



Fall 2019

Course Number: SOWK 699.15 S01	Classroom: SH 288
Course Name: Child Welfare	
Day & Time: Thursdays, 5:00 pm – 8:00pm MT	

Instructor: Bruce MacLaurin	Office Hours: By appointment or before class
Telephone: (403) 220-4698	Email: bmaclaur@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

Advanced selected topics related to area of specialization or interest

Course Description

SOWK 699.15 Child Welfare is designed to provide an overview of public child welfare practice in Canada, including a review of its historical context, relevant policy and practice perspectives, and current practice. This course aims to provide students with a basic foundation of knowledge related to child welfare. The course will examine Canadian policy and practice related to intervention with children and families at risk, factors associated with child welfare intervention (poverty, family functioning), as well as short and longer- term outcomes related to child welfare intervention. This course will examine the historical legislation, policy and practices that have contributed to the over-representation of Indigenous children in child welfare (colonization, residential schools, and the 60s scoop) as well as the ways in which different communities are differentially impacted by child welfare. The course will be offered using a variety of activities including lectures, small and large group discussion, and student presentations. This course has no pre- or co-requisites.

Learning Objectives

Specific Course Learning Objectives (CLOs):

1. Develop an understanding of the historical values and interventions that continue to impact child welfare services in Canada.
2. Contextualize the impact of colonization on Indigenous peoples in Canada and the relationship to child welfare involvement.
3. Apply an ecological or multi-systems perspective in understanding the balance between child safety, child wellbeing and the preservation of the family within child welfare practice.
4. Critically evaluate the major issues in child welfare services and their implications for effective family practice.
5. Critically appraise existing child welfare policy, practice and research.
6. Examine and analyze services to diverse and special child and family populations with respect to knowledge of developmental needs, and sensitivity in work with people from diverse ethnic, religious and Indigenous populations.
7. Consider the importance of the values and structural tensions of child welfare services as a major

determinant of child welfare practice.

8. Develop an awareness of the organization and delivery of child welfare services, including primary programs, service variations, roles and responsibilities of child welfare workers.
9. Demonstrate critical thinking while reviewing the readings, lecture materials and in-class and on-line discussions.

Program Learning Objectives (PLOs):

- 1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
- 1.3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
- 2.2) Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.
- 3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
- 4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
- 5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
- 5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
- 6.3) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.
- 7.1) Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
- 7.2) Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
- 8.2) Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.
- 8.3) Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

Relationship to Other Courses

This course is designed to complement the range of courses in the MSW graduate studies program and will build on the knowledge of issues, dilemmas, and problems associated with child maltreatment. Specifically, this course will examine the relationship between research, policy, and practice and the critical impact this has on children and families involved with the child welfare system. Students will be asked to apply material from their policy course to examine the benefits and challenges of evidence-based policy and practice as informed by their theory, practice, and research courses.

Course Text(s)

Kufeldt, K., & McKenzie, B. (2011). *Child welfare: Connecting research, policy, and practice* (2nd ed.). Waterloo, ON: Wilfrid Laurier University Press.

Additional readings will be assigned and will be available through the university library online resources.

Readings will be available via D2L and/or distributed in class.

Recommended Readings

Child, Youth and Family Enhancement Act, Revised Statutes of Alberta Chapter C-12 (2000). Retrieved from www.qp.alberta.ca/documents/Acts/c12.pdf

* For an overview, refer to <http://www.child.gov.ab.ca/enhancementact/Presentation/index.htm>

Children First Act, Statutes of Alberta (2013). Retrieved from http://www.qp.alberta.ca/1266.cfm?page=c12p5.cfm&leg_type=Acts&isbncln=9780779778188

* For an overview, refer to <http://humanservices.alberta.ca/16594.html>

Bala, N., Zapf, M. K., Williams, R. J., Vogl, R., & Hornick, J. P. (Eds.). (2004). *Canadian child welfare law: Children, families, and the state* (2nd ed.). Toronto, ON: Thompson Educational.

Lonne, B., Parton, N., Thomson, J., & Harries, M. (2009). *Reforming child protection*. New York, NY: Routledge.

Truth and Reconciliation Commission of Canada (2015). *Final report of the truth and reconciliation commission of Canada – volume one: Summary honouring the truth, reconciling for the future*, Toronto, ON: James Lorimer.

For publications of recent Canadian child welfare research, refer to:

- Canadian Child Welfare Research Portal: <http://cwrp.ca/>

Academic journals related to child welfare:

British Journal of Social Work	Children and Youth Services Review
Child Abuse and Neglect	Families in Society
Child Maltreatment	Journal of Public Child Welfare
Child and Adolescent Social Work	Social Services Review
Child and Family Social Work	Child Welfare

Class Schedule

Class Schedule		
Date	Topic	Readings
Sept 5 Class 1	<ul style="list-style-type: none"> • Introductions and course overview • What is the role of child welfare in Canada 	In-Class film – Richard Cardinal
Sept 12 Class 2	<ul style="list-style-type: none"> • History of child welfare in Canada & the impact of this history and colonization on Indigenous peoples 	Text – Bala Introduction D2L Readings In-Class Film
Sept 19 Class 3	<ul style="list-style-type: none"> • Understanding the ecology of child maltreatment 	Text – Chapters 1 and 5
Sept 26 Class 4	<ul style="list-style-type: none"> • The legislation – CYFE Act • How does the legislation define practice 	Guest Lecturer Text - Chapters 6 and 25 D2L Readings

Oct 3 Class 5	<ul style="list-style-type: none"> • First Nations child welfare: Examining the best interest of children? • Examining the recommendations of the Truth and Reconciliation Commission (TRC) 	Text – Chapters 21, 22, 24 D2L Readings
Oct 10 Class 6	<ul style="list-style-type: none"> • Addressing the wellbeing and development of children: A focus on neglect and emotional forms of maltreatment 	Text – Chapter 2 D2L Readings In-class film
Oct 17 Class 7	<ul style="list-style-type: none"> • Keeping children and youth safe: Understanding sexual and physical abuse 	D2L Readings In-class film
Oct 24 Class 8	<ul style="list-style-type: none"> • Developing a comprehensive service delivery approach for children and families at risk 	D2L Readings Guest speaker
Oct 31 Class 9	<ul style="list-style-type: none"> • Responding to children at risk – foster care and kinship care, group and institutional care 	Text – Chapters 10, 11, 14 D2L Readings
Nov 7 Class 10	<ul style="list-style-type: none"> • Transition to adulthood from child welfare – experiences of graduates of child welfare system 	Text – Chapters 17, 18, 19 D2L Readings
Nov 14	<ul style="list-style-type: none"> • Reading Week – No lecture 	
Nov 21 Class 11	<ul style="list-style-type: none"> • Measuring outcomes in child welfare – challenges in evaluating effective practice in child welfare 	Text – Chapter 36 & 40 Guest Speaker D2L Readings
Nov 28 Class 12	<ul style="list-style-type: none"> • Critical thinking about child welfare – the Ministerial Panel on Child Intervention in Alberta 	D2L Readings
Dec 5 Class 13	<ul style="list-style-type: none"> • The role of advocacy for children & families at risk • How can we make a difference? 	D2L Readings Guest Speaker

Assignments

There are no in-class tests or final exam for this class. All assignments are due on the corresponding dates listed below. Assignments must reflect a graduate standard of writing. Late assignments will generally not receive full point value but will be considered – please discuss with your instructor

1. D2L Discussion Boards

Due: one week after assignment in Sept., Oct. and Nov. 2019

Value: 30%

Learning Objectives: Meets CLO 1, 2, 3, 4, 5, 6, 7, 8, 9, PLO 1.3, 2.2, 4.2, 5.1, 5.2,6.3, 7.1, 7.2, 8.2, 8.3

Detailed Instructions: On-line D2L discussions are designed to generate an iterative and in-depth discussion between the class participants on critical topics related to child welfare. This assignment will offer an opportunity to provide a follow-up to discussions that have begun in class and will be informed by the cumulative learning that has occurred over the term to date.

On-line D2L discussions will occur three times over the semester. Each D2L discussion will be graded at 10% for a total of 30% for Assignment #1. This will be an interactive process with original postings as well as comments or feedback to fellow students. A marking rubric will be provided in class and on D2L. Criteria and weighting for D2L discussions will include: Ideas: 30%, Critical Thinking: 30%, Participation: 20%, and Etiquette: 20%.

September Discussion Topic Area: How have assumptions associated with historical orientations to serving children and families at risk been problematic over time?

October Discussion Topic Area: First Nations child welfare: Are government standards always in the best interest of children? Examining the recommendations of the Truth and Reconciliation Commission of Canada

November Discussion Topic Area: The tensions of child welfare work in Canada: The delicate balance between keeping children safe, ensuring they remain with family, and promoting their well-being and healthy development

2. Major Paper on a Child Welfare Topic

Due: in class, Dec 5th, 2019

Value: 30%

Learning Objectives: Meets CLO 1, 2, 3, 4, 5, 6, 7, 8, 9, PLO 1.1, 1.3, 2.2, 3.1, 4.2,5.2, 7.1, 7.2, 8.3

Detailed Instructions: This major paper will provide an opportunity for students to do some independent research on a child welfare topic or issue of your choice. It will cover issues related to practice, policy or research related to services approaches or child maltreatment and will provide an opportunity to demonstrate a critical review of the literature and highlight areas of future required research and study. The paper should be approximately 20-25 pages in length, typewritten and double-spaced, not including references or cover page. Referencing should follow the American Psychological Association (APA) format with title page and formal referencing. No abstract is required. Topics need to be identified by the end of September, and a hardcopy of the assignment is due on the final day of classes – Thursday, December 5th, 2019 @ 5:00 pm. Assignments that are handed in after that date and time will be considered late. Further details regarding this assignment will be discussed in class.

Grading Criteria/Rubrics: A marking outline will be distributed and discussed in class. Criteria for the marking outline will include: Content – 40%, Synthesis and Integration – 40%, and Technical – 20%. The outline will provide examples of each of these categories for your review.

3. Class Presentation on Critical Issue Related to Child Welfare in Canada

Due: during class time between Nov. 7th to November 28th, 2019

Value: 20%

Learning Objectives: Meets CLO 1, 2, 3, 4, 5, 6, 7, 8, 9, PLO 1.1, 1.3, 2.2, 3.1, 4.2, 5.2, 6.3, 7.1, 7.2, 8.2,

Detailed Instruction: Students will do a class presentation in one of the four final classes in the term. The topic can match the focus of Assignment #2 or you may prefer to present on another topic that aligns with this course. Please discuss with the instructor before finalizing the presentation topic. It will be important to contextualize the presentation in the course context. Provide a critical review of the evidence supporting and challenging your topic. Presentations can use a variety of teaching methods that suits the topic of interest and should be 30 minutes duration followed by approximately 15 minutes for directed discussion. A marking guide for the oral class presentation will be provided in class. Students will meet with the instructor to book their sessions for the final four class times. Feedback from the undergraduate course will be provided to enhance the learning of the graduate student. The students will meet with the instructor to discuss different teaching styles that will contribute to the experience of the class presentation.

Grading Criteria/Rubrics: A marking outline will be distributed and discussed in class. Criteria for the marking outline will include: Content – 30%, Organization – 25%, Analysis – 20% and Discussion – 25%. The outline will provide examples of each of these categories for your review.

4. Contribution to, and participation in class

Due: Oct 17th and Dec. 5th, 2019

Value: 20%

- 10% based on self and instructor assessments of contribution up to and including October 17th

- 10% based on self and instructor assessments of contribution up to and including December 5th
- This written assessment will be completed using criteria provided in class and will be completed during class time.

Learning Objectives: Meets CLO 1, 2, 3, 4, 5, 6, 7, 8, 9, PLO 1.1, 1.3, 2.2, 3.1, 4.2, 5.2, 6.3, 7.1, 7.2, 8.2, 8.3, and SLO 1,2

Detailed Instruction: Students are expected to: participate in each class, read the required readings in advance of class, and participate fully in partner work, discussion boards, and small group/class discussions.

Grading Criteria/Rubrics: A marking rubric will be provided to the students in class and will be posted on D2L. Students will be asked to provide examples of how they have participated and contributed to the quality of the class, outline how many classes they have participated in at the mid-point and the final session, provide an overview of other considerations that had an impact on their self-grade, and a score based out of 10. The instructor will review the grades and the examples provided by students and provide a similar score out of 10 which will be averaged to reflect the mid-point as well as the final term score for this assignment.

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 Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

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.
- A formative evaluation will occur at the mid-point of the course and the results will be discussed with the class
- The instructor welcomes constructive feedback from students regarding the process and content of the course at any time during the semester.

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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): <https://acs.w.in1touch.org/uploaded/web/website/DRAFT%20ACSW%20Standards%20of%20Practice%20Bill%2021%20Implementation%2002282019.pdf>

Students are expected to ensure they are both familiar with, and comply with these standards.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Writing Expectations

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may

encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Supports for Mental Health and Wellness

The UCalgary Student Wellness Centre <https://www.ucalgary.ca/wellness-services> is an on-campus student wellness centre offering a variety of medical services, mental health services, and drop in spaces and programs. The Centre is located on the third floor of MacEwan Student Centre (MSC 370).

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. For more information visit the Campus Mental Health Strategy website <https://ucalgary.ca/mentalhealth/>

The UCalgary Student Wellness Centre provides mental health support and education to University of Calgary students Monday to Friday from 9:00a.m. to 4:30p.m. Call 403-210-9355 to make an appointment, or use drop-in appointment times (weekdays at 10:00am and 2:00pm). Afterhours support is also available by calling 403.210.9355.

Students can also call the Alberta wide, 24/7 Mental Health Help Line 1-877-303-2642 (toll free within Alberta) for confidential, anonymous service; crisis intervention; information about mental health programs and services; and referrals to other agencies if needed.

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>

Technology

Students must use their ucalgary email address as the preferred email for university communications. Cell phones must be turned off in class unless otherwise arranged with the instructor.

Student Representatives

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com). The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

FOIP Act

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Academic Accommodations

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course. If you are a student with a

documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to Jessica Ayala, the Faculty of Social Work's Associate Dean (Teaching & Learning) jayala@ucalgary.ca.

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to the primary Assembly Point for the building where your class is held. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.