



COURSE OUTLINE

SW 469

SOCIAL POLICY

**45 HOURS
3 CREDITS**

PREPARED BY: _____
Ann Mothersill, Instructor Name

DATE: _____

PREPARED BY:  _____
Dr. Andrew Richardson, Dean

DATE: Jan. 2, 2015

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Course Outline prepared by Janice Wiens, 2014

Yukon College
P.O. Box 2799
Whitehorse, YT
Y1A 5K

SOCIAL POLICY

INSTRUCTOR: Ann Mothersill

OFFICE HOURS: TBD

OFFICE LOCATION: TBD

CLASSROOM: A2605

E-MAIL: amothersill@yukoncollege.yk.ca

TIME: 7:00-10:00pm

TELEPHONE: (867) 668-8845

DATES: Jan. 8th-April 23, 2015 (R)

COURSE CALENDAR 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.

ADDITIONAL DESCRIPTION

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.

PREREQUISITES

Completion of 30 Social Work credit hours.

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.

DELIVERY METHODS/FORMAT

This course will be conducted through lectures, group discussions, student presentations, video-tapes and guest lecturers. Students are expected to read the assigned readings prior to class and to actively participate in class discussions.

ASSESSMENTS

Attendance

“Regular and punctual attendance is expected of students in their courses. Students who are persistently tardy or absent or who neglect academic work may be subject to disciplinary action and may be excluded from the final examination” (University of Regina, 1996-97, p. 19).

Students who miss more than 2 classes will have 5% of their final grade deducted for each additional class missed.

Assignments

Assignment #1 (20%)

The student will write about a Social Policy that has impacted them. They will present the issues of how it has impacted them, what were the positives and negatives of the implications for the policy. They will also discuss what they thought was beneficial in this

policy and what they think that is needed for improvement of the policy. This paper should be approximately 5-8 typewritten pages.

Assignment #2 (25%)

Students will be asked to write a critical reaction papers from a list of selected social policy topics. The critical reaction should include a statement and description of the issue or policy, the major positions on the policy or issue, and support their opinion of this policy with well thought out arguments and reasons. These papers should be approximately 8-10 typewritten pages. The papers should include a copy of the policy being discussed if possible.

Policy Submission Paper (20%)

Students will select a current Yukon social issue to use to prepare a policy paper in the format of a YTG policy submission for policy makers. This submission will include a description of the background and context of the policy, as well as possible alternatives and consequences of policy decisions. Further information will be provided on this assignment and class time will be spent in developing this paper. This paper should be approximately 10-15 pages in length and should follow A.P.A. referencing style.

Formal Presentation (10 %)

The formal presentation of the policy submission to the class should include a one page executive summary of the policy for distribution and audio-visual support. The presentation should be approximately twenty minutes in length, with ten minutes for questions and discussion. Students are expected to participate in the discussion and to provide constructive feedback to the presenter.

All work submitted should be double-spaced and typewritten. You should use A.P.A referencing style, including: abstract, referencing for materials used within paper, and a list of references cited. Please proof-read and edit your work. Student numbers should be used for identification purpose on your papers and examinations. Please note that submitting the same paper to more than one course, without permission of both of the course instructors, is considered plagiarism. Hand-written papers will not be accepted. If you are unfamiliar with A.P.A. referencing, please ask your instructor where you may obtain help.

Late Assignments

Extensions for assignments without penalty will be granted only in the case of serious illness or unanticipated emergencies and must be requested in writing at least 24 hours in advance of the assignment due date. The written request should specify when the assignment will be submitted and should be no more than 14 days after the due date.

A late assignment (for which an extension has not been granted) will lose 5 marks (out of 100) per day late up to 5 days at which time the assignment will not be accepted for marking.

EVALUATION

Assignment #1 Due: January 29, 2015	20%
Assignment # 2 Due: February 19, 2015	25%
Policy Submission Paper Due: April 02, 2015	20%
Formal Presentation to the Class of Policy Paper	10%
Final Examination	25%

GRADING DESCRIPTIONS (Taken from the University of Regina Calendar)

90-99 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79 Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 An unacceptable performance.

REQUIRED TEXTS

Graham, John R, Swift, Karen J., Delaney, Roger (2012) *Canadian Social Policy: An Introduction*. (4th ed.) Toronto: Prentice Hall.

Westhues, Anne , Wharf, Brian (2013) *Canadian Social Policy: Issues and Perspectives*. (5th ed.) Waterloo: Wilfred Laurier Press (a copy will be on Reserve)

Assigned articles will be provided by the Instructor. In addition, students are encouraged to follow in the printed (newspapers and magazine) and electronic radio, TV and Internet) media the development of current social policy debates.

PLAGIARISM

Plagiarism (academic dishonesty) is a serious offence and may result in your receiving a mark of zero on the assignment, or, on the class, a note on your file, and filing of information with the University Discipline Committee. Plagiarism can also result in suspension or dismissal from the University/College.

Plagiarism includes the inclusion of prose and/or information that is not your own work without properly citing the reference from which the words are taken. The re-submission of a piece of work for which you have already received credit also constitutes plagiarism. Your assignments should be written in your own words, with the sources of ideas and quotations cited according to a standard referencing procedure.

Do not jeopardize your academic future with plagiarism. It is dishonest, unprofessional and has serious consequences.

For further information, refer to the University of Regina calendar.

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 College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.

COURSE OUTLINE

January 8, 2015 Class #1

WEEK ONE: Orientation to the Course and Why is Social Policy Important? What is Social Policy? Who makes it?

Introduction to the course outline, instructor, and students

Social policy as macro-level social work practice

What is the role of social policy in social welfare and the practice of social work?

What are important and current social policy initiatives occurring in the Yukon Territory?

January 15, 2015 Class #2

WEEK TWO: Social Welfare, Social Policy & Ethical Rationale

Social policy is all about social purposes and the choices between them. These choices and the conflict between them have continuously to be made at the government level, the community level and the individual level. At each level by acting, by voting or not voting. By opting in or contracting out, we can influence the direction in which choices are made. (Titmuss, 1974, 131)

Assigned Readings:

Graham, John R. (2012) Chapter 1- Introduction to Canadian Social Policy

Westhues (2013) Introduction pg. 3-20

Please review a copy of the Canadian Social Work Code of Ethics.

Also review the websites for the three major Canadian Political Parties with specific attention to the Social Policies that are identified with each web site.

<http://www.ndp.ca/>

<http://www.conservative.ca/EN/2444/>

http://www.liberal.ca/documents_e.aspx

http://www.hss.gov.yk.ca/pdf/SI_REPORT_%28Dec._17-10%29.pdf

January 22, 2015 Class #3

WEEK THREE: Creating the Context for the Analysis of Social Policies: Understanding the Historical Context

We often take present social services for granted. But current programs have a relatively recent history, based on struggle for recognition of social rights. The result is what we call the welfare state. What is the history of the welfare state? What themes emerge as Canada evolves.

Assigned Readings:

Graham, John R. (2012) Chapter 2 – Historical Influences, and Appendix A pgs. 199-207
Social Welfare History Chronology.

Westhues, Anne (2013) Chapter 3 – Approaches to Policy Analysis

Review the CASW website as there will be a discussion about position papers
<http://www.casw-acts.ca/>

January 29, 2013 Class #4

Contemporary Welfare State Institutions

Assignment #1 Due

Welfare state institutions cover a wide range of programs and services. These include but are not limited to, income security, health, and education.

Assigned Readings:

Graham, John R. (2012) Chapter 3- Contemporary Welfare State Institutions.
Westhues, Anne (2013) Chapter 11 – Parental Benefits Policy in Canada and Quebec
Chapter 18, Housing Policy and Chapter 6 Racism in Canadian Social Policy
Chapter 19 Canadian Health Care: Reclaiming Universal Legacies

February 7, 2013 Class # 5

Models of Social Welfare: Ideological, Social and Economic Influences

Assigned Readings:

Graham, John R. (2012) Chapter 4-Ideology, Social and Economic Influences.
Chapter 5 – Social Policy and Emerging Realities
Westhues , Anne (2013) Chapter 16 Toward Inclusion of Lesbian, Gay and Bisexual People:
Social Policy Changes in Relation to Sexual Orientation. Chapter

February 12, 2015 Class #6

Yukon Social Policy Issues

Assigned Readings:

Graham, John R(2012) Chapter 6 –Diversity and Social Policy
Westhues, Anne (2013) Chapter19 Canadian Health Care: Reclaiming Universal Legacies

U.F.A (1993) Principles and Chapter 24-Self Government Chapter. Chapter 16 – Citizen
Participation in Social Policy

February 19, 2015 Class #7

Considering Policy Options and Preparing Proposals

Reaction Paper #2 Due

Assigned Readings:

Graham, John R(2003) chapter 7 - Social Policy and Social Work Practice

Westhues, Anne (2013) Chapter 15 – Caring and Aging Examining Policy Inequities
February 26, 2015 Class # 8

Policy Persuasion, Power and Policy Enactment

Assigned Readings:

Graham, John R (2003) chapter 8-Policy-making Process
Westhues, Anne (2013) chapter 4 Influencing Policy from the Outside: Are Citizens Game Changers or Side-lined?

March 5, 2015 Class #9

Policy Implementation and Analysis

Assigned Readings:

Graham, John R., Chapters 7, Social Work and Social Work Practice
Westhues, Anne (2013) Chapter 3 Approaches to Policy Analysis

March 12, 2013 Class #10

Dimensions of Power and Developing Political Strategies. Advocacy for Policy change.

Assigned Readings:

Graham, John R, Chapter9 - Social Policy and Social Work Practice, Implementing Social Policies.

March 19, 2014 Reading week no class

March 26, 2013 Class #11

The Challenges Ahead

Assigned Readings: Westhues, Anne (2013) Chapter 20 Social Service Workplaces: Reform begins

April 02 2015 Class #`12

Student Presentations/Course Review
Assignment #3 Due

April 09, 2015 Class #13

Course Review

Assigned Readings: none

Final Exam will be held during regularly scheduled exam weeks at Yukon College. Students should not make alternative plans until the exam schedules for their courses have been confirmed.

BIBLIOGRAPHY

- Armitage, A. (1988). Social welfare in Canada: Ideals, realities, and future paths (2nd ed.). Toronto, ON: McClelland & Stewart.
- Carniol, B. (1995). Case critical: Challenging social services in Canada (3rd ed.). Toronto, ON: Between The Lines.
- Dolgroff, R., Feldstein, D., & Skolnik, L. (1993). Understanding social welfare (3rd ed.). New York, NY: Longman.
- Djao, A. W. (1983). Inequality and social policy: The sociology of welfare. Toronto, ON: John Wiley & Sons.
- Dunn, W. N. (1994). Public policy analysis: An introduction (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Dye, T. R. (1995). Understanding social policy (8th ed.). Englewood Cliffs, NJ: Prentice Hall.
- George, V., & Wilding, P. (Eds.). (1985). Ideology and social welfare (Rev.). New York, NY: Routledge.
- Gil, D. G. (1992). Unravelling social policy (Rev 5th ed.). Rochester, VT: Schenkman.
- Grant, G. B., & Grobman, L. M. (1998). The social worker's internet handbook. Harrisburg, PA: White Hat Communications. (<http://www.socialworker.com>)
- Haynes, K. S., & Mickelson, J. S. (1991). Affecting change: Social workers in the political arena (2nd ed.). New York, NY: Longman.
- Henshel, R. L., & Henshel, A. (1983). Perspectives on social problems (2nd ed.). Don Mill, Ontario: Academic Press Canada.
- Hogg, P. W., & Turpell, M. E. (1995). Implementing Aboriginal self-government: Constitutional and jurisdictional issues. Canadian Bar Review, 74(2), 187-222.

- Iatridis, D. (1994). Social policy: Institutional context of social development and human services. Pacific Grove, CA: Brooks
- Lightman, Ernie (2003). Social Policy in Canada. Toronto: Oxford.
- McInnis-Dittrich, K. (1994). Integrating social welfare policy & social work practice. Pacific Grove, CA: Brooks/Cole.
- McKenzie, Brad & Wharf, Brian (2010). Connecting Policy to Practice in the Human Services. Don Mills: Oxford University Press. 3rd Ed.
- Martin, G. T., Jr. (1990). Social policy in the welfare state. Englewood Cliffs, NJ: Prentice Hall.
- Mullaly, R. P. (1993). Structural social work: Ideology, theory, practice. Toronto, ON: McClelland & Stuart.
- Ramcharan, S. (1989). Social problems & issues: A Canadian perspective. Scarborough, ON: Nelson Canada.
- Wharf, B. (Ed.). (1992). Communities and social policy in Canada. Toronto, ON: McClelland & Stewart.
- Wharf, B. (Ed.). (1990). Social work and social change in Canada. Toronto, ON: McClelland & Stewart
- Westhues, Anne (2006) *Canadian Social Policy; Issues and Perspective*. (4th ed.) Waterloo: Wilfred Laurier Press.
- Winston, K., & Bane, M. J. (Eds.). (1993). Gender & public policy: Cases and comments. Boulder, CO: Westview Press.
- Yukon Women's Directorate. (1994, September). Multiple roles, multiple voices: A survey of Yukon women: Their concerns, their priorities. Whitehorse, YT: Government of the Yukon Women's Directorate and Bureau of Statistics.
- Yelaja, S. A. (Ed.). (1987). Canadian social policy (Rev. ed.). Waterloo, ON: Wilfrid Laurier University Press.

WEBSITES OF INTEREST

Caledon Institute of Social Policy

<http://www.caledoninst.org/>

Canadian Centre for Policy Development

<http://www.policyalternatives.ca/index.cfm>

Canadian Institute for Advance Research

<http://www2.cifar.ca/>

Canadian Policy Research Networks

<http://www.cprn.com/>

Centre on Research on Economic and Social Policy

<http://www2.arts.ubc.ca/cresp>

Centre for the Study of Living Standards

<http://www.csls.ca/>

Vanier Institute for the Family

www.vifamily.ca

Social Policy Research Center (Australia)

www.sprc.unsw.edu.au

World Bank (Social Capital Web Site)

www.worldbank.org/poverty/scaptial/index.htm

Childcare Resource and Research Unit

www.childcarecanada.org

Child Welfare League of Canada

www.cwlc.ca

Senate Committee: In from the Margins

<http://www.parl.gc.ca/40/2/parlbus/commbus/senate/com-e/citi-e/rep-e/rep02dec09-e.pdf>

Yukon Department of Health and Social Services

http://www.hss.gov.yk.ca/pdf/Health_and_Social_Services_Performance_Measure_Framework_2014-19_%28Final%29_%282%29.pdf

http://www.abetteryukon.ca/files/social_inclusion_strategy.pdf

<http://www.hss.gov.yk.ca/>