



School of Health Education and Human Services  
Bachelor of Social Work

SW469

Social Policy

Term: Fall 2022

Number of Credits: 3 Credit Course

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## Course Outline

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**INSTRUCTOR:** Jordan Aslett, MSW

**LOCATION:** Zoom

**E-MAIL:** [jaslett@yukonu.ca](mailto:jaslett@yukonu.ca)

**TELEPHONE:** 867-456-8535

**OFFICE HOURS:** Mondays 12pm-1pm

**METHOD:** Blended Synchronous/Asynchronous

**TIME:** Mondays 10am – 11:50pm

**DATES:** September 12 to December 6

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## COURSE DESCRIPTION

This course examines the dimensions and practical implications of social policy in the lives of Canadians. Political, economic, and cultural influences over social policy are explored, as well as the skills needed to develop social policy and its relationship with the profession of social work.

This course considers social policy as a field of study and practice for social workers; the development of social policy, as well as characteristics, functions and processes common to human service organisations and delivery systems are covered in the course. The course will present a foundation for concepts and paradigms in social policy and examine how these impacts are felt by a practicing Social Worker. A base for understanding the interaction of the values, structures, purposes, services, and policies will be provided through student reading and research as well as by resources provided by the instructor. This course explores the socio-historical, economic, ideological and institutional contexts for the development of social policy in Canada. The policy-making process as well as the role of social policy in processes of inclusion, exclusion, marginalization, and oppression will be discussed. The critical analysis of selected social policies will be emphasized.

## COURSE REQUIREMENTS

Prerequisite(s): Admission to the BSW Program

## LEARNING OUTCOMES

At the completion of the course the student shall:

- understand the relationship between social values, social policy, social programs and how they shape the delivery of social services to the community and the clients.
- develop core knowledge, skills, and values of social work policy practitioners.
- be able to critically analyse a social policy relevant to the Yukon Territory.
- understand the political process and the role power plays in policy development, approval, implementation, and evaluation at the First Nation, community, territorial, and national levels.
- help students develop their critical analytic skill through an exploration of theories and concepts utilized in the study of social policy.

- recognize how social policy can either reflect or guide social change.
- understand how the jurisdictional responsibilities of the federal, territorial and First Nations governments interact and influence financing and programming at the territorial and community level.
- recognize the importance of social policy for the implementation of the Umbrella Final Agreement and self-government agreements between the Yukon First Nations, the Federal and Territorial Governments.

## COURSE FORMAT

### Delivery Format

This course blends synchronous and asynchronous delivery of content. First, students will be required to prepare for class by watching pre-recorded video lectures that have been uploaded to Moodle by the instructor. Next, students will attend weekly class meetings via Zoom that will focus on discussion of content and learning activities.

### Weekly Breakdown of Hours

Activity	Estimated Time
<b>Synchronous Class Activities &amp; Discussion via Zoom</b>	110 minutes
<b>Asynchronous Video Instruction via Moodle</b>	45 minutes
<b>Weekly Readings (2 to 3 per week)</b>	100 minutes
<b>Assignments (varies week to week)</b>	120 minutes
<b>Total</b>	375 minutes (approx. 6.5 hours)

It is important to note that the time required will vary by individual.

## EVALUATION

Assignments	95%
Self-Evaluation	5%
Total	100%

## ASSESSMENTS

### Assignments

95% of the final grade will be assessed through the following four assignments.

#### **Assignments 1, 2, 3 & 4**

The goal of these assignments is to help students familiarize themselves with the policy issue and policy lens identified by their community learning partner organizations

#### **October 17<sup>th</sup> - Assignment 1 - Policy Issue – 25% - Group Research/Individual Submission**

Starting in their small group's students will conduct research into the social issue identified by their organization. This research should include a) examples of how the issue manifests itself in society b) an overview of the academic literature related to the causes and effects of, and solutions to, the social issue and c) a description of the policy actors who are responsible for addressing the social issue (including governments, First Nation governments and non-governmental

organizations at federal, territorial and local levels). Individually, students will then submit an overview of their findings and a personal reflection on how their social location, experience and identity will impact their understanding of the issue.

### **October 31 - Assignment 2 – Policy Lens – 15% - Group Presentation**

In their small groups, students will conduct research into the policy lens identified by their organization (for example, Hankivisky's Intersectional Policy Analysis). The research should focus on a) gathering as much information as possible about the policy lens b) reviewing as many examples of the policy lens in use as possible. Each group will give a brief presentation on their policy lens to the class which includes a step-by-step description of the lens and at least one example of the lens in action. Presentations should be interactive. The focus of this presentation should be on the practical application of the policy lens.

### **November 14 - Assignment 3 – 30% - Decolonizing and Indigenizing Policy Lens' – Individual Submission**

Individually students will submit a description of how the policy lens described in their presentation could be decolonized and/or indigenized or how a specifically Indigenous lens could be used alongside their policy lens.

### **Assignment 4 - Brief – 25% - Group Submission – Various Due Dates**

- **Practice Presentation – Week 11**
- **Rough Draft – Week 12**
- **Final Submission – Exam Period (Week 1)**
- **Presentation to Community Partner – Exam Period (Week 2)**

In their small groups students will produce a policy briefing for their community learning partner. Students will use the policy issue chosen in assignment 1 and the policy lens chosen in assignment 2 to produce a series of policy directions for the organization. Next, the students will present a rough draft of the results of the analysis to the instructor for feedback. Using the instructor feedback, students will prepare a presentation for the class on their results. Students will receive feedback from the class and the instructor on their presentation and use this feedback to develop a final policy briefing, which will be presented to the community partner.

## **COURSE WITHDRAWAL INFORMATION**

Last date of withdrawal for this course without academic penalty is Friday November 5<sup>th</sup>, 2021

## **TEXTBOOKS & LEARNING MATERIALS**

### **Textbook**

McKenzie, B., & Wharf, B. (2015). *Connecting policy to practice in the human services* (4<sup>th</sup> Ed.), Don Mills, ON: Oxford University Press

Other Readings will be made available through the course Moodle

## **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by

others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).

## **PROFESSIONAL CONDUCT, PREPARATION, PARTICIPATION AND ATTENDANCE**

Social workers are expected to behave in courteous, mature and respectful ways towards others. This is also the expectation of social work students. Appropriate behaviour is required between students in the classroom, with the instructor and at any time when students are approaching others in relation to projects originating from this class.

Part of professional conduct involves being punctual, prepared and self-aware. Being present in class, prepared for class (by completing the readings and assignments on the dates due) and fully participating in class activities is expected.

Regular and punctual attendance is expected. Students who are persistently tardy (this includes arriving late, leaving early, taking extended breaks) or absent or who neglect academic work may be asked to withdraw from the class, or be excluded from the final examination. Students who miss more than 2 classes will have 5% of their final grade deducted for each additional class missed.

If a student misses more than two classes, they may choose to speak with the instructor and ask for an additional assignment to complete in lieu of this missed class, thereby avoiding a deduction in your term grade. The instructor has discretion over a) whether to grant this option to the student and b) the content and format of the assignment. Without exception, this additional assignment must be completed prior to the end of term.

## CLASS SCHEDULE AND READINGS

PLEASE HAVE YOUR READINGS COMPLETED PRIOR TO CLASS. For example, this means that Readings listed in “Week 2” are to be completed BEFORE Class 2.

*Part I*  
*Week 1*  
*Introduction to Social Policy*

*Week 1*  
*September 12, 2022*  
**Introduction/Contemporary Debates in Social Policy**

- \*Overview of Assignment #1
- \*Overview of Assignment #2
- \*Overview of Assignment #3
- \*Overview of Assignment #4

Most of Week 1 will focus on getting students oriented to the Community Service Learning component of the course. Students will receive an overview of their assignment, learn about their community partner, and spend time planning with their group.

### **Required Reading**

<https://governmentisgood.com/articles.php@aid=1&print=1>

### **Recommended Readings/Watchings:**

#### **Video 1 - Together Today For Our Children Tomorrow**

<https://www.yukoncollege.yk.ca/perspectives-series>

### **Moodle:**

Ellenbogen, S. (2017). An alternative model of community service learning: Students, community, and instructors learning from each other. *Higher Education, Skills and Work-Based Learning*, 7(3), 315–330.

The Community Service Learning component of the course is based on Ellenbogen’s (2017) Supple Community Service Learning (SCSL) Model, which has been used to teach Social Work Research in a Canadian BSW program. This model is being adapted for the purpose of teaching Social Policy. Students are asked to prepare for class by reviewing Ellenbogen’s description of the model, which has been emailed directly to participants.

Students are also encouraged to visit and navigate through the following websites prior to the first class:

Canadian Centre for Policy Alternatives - <https://www.policyalternatives.ca/>

Canada’s Public Policy Forum – [www.ppforum.ca](http://www.ppforum.ca)

Canadian Council on Social Development - [www.ccsd.ca](http://www.ccsd.ca)

Employment and Social Development Canada - <http://www.esdc.gc.ca/>

**Part II**  
**Weeks 2 – 6**  
***Creating and Changing Social Policy in Canada***

**Week 2**  
**September 19, 2022**  
**History of Social Policy in Canada**

**Key Concepts & Terms**

*Labour Compact, Fordism, Welfare State, Unionization, Cradle-to-Grave, Structuralism, Centralization, Federalism, Devolution, Retrenchment, Neoliberalism, Separatism, Western Alienation*

Students will be given a brief introduction to the history of social policy in Canada. While the readings cover social policy from pre-confederation to present, the lecture will focus primarily on the Canadian social policy after WWII.

There is no in-class component for week 2. Students are expected to have done their readings for this week. The priority for students this week is to meet as a group and to introduce themselves to their community partner. Students are required to email an introduction of themselves and their plan to the community partner this week. The instructor should be copied on the email.

**Required Readings:**

**Textbook**

McKenzie, B., & Wharf, B. (2015).

**Introduction**

**Moodle**

Jordan Aslett. Social Policy in the Yukon – Briefing.

**Recommended Readings:**

**Moodle**

Rice, J.J., & Prince, M.J. (2000). *Changing politics of Canadian social policy*. Toronto, ON: University of Toronto Press

**Chapter 1 – Early Developments in Social Welfare**

**Week 3**  
**September 26, 2022**  
**The Role of Ideology in Creating and Changing Social Policy**

**Key Concepts & Terms**

*Liberalism, Conservatism, Socialism, Marxism, Social Democracy, Capitalism, Neoliberalism, Neo-conservatism*

Students will learn to identify the three common ideological positions in Canadian politics, and how each of these three positions influences social policy in regional and national contexts.

**Required Readings:**

**Textbook**

McKenzie, B., & Wharf, B. (2015).

Chapter 1 – Ideology and the social and political environment of policy making.

**Recommended Readings**

**Moodle**

McKeen, W. (2006). Diminishing the concept of social policy: The shifting conceptual ground of social policy debate in Canada. *Critical Social Policy*, 26(4), 865-887.

**Week 4**  
**October 3rd, 2022**  
**Policy-making Structures and Policymakers (PART 1)**

**Key Concepts & Terms**

*Division of Powers, Policy Making Apparatus, Legislative Process, Voluntary Sector, Theories of Public Policy, Policy Making Models, Rational, Mixed Scanning, Incrementalism, Garbage-Can Model*

In this class students will be given an overview of how policy is made in federal, territorial/provincial, municipal and First Nation governments as well as how organizational policy is conceptualized in Non-Governmental Organizations (NGO's).

**Required Readings:**

**Textbook**

McKenzie, B., & Wharf, B. (2015).

Chapter 2 – Making social policy in Canada: Structures and processes

**Week 5**  
**October 17, 2022**  
**Policy-making Structures and Policymakers (PART 2)**

**\*Assignment 1 Due**

**Key Concepts & Terms**

*Theories of Public Policy, Policy Making Models, Rational, Mixed Scanning, Incrementalism, Garbage-Can Model*

In this class students will be given an overview of how policy is made in federal, territorial/provincial, municipal and First Nation governments as well as how organizational policy is conceptualized in Non-Governmental Organizations (NGO's).

**Textbook**

McKenzie, B., & Wharf, B. (2015).

Chapter 3

**Week 6**  
**October 24<sup>h</sup>, 2022**  
**Policy-Making Processes and General Policy Analysis (PART 1)**

**Key Concepts & Terms**

*Policy Analysis, Policy Formulation, Evaluation, Implementation, Integrated Model, Needs Assessments, Asset Mapping, Citizen Participation, Consultation, Street-Level Bureaucrat, Capacity Building*

Students will learn about the stages of policy-making including need & asset assessment, policy formulation, implementation and evaluation. This class will also touch on the *integrated model* for policy analysis.

**Required Readings:**

**Textbook**

McKenzie, B., & Wharf, B. (2015).

Chapter 4 – The policy-making process

**Recommended Reading:**

**Moodle**

Woodford, M. R., & Preston, S. (2013). Strengthening Citizen Participation in Public Policy-Making: A Canadian Perspective. *Parliamentary Affairs*, 66(2), 345–363. <http://doi.org/10.1093/pa/gsr065>

**Week 7**  
**October 31, 2022**  
**Policy-Making Processes and General Policy Analysis (PART 2)**  
**\*Assignment 2 Presentations**

**Key Concepts & Terms**

*Policy Analysis, Policy Formulation, Evaluation, Implementation, Integrated Model, Needs Assessments, Asset Mapping, Citizen Participation, Consultation, Street-Level Bureaucrat, Capacity Building*

Students will learn about the stages of policy-making including need & asset assessment, policy formulation, implementation and evaluation. This class will also touch on the *integrated model* for policy analysis.

**Required Readings:**

**Textbook**

McKenzie, B., & Wharf, B. (2015).

Chapter 5 – The implementation process

**Week 8**  
**November 7, 2022**  
**Changing Policy from the Inside and Outside**

**Key Concepts & Terms**

*Citizen Participation, Strategic Planning, Program Development, Logic Models, Vertical Slice, Backwards Mapping, Policy Communities, Community Governance, Professional Organizations, Think-Tanks, Whistle-Blowing*

The focus of this week's class will be on how individuals, groups and communities can influence and change social policy. These changes may come about because of change agents located within the system or through concerted advocacy efforts from outside the system. Local examples such as the Child and Youth Advocate will be used to illustrate some of these concepts.

**Required Reading:**

**Textbook**

McKenzie, B., & Wharf, B. (2015).

Chapter 6 – Making policy for social change from inside the system

Chapter 7 – Influencing policy from outside the system

**Video 2 – The Umbrella Final Agreement**

<https://www.yukoncollege.yk.ca/perspectives-series>

**Recommended Reading:**

**Moodle**

[www.yukonu.ca](http://www.yukonu.ca)

Weaver-Hightower, M.B. (2014). A mixed methods approach to identifying influence on public policy. *Journal of Mixed Methods Research* 8(2), 115-138.

### **Moodle**

Canadian Association of Social Workers. (2003). *Social policy principles*. Ottawa, ON: CASW. Retrieved from: [http://www.casw-acts.ca/sites/default/files/attachements/CASW%20Social%20Policy%20Principles-approved%20Mar\\_03.pdf](http://www.casw-acts.ca/sites/default/files/attachements/CASW%20Social%20Policy%20Principles-approved%20Mar_03.pdf)

**Part III**  
**Weeks 7-13**  
**Contemporary Topics in Canadian Social Policy**

**Week 9**  
**November 14th, 2022**  
**Indigenous Policies/Indigenous Policymaking in Canada**

**\*Assignment 3 Due**

### **Key Concepts & Terms**

*Truth and Reconciliation, Indian Act, Jordan's Principle, Colonialism, Indigenous Approaches to Policy-Making and Analysis, Federalism*

The first half of this class will focus on the history of policies that govern Indigenous people in Canada and the effects that these policies continue to have on Indigenous communities and individuals. The second half of the class will examine Indigenous methods for policy analysis and Indigenous policy making models.

### **Required Reading:**

#### **Textbook**

McKenzie, B., & Wharf, B. (2015).

Chapter 10 – Policy-making and indigenous peoples in Canada

### **Moodle**

Abele, F., & Graham, K. (2011). What now? Future federal responsibilities towards Aboriginal people living in cities. *Aboriginal Policy Studies*, 1(1). Retrieved from <https://ejournals.library.ualberta.ca/index.php/aps/article/view/10135>

### **Moodle**

Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. Retrieved from [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

**Week 10**  
**November 21, 2022**  
***The Implications of Self-Government for Social Policy***

**Key Concepts & Terms**

*Self-Determination, Self-Government, Council of Yukon First Nations, Comprehensive Land Claims, Historical Land Claims, Nisga'a, Haida Nation, Champagne & Aishihik First Nation, Umbrella Final Agreement, Devolution*

Building on learning from previous weeks this class focuses on how self-government agreements and self-determination impact creating and implementing social policy for Indigenous groups in Canada. Concepts will be illustrated through a review of the Nisga'a, Haida, and Champagne & Aishihik Final Agreements/Comprehensive Land Claims.

**Required Reading:**

**Video**

Forging Their Own Path

<https://www.yukoncollege.yk.ca/perspectives-series>

**Moodle**

Abele, F., & Prince, M. J. (2006). Four Pathways to Aboriginal Self-Government in Canada. *American Review of Canadian Studies*, 36(4), 568–595.

**Moodle**

Self Government Secretariat Yukon. (n.d.). Human Rights Lens for Policy Hot Spots. Retrieved from <http://sgsyukon.ca/wp-content/uploads/2014/01/Human-Rights-Lens.pdf>

**Moodle**

Penikett, T. (2012). Six definitions of aboriginal self- government and the unique Haida model. Haida Gwaii: Action Canada. Retrieved from <http://www.actioncanada.ca/wp-content/uploads/2014/04/Haida-Gwaii-Governance-EN-Oct-2012.pdf>

**Websites**

Nisga'a Lisims Government - <http://www.nisgaanation.ca/>

Council of the Haida Nation - <http://www.haidanation.ca/>

Champagne and Aishihik First Nations - <http://cafn.ca/>

**Recommended Reading**

**Moodle**

Council of Yukon First Nations. (2001). Yukon First Nations - Understandings of the Umbrella Final Agreement. Retrieved from <http://cyfn.ca/wp-content/uploads/2013/08/ufa-understanding.pdf>

**Week 11**  
**Intersectionality and Social Policy**  
**November 28, 2022**

**\*Rough Draft Policy Brief Due**

**Key Concepts & Terms**

Disability, Race, Gender, Intersectionality, Inclusivity, Diversity, Policy Lens, Equity

Mainstream approaches to social policy have typically favored 'objective, value-neutral' methods for policy development and analysis. In this class students will engage with policy approaches from outside of the mainstream such as feminist and disability policy lens'. Students will also learn how policy can be analyzed from an 'intersectional' perspective that takes into account the multiple identities those affected by various social policies.

**Required reading:**

**Textbook**

McKenzie, B., & Wharf, B. (2015).

Chapter 8 – Chalk and cheese: Feminist thinking and policy making

**Moodle**

Hankivsky, O., Grace, D., Hunting, G., Giesbrecht, M., Fridkin, A., Rudrum, S., & Clark, N. (2014). An intersectionality-based policy analysis framework: critical reflections on a methodology for advancing equity. *International Journal for Equity in Health*, 13(1), 119.

**Week 12**  
**December 5th, 2022**  
**Practice Presentations of Policy Briefings**

**Week 13**  
**December 6th, 2022**  
**Income Security & Poverty Reduction**

**Key Concepts & Terms**

*Social Assistance, Canada Health and Social Transfer, Anti-Poverty Approaches, Cycle of Poverty, Low Income Cut-Off, Absolute Poverty, Relative Poverty, Canada Pension Plan, Old Age Security, Employment Insurance, Guaranteed Annual Income*

The right of all Canadians to access the necessities of modern life is a central tenet of progressive social policy. In this class students will learn about how poverty is measured and the existing income security policy frameworks in the Yukon and Canada. Class discussions will be framed around renewed calls for federal, provincial and territorial governments to introduce a Guaranteed Annual Income program.

**Required Reading:**

**Moodle**

Forget, E. L. (2011). The town with no poverty: The health effects of a Canadian Guaranteed Annual Income Field Experiment. *Canadian Public Policy*, 37(3), 283–305.

**Moodle**

Government of Yukon. (2012). *A Better Yukon for All: Government of Yukon’s Social Inclusion and Poverty Reduction Strategy*. Retrieved from [http://www.abetteryukon.ca/files/social\\_inclusion\\_strategy.pdf](http://www.abetteryukon.ca/files/social_inclusion_strategy.pdf)

**Websites**

Dignity for All - <http://dignityforall.ca/en>

Campaign 2000 - <http://campaign2000.ca/>

Canada without Poverty - <http://www.cwp-csp.ca/>

Basic Income Canada Network - <http://www.basicincomecanada.org/>

***Exam Period  
December 2022***

**\*Presentations to Community Partners  
\*Final Draft of Policy Brief Due**