



Revised on March 17, 2020	
Course Number	SOWK 551 S01
Course Name	Child Welfare
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REVISED CLASS SCHEDULE/DELIVERY	
<p>March 16-22, 2020: Online class 1 (course class 9) - Indigenous Experience with Child Welfare Past and Present</p> <p>There will be a discussion board looking at the dark legacy of child welfare and social work in continuing a colonial perspective by continuing residential schools, and the emergence of the Sixties Scoop that endured into the 1980s. In more recent times the impact of the Truth and Reconciliation Commission (2015) and the Missing and Murdered Women and Girls Reports (2019) will be explored.</p> <p>Questions for which to give some thought and respond to:</p> <ol style="list-style-type: none"> 1) <i>Is the child welfare system an extension of the residential schools system?</i> 2) <i>Will child welfare ever be able to eliminate the historical over-representation of Indigenous children in the child welfare system?</i> <p>These questions can start a conversation. In addition, we will discuss, <i>The Richard Cardinal Story</i> https://www.nfb.ca/film/richard_cardinal Over the next week, in lieu of class time, read and comment on either the Blackstock (2008) or Lafrance & Bastien (2007)--articles from class 7 in your course outline, and one of the two news articles from class 8, Carreiro (2016) or Cuthand (2018). Also comment on the child welfare comments from the <i>National Inquiry into Missing and Murdered Indigenous Women and Girls</i> (MMIWG, 2019), volumes 1a and 1b (note these are only some short excerpts, so short readings.) To summarize, this means 4 short posts: (1) the two questions posed and this is to be linked into <i>The Richard Cardinal Story</i>; (2) One of the two articles from class 7; (3) one of the 2 newspaper articles from class 8; (4) readings from the MMIWG excerpts. These should be a short paragraph (a few sentences).</p> <p>This is more of a time replacement for classes and not for grades (though it can impact your participation mark as it would be like an in-class discussion). This should not go past the 3 hours of class time doing this periodically throughout the week. You are, of course, open to commenting on the posts of others as well (obviously in a respectful and learning way). To supplement this learning the PowerPoint presentations from classes 7 and 8, and the “Calls to Action” from the Truth and reconciliation Commission have been posted on the “Content” tab in D2L.</p>	

March 23-29, 2020: Online class 2 (course class 10) - Indigenous Experience (cont.)

This topic will be continued. The reading for this class is listed in Class 9, Office of the Child and Youth Advocate. (2016). *Voice For Change: Indigenous Child Welfare in Alberta*. This can be linked to the recent developments on Bill C-92, which is Federal legislation to hand over jurisdiction of child welfare services to First Nation, Inuit, and Metis communities. See CBC News article: <https://www.cbc.ca/news/politics/indigenous-child-welfare-system-bill-c-92-1.5037135>. Add a post to each question, and make one response to another posting (5% of final mark). This is to be completed between March 23 and March 29, 2020.

- 1) In what ways do you think Bill C-92 will be helpful for Indigenous child, youth and families, and child welfare in general?
- 2) *Do you have ideas on how government child protection ministries can build trust with Indigenous communities?*
- 3) *Is there a chance we could be apologizing in 50 years for what we are doing in child welfare today?*

During class time on March 23, 2020, Peter will be available for a drop-in Zoom chat on the impact on Covid-19 on learning, course material, thoughts and reflections, and/or questions.

March 30-April 5, 2020: Online class 3 (course class 11) - Anti-Oppressive Practice and Boundaries

This will be another discussion board class, focusing on anti-oppressive practice in child welfare and touching on boundaries as well. Child welfare practice is inherently oppressive so how do we acknowledge this and do our best to level the playing field and use power and privilege to advocate and support families, while also ensuring the safety of children. The reading will be taken from Class 10: Dumbrill & Yee (2019), *How To Do Anti-Oppressive Practice with Individuals, Families, and Communities*. **Optional readings**, also from Class 10: Strega, S. (2007), *Anti-Oppressive Practice In Child Welfare*; Bishop, A. (2002), *Becoming An Ally: Breaking The Cycle Of Oppression In People*. The question and scenarios are:

- 1) *Can child welfare work be anti-oppressive?*
- 2) **SCENARIOS:**
 - a) *A mother repeatedly tells you her kids are all she has left in the world and she would commit suicide if she ever lost them to Children's Services. A week later, her ex-partner is violent in the home, despite there being a no-contact order in place. What is your next step?*
 - b) *A 15-year-old girl has a boyfriend who is 31 years old. She thinks he is good for her and sees him as a kind of saviour in her life. They do drugs together but promises her will help her get clean soon. He has hit her a few times, but he is always sorry. You suspect he is grooming her for sexual exploitation. What steps would you use to engage this youth?*
 - c) *You have a close relationship with a young father (age 17), and he is doing well as a single parent in an independent living program. You learn he has warrants and police ask you to contact them when he is in at your office so they can arrest him? How do you handle this situation?*

There will be three posts for this online class: 1) for the book chapter; 2) the question above; 3) ONE of the scenarios (5% of final mark). This is to be completed between March 30 and April 5, 2020.

In addition, watch the mini-lecture on boundaries and this will be discussed in the final class. We live in the gray in social work and boundaries are no different. There can be a lot of different thoughts on this subject and this can cause doubts and confusion, especially when new to the field.

****NOTE: This was to be the class for doing the group presentations. A decision has been made to cancel the presentation portion of the assignment. This has been approved. Even it was agreed that this would be done through a Zoom session, or a video presentation, this compels you to meet as a group which could put people in an uncomfortable situation given social distancing and other recommendations that have been forwarded due to Covid-19. Asking you to submit a script with the presentation could mean adding extra work which is not reasonable in such circumstances either. The critical analysis can still be submitted on March 30, 2020.***

During class time on March 30, 2020, Peter will be available for a drop-in Zoom chat on the impact on Covid-19 on learning, course material, thoughts and reflections, and/or questions.

April 6, 2020: Online class 4 (course class 12) - AOP and Boundaries, and Wrap-Up

This class will continue the themes of anti-oppressive practice and boundaries. This will be a Zoom class. As we will not be able to do the Peacemaking Circle demonstration with Mandy Halabi, there will be a final discussion on what some key learnings have been throughout the course, and a session titled: "Last chance to ask the burning questions you had but were afraid to ask?!". This class will also be recorded and available to those who are unable to attend. No marks will be deducted for nonattendance.

REVISED ASSESSMENTS

The presentation assignment worth 15% has been eliminated (see discussion above). Instead students can earn marks through the three sessions of discussion board postings (5 % each X 3 discussion boards = 15%).

The final paper is not impacted in this addendum. It is due on April 6, as originally scheduled, and this is the last day of classes. This paper is worth 30% of the final grade. See the original course outline for details.