</p> <p>Morestin, F. (2012) <i>A Framework for Analyzing Public Policies: Practical Guide</i>  <a href="http://www.ncchpp.ca/docs/guide_framework_analyzing_policies_en.pdf">http://www.ncchpp.ca/docs/guide_framework_analyzing_policies_en.pdf</a></p> <p>Hankivsky, O. ed. (2012) <i>An intersectionality-based policy analysis framework.</i>  <a href="https://equityhealthj.biomedcentral.com/articles/10.1186/s12939-014-0119-x">https://equityhealthj.biomedcentral.com/articles/10.1186/s12939-014-0119-x</a></p> <p>Optional Readings:</p> <p>McKenzie, B. &amp; Wharf, B. (2016). Chapter 3: Policy making and policy makers. In <i>Connecting policy to practice in the human services</i>. McKenzie, B. &amp; Wharf, B. (Eds.), Ontario: Ontario: Oxford University Press</p>

	<p>McDaniel, S. A. &amp; Um, S. (2016). Chapter 2: Theories of Social Policy. In <i>States and markets: Sociology of public policy in Canada</i>. Don Mills, Ontario: Oxford University Press</p> <p><b>Homework:</b> Find a policy brief online and bring it in with you next class</p>
<b>CLASS 3 September 23</b>	<p><b>Social Policy Analysis</b></p> <p><b>Discussion to include:</b>  Policy Analysis &amp; Implementation  Models of policy analysis  Advocacy vs. policy  Policy briefs, what are they, how are they developed</p>
Homework for next class (September 30)	<p><b>Please read:</b>  Lightman 4 &amp; 5</p>
<b>CLASS 4 Sept 30</b>	<p><b>The Honorable Shane Simpson, Minister of Social Development and Poverty Reduction Ideology, Economics and Policy</b></p>
Homework for next class (October 7)	<p><b>Homework:</b>  Please read:</p> <p>Lightman 6 &amp; 7</p> <p><b>Optional Readings:</b></p> <p>Dickens, Jonathan (2016) <i>Social Work and Social Policy: An Introduction</i>, Second edition. New York: Routledge. <b>(Available as ebook through the library) Chps 4-8</b> (You can skip over UK specific discussion of policy and programmes)</p> <p>McKenzie, B. &amp; 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. &amp; Wharf, B. (Eds.), Ontario: Ontario: Oxford University Press, 15-40</p> <p>McDaniel, S. A. &amp; 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>
<b>CLASS 5 October 7</b>	<p><b>Ideology, Economics &amp; Key Concepts in Social Policy:</b>  <i>Stigma, Needs vs. Wants, Needs, Income and Means tests, Universality, Selectivity, Equity &amp; Inclusion, Poverty &amp; Basic Income</i></p>

Homework for next class (October 21)	<b>Please Read: Lightman Chapter 11</b>
<b>CLASS 6 October 21</b>	<b>Globalization and Social Policy</b>
Homework for next class (October 28)	<p><b>READINGS</b></p> <p>Bennett, D., and Larkin, D. J. (2018).Section Two Everything Becomes Illegal: How court-imposed conditions set people up to fail. Project Inclusion: confronting anti-homeless and anti-substance user stigma in British Columbia. Retrieved from Pivot Legal Society website: <a href="http://www.pivotlegal.org/full_report_project_inclusion_b">http://www.pivotlegal.org/full_report_project_inclusion_b</a></p> <p>Pivot Legal Society. (2019). "Project Inclusion Recommendations Influence New Bail Conditions Direction." Retrieved from Pivot Legal Society website: <a href="http://www.pivotlegal.org/project_inclusion_recommendations_influence_new_bail_conditions_direction">http://www.pivotlegal.org/project_inclusion_recommendations_influence_new_bail_conditions_direction</a></p>
<b>CLASS 7 October 28</b>	<b>Policy Examples:</b> Project Inclusion. Meenakshi Mannoe, MSW, Pivot Legal Society
Homework for next class (November 4)	<p><b>Homework:</b></p> <p>Lightman Chap. 12</p> <p>Prosperity Now. How Do I Advocate for Policy Change? <a href="https://prosperitynow.org/putting-prosperity-within-reach-how-do-i-advocate-for-policy-change">https://prosperitynow.org/putting-prosperity-within-reach-how-do-i-advocate-for-policy-change</a></p> <p>Blaylock, J. (2013) Policy and Organizing Complementarity in Community Change Campaigns. <a href="https://www.ssa.uchicago.edu/policy-and-organizing-complementarity-community-change-campaigns">https://www.ssa.uchicago.edu/policy-and-organizing-complementarity-community-change-campaigns</a></p> <p><b>Optional Reading:</b></p> <p>McKenzie, B. &amp; Wharf, B. (2016). Chapter 6&amp;7 : Making policy for social change from inside (outside)the system. In Connecting policy to practice in the human services. McKenzie, B. &amp; Wharf, B. (Eds.), Ontario: Ontario: Oxford University Press,</p>
<b>CLASS 8 November 4</b>	<b>Making Policy Change: Strategies, the media, the methods</b>
Homework	PREPARE PRESENTATIONS

for next class (November 18)	
<b>CLASS 9 November 18</b>	<b>PRESENTATIONS</b>
<b>CLASS 10 November 25 (LAST CLASS)</b>	<b>PRESENTATIONS</b>
	<b>FINAL ASSIGNMENT DUE ON DECEMBER 2nd , 2019</b>

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**COURSE POLICIES:**

**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](http://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 the TA and instructor by email. Please send it as a .doc, .docx 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.

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**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.

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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.

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**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
B	72-75	83.5	
B-	68-71	69.5	

			use of existing knowledge on the subject.
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.