



Course Outline

SOCIAL WORK DIPLOMA PROGRAM

**SOWK 210E
SOCIAL POLICY**

ROOM # 215

Fall, 2013

**3 CREDITS
3 HOURS PER WEEK**

INSTRUCTOR: Dayirai Kapfunde MSW, RSW



INSTRUCTOR: Dayirai Kapfunde
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OFFICE NUMBER: S113D

OFFICE HOURS:

Tuesday 5:30 – 6:20 PM

HOURS OF INSTRUCTION:

Tuesday 6:30 - 9:30 PM Room 215

COURSE DESCRIPTION:

SOWK 210 - Social Policy

This theory course provides in-depth knowledge and understanding of social policy and its relationship to and impact on human services work. Social policy concepts are discussed and then applied to a variety of Canadian and Indigenous policy issues and societal trends. The benefits and disadvantages of established social policies are examined from the perspectives of marginalized groups. Students are encouraged to raise issues and cite examples from their own experiences and to examine them in light of historical and current political realities.

PRE-REQUISITE(S):

There are no pre-requisites for this course.

LEARNING OBJECTIVES:

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. Students will understand the history of social welfare in Canada and examine policy changes that have occurred and their impact on Canadians and Indigenous Peoples. They will be able to draw connections between political ideologies and social policies and outline the application of those policies to client issues such as poverty. Students will understand the relationship between government social

policies and the delivery of social services to Canadians and Indigenous Peoples. They will also identify and analyse issues from the perspectives of social justice and social change.

LEARNING OUTCOMES:

On successfully completing the course students will:

- a.) Be able to examine how history, political ideology, economics, demographics, and cultural factors have shaped social policy and social welfare policy in Canada.
- b.) Be able to evaluate current trends and issues in social policy and their effects on human services practice with particular focus on vulnerable populations e.g. Indigenous Peoples; women; people living in poverty.
- c.) Have an awareness of the approaches and values that influenced the development of social policy in Canada and be able to outline the political processes necessary to influence change in social policy.
- d.) Be able to identify and present specific social policies and programs as they impact different groups of people including them as social workers to identify the need for change.
- e.) Have started to assess individual theoretical and ideological standings to social policy and social work.
- f.) 'Understand' the importance of participation in social policy and develop a working knowledge of how they as social workers can participate meaningfully in policy change.

REQUIRED RESOURCES:

McKenzie B., & Wharf B., (2010), *Connecting Policy to Practice in the Human Services* (3rd Edition). Don Mills, ON: Oxford University Press.

Graham J.R.; Swift K.J.; & Delaney R., (2012), *Canadian Social Policy: An Introduction* (4th Edition) Toronto, ON: Pearson Press.

Canada. (1996). "The Indian Act: Oppressive Measures," in *Report of the Royal Commission on Aboriginal Peoples: Volume 1, Looking Forward, Looking Back*. Ottawa, Canada Communications Group. Pages 228-338

COURSE FORMAT

Each class will run for three hours on Tuesday evenings from 6:30 p.m. – 9:30 p.m. The course will be taught through lectures, discussion, and student presentations. Students will be expected to discuss the assigned readings and material for each of the sections. There will be some lectures that run longer and some weeks where there will be less group time available – the following description is an estimate and is subject to change at the Instructor's discretion:

- a.) **1st Hour** - Lecture on an identified topic and based on the readings
- b.) **2nd Hour** - Discussion groups reflecting and engaging in discussion re: weekly readings
- c.) **3rd Hour** - Time for group assignment work; later on in the term this will be time for guest speakers.

COURSE CULTURE:

Class discussion is important and encouraged. Discussions may explore issues that elicit a variety of opinions and personal positions. Students should see each discussion and assignment as an opportunity to develop and hone their analytical and professional communication skills. To that end, **an environment of collegiality and respect** will be maintained in all class interactions. This means that, within the classroom, students and the course instructor will:

- a.) Listen with an open mind to all that is discussed;
- b.) Refrain from interrupting or talking when someone else is speaking;
- c.) Carefully assess the comments and points of view of others;
- d.) Ask for clarification, when needed;
- e.) Respectfully challenge content (not persons) in ways that lead to greater understanding for all;
- f.) Refrain from body language and voice tones that are dismissive (e.g., rolling of the eyes);
- g.) Support one another by arriving on time, refraining from parallel talk, and avoiding entering or leaving the classroom outside of prescribed breaks.

COURSE EVALUATION:

The students will be evaluated as follows:

- | | | |
|---|-------------|------------------|
| a.) Assignment #1 Course Material Group Discussions | 30% | ongoing |
| b.) Assignment #2 Group Presentations | 40% | Beginning Week 8 |
| c.) Assignment #3 Paper – 3 Core Messages | 30% | Due Week 12 |
| Total: | 100% | |

Assignment #1 – Course Material Discussions 30%**DUE: Ongoing**

In groups of 4 (based on the class size) you will discuss weekly readings (McKenzie & Wharf);

- a.) write a brief summary of the chapter outlining key points;
- b.) provide copies of the summary to the rest of the class;
- c.) engage the class in discussion regarding the reading;

Please remember to include your names; date; chapter you read on the Instructor's copy to ensure you receive your mark for participating in this assignment. In addition, remember to complete the peer evaluations and hand them in to the Instructor.

Peer Participation Evaluation: **15% (individual mark)**

Instructor Evaluation: **15% (group mark)**

Assignment #2 – Group Presentation 40%**DUE: From Week 8**

The purpose of this assignment is to engage students in an in-depth examination of an area of social welfare policy of their choosing. Possible topic areas are wide-ranging including *child welfare, aboriginal child welfare, the Indian Act and its provisions/implications, child care, health care, social housing, pensions, education, employment, immigration, the impact of globalization on Canadian social policy, social assistance, policies affecting homelessness, the Canadian Charter of Rights and Freedoms, or any policy area that impacts oppressed or marginalized groups of people in Canada*. All groups are encouraged to discuss the topics they choose with the instructor. Students wishing to select a topic not listed above are strongly encouraged to do so.

The focus of the paper should be on the policy (or policies) affecting a social work-related area of intervention, rather than on the social issue of interest per se. Students may wish to focus on a specific policy idea (e.g., a Guaranteed Annual Income), a specific pillar of Canada's social safety net (e.g., Employment Insurance), a current social welfare policy initiative or campaign, a historical development/innovation in social welfare policy (e.g., the founding of Medicare), a comparison of a social welfare policy area across jurisdictions (e.g., parental leave policy in Canada, compared to the US and Denmark), or a general policy area (e.g., Canadian policies related to poverty).

Overall, the presentation should present a coherent critique of the policy or policy approach being examined, addressing questions like the following:

- What does this policy or policy approach specifically entail? (What is it? What does it do? Who funds and administers it? etc.)
- What gave rise to this policy or policy approach? (What need and what social, economic, and political forces influence its development?)
- What does the policy assume about the nature of the problem it is intended to address? (What values, ideologies or assumptions are embedded within it? What is being assumed or asserted, in the policy, about how to solve the issue or problem it is intended to address?)
- What do you find particularly promising or worrisome, exciting or problematic about the policy or policy approach?
- What direction do you feel policy direction in this area should go, and why?

Students may organize their presentation in any way they see fit, but every presentation should include the following elements:

- An introduction outlining the specific policy focus, the issue or problem it is intended to address, and the scope of your analysis (be sure to set realistic limits)
- Some reflection on the historical developments that gave rise to the issue or problem the chosen policy intervention or approach attempts to address (Why is a policy intervention needed? How did the problem arise, or how did it become prominent enough to attract the attention of policy-makers?)
- Some reflection on the historical development of the policy intervention or approach you are exploring (Where did this idea come from? When or where has it been tried? How has this policy or approach evolved? Who or what is supporting/promoting or opposing it?)
- If a historical analysis is not possible, some comparison across jurisdictions within Canada or between Canada and other nations (What are the key differences? What are some of the implications of these differences? What are the similarities?)
- A description and analysis of debates, dilemmas and policy trends happening right now in Canada in relation to the policy area being explored, including an assessment of the ideological, social, political and economic influences at play.
- An assessment of the future implications of current policy directions and/or your preferred approach for populations impacted by the policy.
- Creativity in approach and presentation.
- Be able to engage the class audience in discussion/ Q&A period.

The presentation will be 50mins long – including the Q&A period. The last 10 minutes the students are required to complete their peer evaluations and submit them to the Instructor.

ASSESSMENT

Peer Review – **15% (peer evaluation of group)**

Group Participation Peer Evaluation **10% (peer evaluation of participation)**

Instructor Evaluation – **15% (instructor evaluation of group)**

Total: 40%

Grading rubrics will be provided to the class to a.) Help the students understand how they will be marked. b.) For the students to peer evaluate after each presentation. Please make sure to submit all your peer evaluations to the Instructor. The average of the peer reviews will be applied as the final peer review grade.

Assignment #3 – Three Core Messages 30% DUE: Week 13 – December 3, 2013

In a 5 – 6 page critical reflection you will identify the three core messages that you are taking away from the class. You will integrate a number of course materials with your own critical analysis. How do these messages impact/ influence you as a social worker in your day to day work?

GRADING SYSTEM:

Letter Grade	Description	Grade Points
A+		4
A	Excellent	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Satisfactory	2
C-		1.7
D+		1.3
D	Minimal Pass	1
F	Failure	0

Students intending to transfer to other institutions require a ‘C-’ as a minimum grade. Transfer information on each course is available at the [Alberta Council on Admission and Transfers](#).

Students who do not complete all the required work should not expect to pass the course. Students should consult:

http://www.keyano.ca/current_students/examinations/index.htm

COURSE CONTENT:

Week 1 – Sept 10	Introduction to the course; Course Expectations; Definitions of Social Policy; Readings: Graham, Swift & Delaney, Introduction McKenzie & Wharf, Introduction
Week 2 – Sept 17	Canadian Social Policy Readings: Graham, Swift & Delaney, Chapter 1 <i>McKenzie & Wharf, Chapter 1</i>
Week 3 – Sept 24	Historical Influences Readings: Graham, Swift & Delaney, Chapter 2 <i>McKenzie & Wharf, Chapter 2</i>
Week 4– Oct 1	Contemporary Welfare Institutions Readings: Graham, Swift & Delaney, Chapter 3 <i>McKenzie & Wharf, Chapter 3</i>
Week 5 – Oct 8	Ideological, Social & Economic Influences Readings: Graham, Swift & Delaney, Chapter 4 <i>McKenzie & Wharf, Chapter 4</i>
Week 6 – Oct 15	Preparation for Group Presentations – no lecture
Week 7 – Oct 22	Social Policy & Emerging Realities Readings: Graham, Swift & Delaney, Chapter 5 <i>McKenzie & Wharf, Chapter 5</i>
Week 8 – Oct 29	Diversity of Social Policy Readings: Graham, Swift & Delaney, Chapter 6 <i>McKenzie & Wharf, Chapter 6</i> GROUP PRESENTATIONS BEGIN
Week 9 – Nov 5	Social Policy & Social Work Practice Readings: Graham, Swift & Delaney, Chapter 7 <i>McKenzie & Wharf, Chapter 7</i> GROUP PRESENTATIONS
Week 10 – Nov 12	The Policy Making Process Readings: Graham, Swift & Delaney, Chapter 8 <i>McKenzie & Wharf, Chapter 8</i> GROUP PRESENTATIONS

Week 11 – Nov 19	Implementing Social Policies Readings: Graham, Swift & Delaney, Chapter 9 <i>McKenzie & Wharf, Chapter 9</i> GROUP PRESENTATIONS END
Week 12 – Nov 26	Applying Theory to Practice: Understanding Your Perspective to Social Policy and Social Work (your values, knowledge and skills pertaining to vulnerable populations) Readings: <i>McKenzie & Wharf, Chapter 10</i> Canada. (1996). <i>“The Indian Act: Oppressive Measures”</i> GUEST PRESENTER
Week 13 – Dec 3	Applying Theory to Practice: GUEST PRESENTER Assignment #3 – DUE at the beginning of class
Week 14 – Dec 10	Applying Theory to Practice: GUEST PRESENTER
Week 15– Dec 17	Last Day of class.

Academic Misconduct (pages 37-38 of the Credit Calendar):

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person’s work as one’s own
- The use of unauthorized aids in assignments or examinations
- Unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person

Penalties for academic offences may range from a verbal reprimand to dismissal from the College, and in certain circumstances may involve legal action. Please refer to the website for more details <http://www.keyano.ca/StudentLife/StudentConduct/AcademicPoliciesProcedures>

Accommodation for Students with Disabilities:

The College will provide reasonable accommodation to students with disabilities in order to promote academic success. If you require accommodation, contact the Learner Assistance Program (LAP) Office at 780-792-5608 to initiate the process for documenting, assessing and implementing your individual accommodation needs. In addition, tutoring services are available at the SKILL Centre.

Student Rights and Responsibilities:

Students should consult the Keyano College Credit Calendar or online information at: <http://www.keyano.ca/CurrentStudents/StudentConduct/StudentRightsResponsibilities>



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Date

Reviewed and approved by:

Vincella Thompson, Chairperson

Date

Guy Harmer, Dean

Date