

Course ID:	Course Title:	Fall 2023
BHS450	Intersection Between Poverty and Government Policy	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Directed Study	Instructor:	Derek Cook BA, MSc. RSW	First Day of Class:	Sept. 6
Days:	TBD	Email:	Derek.Cook@ambrose.edu	Last Day to Add/Drop:	Sept. 17
Time:	TBD	Phone:	403-410-2913	Last Day to Withdraw:	Nov. 20
Room:	TBD	Office:	L2072	Last Day to Apply for Coursework Extension:	Nov. 23
Lab/Tutorial:	NA	Office Hours:	Thursday 1:00 – 2:00	Last Day of Class:	Dec. 8
Final Exam:	None				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An overview of strategies and approaches to alleviate and reduce poverty. This course will survey a range of policy and program interventions to address the causes and impacts of poverty. The roles of government, business, the non-profit sector and the church will all be explored in this context.

Expected Learning Outcomes

By the end of this course, students will be able to understand and apply effective policy and program interventions for poverty reduction.

Understanding

- Describe the various roles of government, business, the non-profit sector and the church in current approaches to poverty reduction.
- Describe the structure of the Canadian welfare state and major historical policy approaches to addressing poverty.

Research

- Gather, assess and present relevant information informed by theory to assess and critique public policy and design a policy or program intervention.

Analysis

- Assess and critically evaluate government policy in reference to relevant theory and practice.

Communication

- Articulate current key poverty policy debates and interventions at the federal, provincial and municipal level.
- Articulate the policy development process at the federal, provincial and municipal level and ways to participate in that process.

Character

- Identify and articulate key ethical issues in practice and apply a framework for guiding ethical practice and making appropriate ethical decisions.

Professional Competence

- Understand and apply current best practices in poverty reduction programs and services.
- Apply an evidence and trauma-informed approach to working with people experiencing poverty or homelessness.

Textbooks

- Sharma, R. (2012) **Poverty in Canada**. Oxford University Press.
- Finkel, A. (2006) **Social Policy and Practice in Canada: A History**. Wilfrid Laurier University Press.

Course Schedule

Week	Topic	Readings
Sept. 5	Introduction Understanding Poverty	Sharma, Chapter 1 Cook, Chapter 3
Sept. 11	Roots of Poverty: Individual and Life Stage Factors	Sharma, Chapters 3 & 5 Raphael, Chapter 5. (On Moodle)
Sept. 18	Roots of Poverty: Social Inequality and Systemic Factors	Sharma, Chapters 2, 4, 6 Raphael, Chapter 4 (On Moodle)
Sept. 25	The Canadian Welfare State <ul style="list-style-type: none">• Structure of the Welfare State• Government and the Policy Process	Olsen, Chapter 4 (On Moodle) Shier and Graham (2014) <i>Social Policy in Canada</i> CPJ Advocacy Toolkit

Oct. 2	Development of the Canadian Welfare State – Pre-Confederation	Finkel, Chapters 1 – 3
Oct. 9	Development of the Canadian Welfare State – Confederation to the Post-War Period	Finkel, Chapters 4 – 6 Sharma, Chapter 8
Oct. 16	Canada’s Income Support System	Finkel, Chapter 7 Graham et al, Chapter 3 (On Moodle) Welfare in Canada - pp 1-32. (On Moodle)
Oct. 23	Social Policy and Services – Health and Well-being <ul style="list-style-type: none"> • Structure of service provision • Principles and ethics • Medicare and Childcare • Mental Health and Addictions 	Finkel, Chapters 8 – 10 Forchuk and Csiernik, Chapter 1 Public Health Agency of Canada - “Trauma and Violence-Informed Approaches to Policy and Practice”
Oct. 30	Social Policy and Services – Basic Needs <ul style="list-style-type: none"> • Food Security • Employment • Financial Empowerment • Affordable Housing and Homelessness 	Finkel, Chapter 10 Forchuk and Csiernik, Chapter 2 Financial Empowerment as a Response to Social Exclusion in Canada Canada's National Housing Strategy
Nov. 6	Protective Legislation <ul style="list-style-type: none"> • Human Rights Law • Employment Equity • Occupational Health and Safety • Labour Law (Labour Code) 	TBD
Nov. 20	Anti-Poverty Policies and Strategies - Government <ul style="list-style-type: none"> • Federal Strategies (historical) • Provincial and Municipal Strategies 	Finkel, Chapters 11 - 12 Raphael, Chapter 12
Nov. 27	Anti-Poverty Policies and Strategies – Business and Civil Society <ul style="list-style-type: none"> • The Role of Business • The Role of the Church 	Porter and Kramer – “Creating Shared Value”
Dec. 4	Future Directions and Synthesis	Finkel, Chapter 13 Raphael, Chapter 14

Requirements:

- **Attendance and Participation (15%):** Students are expected to attend all weekly sessions, having read assigned materials ahead of time and prepared to actively participate in these discussions. Active discussion means it will be obvious that the student is engaging with the course material, bringing insights from the readings into discussions, and trying to link course knowledge with everyday life.
- **Reflective Journal (15%):** Maintain a reflective journal that addresses key questions and insights from the weekly readings and discussion. The journal should be submitted weekly in advance of the next week's instructional meeting to provide content for discussion. Each submission should be between 500 and 750 words.
- **Policy Analysis (30%):** Choose a particular policy issue related to poverty. Provide a context for the issue (prevalence, impact and profile of those affected); Describe the policy responses to the issue (federal, provincial or municipal); Analyze one of those policies by assessing the policy's strengths, weaknesses and effectiveness in addressing the issue and creating positive change for those impacted. The assessment should refer to secondary sources for a critique of the policy.
- **Program Design (40%):** Choose a particular issue affecting people experiencing or at risk of poverty. Design a program that could reduce the risk of poverty or assist people in moving out of poverty. Your program design should include a description of the issue (prevalence, impact and profile of those affected); the service approach; a description of the intervention (objectives and activities); a rationale for why this intervention would be the most appropriate and effective; and a reflection on the ethical issues to be considered.

Attendance:

If external circumstances or illness prevent you from attending or adequately preparing for a class, please let your instructor know in advance (via email) so that this can be taken into account, as absences will negatively impact the participation grade.

Grade Summary:

The available letters for course grades are as follows:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Marking Rubric

Attendance

Rubric Criteria (weight)	Excelling (90%–100%)	Accomplished (80%–90%)	Developing (70%–80%)	Beginning (0–70%)
General Attendance (15%) (Excludes certain excused absences such as Ambrose athletic teams' out-of-town games). In the case of illness or other extenuating circumstances, inform the instructor prior to class for an exemption.	Misses no more than one class (100%); misses two to three classes (90%)	Misses four classes (85%), five classes (80%).	Misses six classes (75%), seven classes (70%).	Misses eight classes (65%), nine classes (60%), ten classes (55%), eleven classes (50%), twelve or more classes (0%).

Reflective Journal

Rubric Criteria (weight)	Excelling (90%–100%)	Accomplished (80%–90%)	Developing (70%–80%)	Beginning (0–70%)
Comprehensiveness (40%)	Demonstrates deep understanding of the full breadth of material in the assigned readings.	Demonstrates good awareness of most of the material in the assigned readings.	Demonstrates some awareness of some of the material in the assigned readings.	Demonstrates limited or no awareness of the material in the assigned readings.
Insight (40%)	Provides critical insights and poses key questions that demonstrate active engagement with the material related to personal life experience.	Provides some insightful comments or questions that demonstrate thoughtful reflection on the text.	Journal summarizes the material in the readings but provides limited commentary on the text.	Does not provide evidence of reflective engagement with the material.
Style (20%)	The journal uses correct grammar, punctuation, and spelling. Sentences are clear, complete, and of varying lengths.	There are a few errors to fix, but generally correct conventions are used. Sentences are well-constructed.	There are enough errors in the journal to distract a reader. Sentences are often awkward, run-ons, or fragments.	Numerous errors make the journal hard to read. In addition, this is compounded by many run-on sentences and sentence fragments.

Policy Analysis and Program Design

Rubric Criteria (weight)	Excelling (90%–100%)	Accomplished (80% - 90%)	Developing (70%–80%)	Beginning (0–70%)
Purpose and Content (30%)	The paper fully addresses the assignment's objectives. The paper is well-developed and supported by external sources and focuses on relevant details. There is a unified wholeness to the paper.	The paper largely addresses the objectives of the assignment. The paper is mostly developed and supported by external sources. The paper largely focuses on relevant details, but is occasionally unfocussed. The paper as a whole is mostly unified.	The paper misses some of the assignment's objectives. Several of the objectives are not well developed or lack clarity. The paper as a whole is not very unified.	The paper as a whole doesn't really get at the assignment's objectives. The study does not have a sense of direction and is often unclear. The paper as a whole is fragmented.
Critical Thinking (25%)	The paper thoroughly addresses the questions identified in the guide, as well as addressing additional factors. A broad set of external sources are used to support the paper and address complex issues.	The paper generally addresses the questions identified in the study guide. A moderate set of external sources to support the paper are used and address standard sets of issues.	The paper addresses some of the questions identified in the study guide. A limited set of external sources are used to support the paper and somewhat address standard sets of issues.	The paper doesn't really address the questions identified in the study guide. A very limited set of external sources are used to support the paper and barely address standard sets of issues.
Voice and tone (15%)	It sounds like I care about my paper as a whole. That which I care about is embodied in the paper. There is passion or enthusiasm in my writing.	My tone is OK, but the paper as a whole could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious with either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
Organization (15%)	The paper is well organized and structured and there is a sense of flow. Overall, there is a compelling opening, an informative middle, and a conclusion that links together the component parts.	The paper as a whole is relatively well organized and structured with a sense of flow. Overall, there is an acceptable opening, middle, and conclusion.	The paper is somewhat organized and structured but lacks a sense of flow. The organization and cohesiveness are rough but workable, but sometimes gets off topic.	The paper is not very organized or structured and there are many breaks in flow. Overall, the writing is aimless, disorganized, and lacking cohesiveness.
Mechanics: Conventions and Sentence Fluency (15%)	The paper uses correct grammar, punctuation, and spelling. Sentences are clear, complete, and of varying lengths. The paper follows the conventions of the APA or MLA writing style and these are used for citations in the paper and in the reference / works cited section.	There are a few errors to fix, but generally correct conventions are used. Sentences are well-constructed. The paper generally follows APA or MLA writing style, but there is inconsistency in its usage.	There are enough errors in the case study to distract a reader. Sentences are often awkward, run-ons, or fragments. The paper suggests an idea what APA or MLA is, but indicates the writer is mostly guessing as to what is a writing style.	Numerous errors make the paper hard to read. This is compounded by many run-on sentences and sentence fragments. The paper suggests that the writer doesn't know what APA or MLA is or doesn't cite sources.

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From a Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but

plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.