



Winter 2020

Course Number	SOWK 551 S01	Classroom	3-275
Course Name	Child Welfare		
Day(s)	Mondays	Time	9:00 am to 12:00 pm
Instructor	Peter Smyth	Office Hours	By appointment
E-mail	Peter.smyth2@ucalgary.ca		

SYLLABUS STATEMENT

The child welfare course is designed to provide knowledge about the field of child abuse and child protection including how history has shaped current theory and practice. Social justice issues and the fit of child welfare practice with social work values will be explored.

COURSE DESCRIPTION

This course will provide an overview of child welfare as a field of social work practice. The course will examine legislation, policy and practice and how perspectives have shifted, and continue to shift introducing emerging theories and approaches to working with children, youth and families. The impact of child between individuals and their environments and how this can influence policy and decisions made by government workers in the child welfare system. Classes will follow a seminar format with assigned readings, a number of guest speakers maltreatment on children, youth, families and society will be examined as well as various interventions, whether voluntary or non-voluntary. There will be a focus on the historical and present impact of child welfare involvement with Indigenous communities. An ecological perspective will be presented looking at the interrelationship, videos, class discussions, and personal research.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Understand the historical context of child welfare and how child, youth and families are impacted both positively and negatively.
2. Have an understanding of the Indigenous perspective of the child welfare system in relation to colonialism, residential schools, and the Sixties Scoop.
3. Examine an ecological perspective in child welfare practice.
4. Critically evaluate deficit-based approaches, and discussing strength-based approaches in a mandated public service, and how these intersect with a social justice and anti-oppressive perspectives.
5. Critically appraise existing child welfare policy, practice and research.
6. Explore emerging practices and trends in child welfare and how these fit with social work perspectives and values.
7. Have an understanding of the various roles within the child welfare system, as well as connections to community, legislation, bureaucratic perspectives, media coverage, and politics of the child welfare system.

8. Have an understanding of the balance between child safety and family preservation, evaluating short and long-term outcomes for children, youth and families involved with child welfare, and developing a personal practice model if one were to be a social worker employed in child welfare.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

NOTE: There is no textbook attached to this course but a reading package will be provided making up the list below:

- Barrera, J. (2019, September, 6). Ottawa ordered to compensate First Nations children impacted by on-reserve child welfare system. *CBC News*. Retrieved from: <https://www.cbc.ca/news/indigenous/child-welfare-on-reserve-compensation-1.5272667>
- Bigler, M. O. (2005). Harm reduction as a practice and prevention model for social work. *The Journal of Baccalaureate Social Work*, 10(2): 69-86. Retrieved online: <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17693850&site=ehost-live>
- Bishop, A. (2002). *Becoming an ally: Breaking the cycle of oppression in people* (second edition). Canada: Fernwood Publishing. Step 5: *Becoming An Ally*. Chapter 8 (pp. 109-124).
- Blackstock, C. (2008). Reconciliation means not saying sorry twice: Lessons from child welfare in Canada. From truth to reconciliation: Transforming the legacy of residential schools (pp. 162-175). Indigenous Healing Foundation. Retrieved from: <https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/252758>
- Carreiro, D. (2016, October 9). The time they took us away: Faces of the Sixties Scoop. *CBC News*. Retrieved from: <https://www.cbc.ca/news/canada/manitoba/the-time-they-took-us-away-faces-of-the-sixties-scoop-1.3787709>
- Cuthand, D. (2018, December 8). Scooped children struggling to fit anywhere. *Saskatoon StarPhoenix*. Retrieved from: <https://thestarphoenix.com/opinion/columnists/cuthand-scooped-children-struggle-to-fit-in-anywhere>
- Fitzgerald, S. (2013, July 13). 'Crack baby' study ends with unexpected but clear result. *The Inquirer*. Retrieved from: http://www.courts.ca.gov/documents/BTB_23_PRECON_Poverty_Simulation_3.pdf
- Herbert, M. (2007). Creating conditions for good practice: A child welfare project sponsored by the Canadian Association of Social Workers. In I. Brown, F. Chaze, D. Fuchs, J. Lafrance, S. McKay, & S. Thomas-Prokop (Eds.) *Putting a human face on child welfare: Voices from the prairies* (pp. 223-250). Prairie Child Welfare Consortium, www.uregina.ca/spr/prairiechild/index.html/Centre of Excellence for Child Welfare www.cecw-cepb.ca.
<http://cwrp.ca/sites/default/files/publications/prairiebook/Chapter11.pdf>
- Howe, D. (2014). *The compleat social worker*. New York, N.Y.: Palgrave, McMillan. *The compleat social worker*. Chapter 16 (pp. 180-199).
- Jarvie, M. (2017, November 3). Can the sad, short, life of one boy save others, *Calgary Herald*, November 3, 2017 <http://calgaryherald.com/news/local-news/can-the-sad-short-life-of-one-boy-save-others>
- Knitel, F. (2003). *Child protection: trends and issues in Alberta* [Master thesis]. Available from University of Lethbridge, Institutional Repository [pp. 4-14]. Retrieved from: https://www.uleth.ca/dspace/bitstream/handle/10133/1151/Knitel_Faye.pdf?sequence=1
- Kufeldt, K. & MacKenzie, B. (2011). Critical issues in current practice. In K. Kufeldt & B. MacKenzie (Eds.), *Child Welfare: Connecting, research, policy, and practice (second edition)* (pp. 553-567). Waterloo, Ontario: Wilfred Laurier University Press
- Lafrance, J, & Bastien, B. (2007). Here be dragons! Breaking down the iron cage for Indigenous children. In I. Brown, F. Chaze, D. Fuchs, J. Lafrance, S. McKay, & S. Thomas-Prokop (Eds.), *Putting a human face on child welfare: Voices from the prairies* (pp. 89-113). Prairie Child Welfare Consortium,

- www.uregina.ca/spr/prairiechild/index.html/Centre of Excellence for Child Welfare
<https://cwrp.ca/publications/here-be-dragons-breaking-down-iron-cage-aboriginal-children>
- MacDonald, N. (December 14, 2019). No way out: How a mother is fighting to keep her Indigenous children out of care. *The Globe and Mail*. Retrieved from:
<https://www.theglobeandmail.com/canada/article-bc-indigenous-child-welfare-fight/>
- Mann-Feder, V. (2011). Aging out of care and the transition to adulthood. Implications for intervention. In K. Kufeldt & B. MacKenzie (Eds.), *Child Welfare: Connecting, research, policy, and practice (second edition)* (pp. 259-266). Waterloo, Ontario: Wilfred Laurier University Press.
- Markel, H & M. D. (2009, December 14). Case shines first light on abuse of children. *The New York Times*. Retrieved from: <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/434247322/fulltext/E67E424BAB6D4D10PQ/1?accountid=9838>
- National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). *Reclaiming Power and Place: The final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Vol, 1a*. Retrieved from: https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a.pdf
- National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). *Reclaiming Power and Place: The final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Vol, 1b*. Retrieved from: https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1b.pdf
- Office of the Child and Youth Advocate. (2016). *Voice for change: Indigenous child welfare in Alberta*. A special report. Edmonton, Alberta: Office of the Child and Youth Advocate.
http://www.ocya.alberta.ca/wp-content/uploads/2014/08/SpRpt_2016July_VoicesForChange_v2.pdf
- Province of Alberta (2000). *Child, Youth and Family Enhancement Act*. Edmonton, Alberta: The Queen's Printer. Retrieved from: <http://www.qp.alberta.ca/documents/Acts/c12.pdf>
- Puxley, C. (2015, October 3). Almost half of newborns seized in Manitoba have developmental, addiction issues. *Edmonton Journal*. Retrieved from: <https://www.cbc.ca/news/canada/manitoba/almost-half-of-newborns-seized-in-manitoba-have-developmental-addiction-issues-1.3256137>
- Representative for Children and Youth. (2015). *Paige's story: Abuse, indifference and a young life discarded* (executive summary, pp. 5-8). Victoria, British Columbia: Representative for Children and Youth, Retrieved from:
https://www.rcybc.ca/sites/default/files/documents/pdf/reports_publications/rcy-pg-report-final.pdf
- Ruch, G. (2010). The contemporary context of relationship-based practice. In G. Ruch, D. Turney, & A. Ward (Eds.) *Relationship-based social work; Getting to the heart of practice* (pp. 13-28). London, UK: Jessica Kingsley Publishers. Retrieved from: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=677618&ppg=15>
- Shlonsky, A., Friend, C., & Lambert, L. (2007). From culture clash to new possibilities: A harm reduction approach to family violence and child protection services. *Brief Treatment and Crisis Intervention* 7(4), 345-363. Retrieved from:
http://triggered.edina.clockss.org/ServeContent?rft_id=info:doi/10.1093/brief-treatment/mhm015
- Smyth, P. (2016). Aligning practice, ethics and policy: Adopting a harm reduction approach in working with high-risk children and youth. In H. Montgomery, D. Badry, D. Fuchs, & D. Kikulwe (Eds.), *Transforming Child Welfare: Interdisciplinary Practices, Field Education, and Research* (pp. 107-131). Regina, Sask: University of Regina Press.
- Strega, S. (2007). Anti-oppressive practice in child welfare. In D. Baines, (Ed.). *Doing anti-oppressive practice: Building transformative politicized social work* (pp. 67-82). Canada: Fernwood Publishing.
- Walker, C. (2019, August 30). How former youth in care are working to fix Canada's child welfare system. *CBC News*. Retrieved from: <https://www.cbc.ca/radio/thesundayedition/the-sunday-edition-for->

september-1-2019-1.5262676/how-former-youth-in-care-are-working-to-fix-canada-s-child-welfare-system-1.5262680

- Many reading are accessible through the Internet. If a website is not attached to the reading, the article or book chapter will be handed out in class, or posted to D2L.
- A D2L site is set up for this course which contains required readings, PowerPoint presentations, and other relevant class resources and materials. Access to a computer is required.

RELATIONSHIP TO OTHER COURSES

This course is a senior-level elective. Previous studies in basic areas of policy, practice and research is expected since this course draws upon the content of those core courses. This course provides an opportunity to analyze and integrate knowledge from the social work program through application of practice principles to the context of child welfare practice.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
January 13, 2020 CLASS 1 <i>What is 'risk' to service users? To you? To society?</i>	History of child welfare; Introduction to child welfare; Child, Youth, and Family Enhancement Act.	<i>Readings:</i> 1) Province of Alberta (2000). <i>Child, Youth and Family Enhancement Act</i> . Edmonton, Alberta: The Queen's Printer. Retrieved from: http://www.qp.alberta.ca/documents/Acts/c12.pdf Scan through the act paying attention to Section 1(2)(a)-(h), Sections (1)(2.1) and 1(3) on p. 10-12; Matters to be considered, p. 12-14; Reporting a child in need Section 4(1), p. 17. Secure Services Order, Section 44(2), p. 47. 2) Markel, H & M. D. (2009, December 14). Case shines first light on abuse of children. <i>The New York Times</i> [3 pages]. Retrieved from: http://www.nytimes.com/2009/12/15/health/15abus.html?_r=0 3) Knetel, F. (2003). <i>Child protection: trends and issues in Alberta</i> [Master thesis]. Available from University of Lethbridge, Institutional Repository [pp. 4-14]. Retrieved from: https://www.uleth.ca/dspace/bitstream/handle/10133/1151/Knetel_Faye.pdf?sequence=1
January 20, 2020 CLASS 2 <i>What are the pros and cons of the "least intrusive" aspect of the Child, Youth and Family Enhancement Act?</i>	Child and Family Services: processes and roles. Screenings, assessments (Investigations), agreements, orders, court process. Roles of assessor, case worker, permanency worker, foster care support worker.	1) Jarvie, M. (2017, November 3). Can the sad, short, life of one boy save others, <i>Calgary Herald</i> , November 3, 2017 http://calgaryherald.com/news/local-news/can-the-sad-short-life-of-one-boy-save-others 2) Puxley, C. (2015, October 3). Almost half of newborns seized in Manitoba have developmental, addiction issues. <i>Edmonton Journal</i> [3 Pages]. Retrieved from: http://www.edmontonjournal.com/health/almost+half+newborns+seized+manitoba+have+developmental+addiction/11412930/story.html 3) Fitzgerald, S. (2013, July 13). 'Crack baby' study ends with unexpected but clear result. <i>The Inquirer</i> [5 Pages]. Retrieved from:

		<p>http://www.courts.ca.gov/documents/BTB_23_PRECON_Poverty_Simulation_3.pdf</p> <p>4) Kufeldt, K. & MacKenzie, B. (2011). Critical issues in current practice. In K. Kufeldt & B. MacKenzie (Eds.), <i>Child Welfare: Connecting, research, policy, and practice (second edition)</i> (pp. 553-567). Waterloo, Ontario: Wilfred Laurier University Press.</p> <p>Due: Assignment 1-1</p>
<p>January 27, 2020 CLASS 3 <i>How do workers advocate for their children, youth and families and against their own employer?</i></p>	<p>Challenges of working in the system for service users and workers. <i>Guest speakers(s)</i></p>	<p><i>Readings:</i></p> <p>1) Representative for Children and Youth. (2015). <i>Paige's story: Abuse, indifference and a young life discarded</i> (executive summary, pp. 5-8). Victoria, British Columbia: Representative for Children and Youth, Retrieved from: https://www.rcybc.ca/sites/default/files/documents/pdf/reports_publications/rcy-pg-report-final.pdf</p> <p>2) Herbert, M. (2007). Creating conditions for good practice: A child welfare project sponsored by the Canadian Association of Social Workers. In I. Brown, F. Chaze, D. Fuchs, J. Lafrance, S. McKay, & S. Thomas-Prokop (Eds.) <i>Putting a human face on child welfare: Voices from the prairies</i> (pp. 223-250). Prairie Child Welfare Consortium, Prairie Child Welfare Consortium, www.uregina.ca/spr/prairiechild/index.html/Centre of Excellence for Child Welfare www.cecw-cepb.ca. http://cwrp.ca/sites/default/files/publications/prairiebook/Chapter11.pdf</p>
<p>February 3, 2020 CLASS 4 <i>Should the emphasis of child welfare work be on the child, the rights of the parents, or on the family?</i></p>	<p>Shifting practice and models of practice used in child welfare practice today. <i>Guest speakers(s)</i></p>	<p><i>Readings:</i></p> <p>Ruch, G. (2010). The contemporary context of relationship-based practice. In G. Ruch, D. Turney, & A. Ward (Eds.) <i>Relationship-based social work; Getting to the heart of practice</i> (pp. 13-28). London, UK: Jessica Kingsley Publishers. Retrieved from: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=677618&ppg=15</p> <p>MacDonald, N. (2019, December 14). No way out: How a mother is fighting to keep her Indigenous children out of care. <i>The Globe and Mail</i>. Retrieved from: https://www.theglobeandmail.com/canada/article-bc-indigenous-child-welfare-fight/</p> <p>Due: Assignment 1-2</p>
<p>February 10, 2020 CLASS 5 <i>How can workers be creative in a risk-management system?</i></p>	<p>The shift in child welfare practice continued. Perspectives of youth; parenting in the system; LGBTQ youth; youth transitions. <i>Guest speakers(s)</i></p>	<p><i>Readings:</i></p> <p>1) Smyth, P. (2016). Aligning practice, ethics and policy: Adopting a harm reduction approach in working with high-risk children and youth. In H. Montgomery, D. Badry, D. Fuchs, & D. Kikulwe (Eds.), <i>Transforming Child Welfare: Interdisciplinary Practices, Field Education, and Research</i> (pp. 107-131). Regina, Sask: University of Regina Press.</p> <p>2) Bigler, M. O. (2005). Harm reduction as a practice and Prevention Model for social work. <i>The Journal of</i></p>

		<p><i>Baccalaureate Social Work</i>, 10(2): 69-86. Retrieved online: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17693850&site=ehost-live</p> <p>3) Walker, C. (2019, August 30). How former youth in care are working to fix Canada's child welfare system. <i>CBC News</i>. Retrieved from: https://www.cbc.ca/radio/thesundayedition/the-sunday-edition-for-september-1-2019-1.5262676/how-former-youth-in-care-are-working-to-fix-canada-s-child-welfare-system-1.5262680</p> <p>4) Mann-Feder, V. (2011). Aging out of care and the transition to adulthood. Implications for intervention. In K. Kufeldt & B. MacKenzie (Eds.), <i>Child Welfare: Connecting, research, policy, and practice (second edition)</i> (pp. 259-266). Waterloo, Ontario: Wilfred Laurier University Press.</p>
February 16-22, 2020	Reading Break	N/A
February 24, 2020 <i>CLASS 6</i> <i>How does a social worker in the child welfare system balance the mandate aspect of their work with the helping and nurturing part of their practice?</i>	Other legislation impact child welfare work: Protection of Sexually Exploited Children Act; Protection of Children Abusing Drugs Act; Drug Endangered Children Act; Protection Against Family Violence Act. <i>Guest speaker(s)</i> .	<p>1) Shlonsky, A., Friend, C., & Lambert, L. (2007). From culture clash to new possibilities: A harm reduction approach to family violence and child protection services. <i>Brief Treatment and Crisis Intervention</i> 7(4), 345-363. Retrieved from: https://www.researchgate.net/publication/247902810_From_Culture_Clash_to_New_Possibilities_A_Harm_Reduction_Approach_to_Family_Violence_and_Child_Protection_Services/link/54b2e2090cf2318f0f953ac7/download</p> <p>Due: Assignment 1-3</p>
March 2, 2020 <i>CLASS 7</i> <i>Is the child welfare system an extension of the residential schools system?</i>	Indigenous peoples and the child welfare system—history. <i>Guest speaker(s)</i>	<p><i>Readings:</i></p> <p>1) Blackstock, C. (2008). Reconciliation means not saying sorry twice: Lessons from child welfare in Canada. From truth to reconciliation: Transforming the legacy of residential schools (pp. 162-175). Indigenous Healing Foundation. Retrieved from: https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/252758</p> <p>2) Lafrance, J, & Bastien, B. (2007). Here be dragons! Breaking down the iron cage for Indigenous children. In I. Brown, F. Chaze, D. Fuchs, J. Lafrance, S. McKay, & S. Thomas-Prokop (Eds.), <i>Putting a human face on child welfare: Voices from the prairies</i> (pp. 89-113). Prairie Child Welfare Consortium, www.uregina.ca/spr/prairiechild/index.html/Centre of</p>

		<p>Excellence for Child Welfare https://cwrp.ca/publications/here-be-dragons-breaking-down-iron-cage-aboriginal-children.</p> <p>3) Barrera, J. (2019, September, 6). Ottawa ordered to compensate First Nations children impacted by on-reserve child welfare system. <i>CBC News</i>. Retrieved from: https://www.cbc.ca/news/indigenous/child-welfare-on-reserve-compensation-1.5272667</p> <p><i>Handout:</i> Jarvie, M. (2017, November 3). Can the sad, short, life of one boy save others, <i>Calgary Herald</i>, November 3, 2017 http://calgaryherald.com/news/local-news/can-the-sad-short-life-of-one-boy-save-others</p> <p>Due: Questions and scenario for Assignment 2-1</p>
<p>March 9, 2020 CLASS 8 <i>Will child welfare ever be able to eliminate the historical over-representation of Indigenous children in the child welfare system?</i></p>	<p>Indigenous peoples and the child welfare system—present day. <i>Guest speaker(s)</i></p>	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1) Carreiro, D. (2016, October 9). The time they took us away: Faces of the Sixties scoop. <i>CBC News</i>. Retrieved from: http://www.cbc.ca/beta/news/the-time-they-took-us-away-faces-of-the-sixties-scoop-1.3787709 2) Cuthand, D. (2018, December 8). Scooped children struggling to fit anywhere. <i>Saskatoon StarPhoenix</i>. Retrieved from: https://thestarphoenix.com/opinion/columnists/cuthand-scooped-children-struggle-to-fit-in-anywhere 3) National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). <i>Reclaiming Power and Place: The final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Vol, 1a (excerpts: pp. 339-355; pp. 379-384)</i>. Retrieved from: https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a.pdf 4) National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). <i>Reclaiming Power and Place: The final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Vol, 1b (excerpts: pp. 112-117; pp. 194-196)</i>. Retrieved from: https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1b.pdf <p><i>Video:</i> Richard Cardinal story (29 mins); online, National Film board of Canada. https://www.nfb.ca/film/richard_cardinal</p> <p>Due: Assignment 1-4 (Double)</p>
<p>March 16, 2020 CLASS 9 <i>Is there a chance we could be apologizing in</i></p>	<p>Indigenous peoples and the child welfare system—present day (cont.) <i>Guest speaker(s)</i></p>	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1) Office of the Child and Youth Advocate. (2016). <i>Voice for change: Indigenous child welfare in Alberta. A special report</i>. Edmonton, Alberta: Office of the Child and Youth Advocate. http://www.ocya.alberta.ca/wp-content/uploads/2014/08/SpRpt_2016July_VoicesForChange_v2.pdf.

<p>50 years for what we are doing in child welfare today?</p>		
<p>March 23, 2020 CLASS 10 Can child welfare work be anti-oppressive? What is the difference between "hand-holding" and "enabling?"</p>	<p>Anti-oppressive practice in child welfare; Boundaries, scenarios, Q&A. Guest speaker(s)</p>	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1) Strega, S. (2007). Anti-oppressive practice in child welfare. In D. Baines, (Ed.). <i>Doing anti-oppressive practice: Building transformative politicized social work</i> (pp. 67-82). Canada: Fernwood Publishing. 2) Bishop, A. (2002). <i>Becoming an ally: Breaking the cycle of oppression in people (second edition)</i>. Canada: Fernwood Publishing—Step 5: Becoming An Ally. Chapter 8 (pp. 109-124). <ul style="list-style-type: none"> • Class discussion on boundaries. • Scenarios will be presented for group discussion. • Question and answer session, discussion, and reflections and observations on any aspect of child welfare.
<p>March 30, 2020 CLASS 11</p>	<p>Group presentations.</p>	<p>All groups will present their findings on the chosen topic. Due: Assignment 2-3—Critical Analysis from group assignment</p>
<p>April 6, 2020 CLASS 12 Are social workers suited to doing child welfare work, or should they even be doing?</p>	<p>Sharing circles; reflections on child welfare with guest Circle Keeper, Mandy Halabi.</p>	<ol style="list-style-type: none"> 1) Howe, D. (2014). The compleat social worker. New York, N.Y.: Palgrave, McMillan. <i>The compleat social worker</i>. Chapter 16 (pp. 180-199)—distributed for personal reading. <p>Activity: Class Sharing Circle. Due: Assignment 3 (Final Paper)</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Zoom recordings of online classes

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1 (a-d): Reflection Journals	Reflections of Child welfare: <ul style="list-style-type: none">• The journals are to reflect on the course material. Integrate an assigned reading AND one other source relating to learnings (lecture/slides, guest speaker, an article, video, or song) in completing this personal reflection.• There will be 4 reflections over the course of the term with the first three each worth 6% of final course grade, and the further reflection worth 12% of final mark.• Each reflection will be out of 10 marks.<ul style="list-style-type: none">○ What you learned from the article (3 marks).○ What was your personal learning—how did the article impact you? (3 marks).○ How does this link to your practice or future practice (3 marks).• Grammar, sentence structure, readability (1 mark).• First three reflections: 2-3 pages expected (4 pages max.), double-spaced, 12 pt.• Fourth reflection: 3-4 pages expected (5 pages max.), double-spaced, 12 pt.	<i>Reflection 1:</i> January 20, 2020, 11:59 p.m. <i>Reflection 2:</i> February 3, 2020, 11:59 p.m. <i>Reflection 3:</i> February 24, 2020, 11:59 p.m. <i>Reflection 4:</i> March 9, 2020, 11:59 p.m.	30%	1-8

	<ul style="list-style-type: none"> • 0.5 mark off per day for late submissions. • For the 4th reflection, review one of the following episodes of the BBC three-part documentary called <i>Protecting Our Children</i>. These are 58 minutes each: <ol style="list-style-type: none"> 1) Episode 1: “Damned If They Do, Damned If They Don’t” www.dailymotion/video/x15pc3t 2) Episode 2: “Expecting Trouble” www.dailymotion/video/x15qqow 3) Episode 3: “I Want My Baby Back” www.dailymotion/video/x15quxl <p>The BBC followed social workers doing child protection work in Bristol, England. A number of families are followed, as well as the social workers who are working with the families. They are all troubling situations that present many issues around practice and making difficult decisions. Share your thoughts and feelings about the one episode you choose and connect this to the comments and critiques about child protection made in the course textbook.</p>			
<p>Assignment 2: Group Project</p>	<p>Intervention perspective from various roles and positions within the child welfare system.</p> <ul style="list-style-type: none"> • Students will be in groups. Groups will choose a child welfare role/position within Child and Family Services (the Office of the Child and Youth Advocate is not part of CFS) that is of interest and that they would like to learn more about (note: instructor may ensure that group numbers are balanced.) <ul style="list-style-type: none"> ○ These will include: case worker; assessor/PRAT; advocate; HRY case worker; PSECA worker; PKIC worker; supervisor, manager. • The instructor will connect the group to a person who currently works in each role. Groups will create interview questions and then interview this person about their role and where they fit in the larger system. The following points are suggested topics to include, though students should not be limited to these topics. 	<ul style="list-style-type: none"> • Share groups picked randomly by instructor – January 20, 2020 • Interview Questions and Scenario – due March 2, 2020 – 5% of final course grade • Presentation – due March 30, 2020 – 15% of final course grade 	30%	1-8

	<ul style="list-style-type: none"> ○ How do they influence the child, youth, family and the front-line directly and indirectly? ○ How is this person in their position impacted by legislation, policy and procedures, professional ethics, and personal values? ● Develop a real or created scenario to present to the person being interviewed (this may be from a group member’s work experience, a high profile case in the media/Internet, one discussed in class, or through imagination.) <ul style="list-style-type: none"> ○ The scenario should incorporate why the child or youth is at risk and in need of protection. Define the relevant section(s) of the <i>Child, Youth and Family Enhancement Act</i>. ● Submit interview questions and the scenario to instructor prior to conducting the interview to receive feedback. ● Linking the class lectures, literature, and information shared by guests, complete a group critical analysis of this worker’s thoughts, ideas and strategy for resolving the scenario. <ul style="list-style-type: none"> ○ What makes sense to your group? What challenges your group? Are there concerns about oppression? Are there aspects that challenge your values as a social worker, as members of the community, or on an individual basis? What would your group do differently? How does their response connect to their specific role within the child welfare system? ○ Hand in the critical analysis completed by the group that forms the basis of the presentation. ○ 2-3 pages, double spaces, 12 pt. ● Students will present their findings to class (15 - 20 minutes, plus 5 minutes for questions). Decide what medium(s) you wish to use to add to the presentations (PowerPoint, Prezi, video, photos, music, role play, artwork, etc.) 	<ul style="list-style-type: none"> ● Critical Analysis – <i>due March 30, 2020</i> – 10% of final course grade 	
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<p>Assignment 3: Final Paper</p>	<p>Final paper Pick an issue that intersects with the child welfare system. This could be poverty, neglect, abuse (physical, mental, emotional, sexual); mental health, addictions, multi-generational trauma, domestic violence, FASD, or low cognitive functioning. You may also choose another issue, but this needs to be checked with the instructor first.</p> <p>For this essay, you are required to do the following:</p> <ul style="list-style-type: none"> • Discuss the issue you have chosen. • From a perspective of your own social values, share your personal thoughts, feelings and biases and consider your own position of power and privilege. This should incorporate a micro, mezzo, and macros perspectives. • Use the Lonne et al. (2009) textbook along with other sources of your choosing (discussions, guest speakers, materials from class, and resources external to the course). <p>Use the following questions to guide your exploration of the issue: How does child protection intersect with this issue? What are the perceptions and expectations of society on this issue? What are the political ideologies that could play a role in the response to this issue? What role can the media play? What are the gaps in the child welfare system for this issue? What response and interventions should be taken by you as a social worker? What might a different response look like, incorporating a critique of the system What are the oppressive and social justice that could surface in dealing with this issue, and what steps could be taken to take an anti-oppressive approach to the issue?</p> <p>10-12 pages (excluding references), double-spaced, 12 pt.</p>	<p>April 6, 2020</p>	<p>30%</p>	<p>1-8</p>
<p>Participation</p>	<ul style="list-style-type: none"> • Class attendance • Participation in class discussions 	<p>N/A</p>	<p>10%</p>	<p>N/A</p>

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.”
- Students are expected to let the instructor know if they will not be able to attend class. If two three-hour blocks are missed, a conversation will be requested with that student to discuss the situation and look for ways this can improve.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- All assignments should be submitted through email at peter.smyth2@ucalgary.ca. Submitted assignments in Word are preferred, though PDF format is acceptable. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith – Reflection 1; Jane Smith – Critical Analysis Group #; Jane Smith – Final Paper). Assignments are due by 11:59 p.m. on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

- It is expected that assignments are handed in on the deadline outlined. Late assignments will be penalized 10% per day.

EXPECTATIONS FOR WRITING

- APA style is important in all assignments. Reflections will be corrected to reflect proper APA writing though students will not be penalized significantly (worth only 10%). It is always helpful to use APA style to get in the habit in your writing. I will correct papers to reflected proper use of APA. The intent of this is to consider any corrections made as for the final paper, there is an expectation that APA is followed closely. All grammar and punctuation will be corrected and students are expected to avoid repeating the same mistakes in subsequent papers. Attention will also be paid to general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

- Recommended: “It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student’s final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

WITHDRAWAL DATES

No refunds for withdrawal from **winter session half-courses** after January 23, 2020. The last day to add or swap winter session half-courses is January 24, 2020. The last day to withdraw with permission from winter session half-courses is April 15, 2020.

The last day to drop **winter session block week courses** is January 6, 2020 or the last day to withdraw with permission from winter session block week courses is January 10, 2020.

The Undergraduate Academic Schedule for 2019-2020 can be viewed at <http://www.ucalgary.ca/pubs/calendar/current/index.html>. The online version of the academic schedule supersedes the information on this course outline.

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional readings for a number of classes will be posted on D2L. While not mandatory readings, these could help with assignments, particularly the group project and final paper.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without

permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**