

Course Number	SOWK 551.13	Classroom	Online
Course Name	Child Welfare		
Day(s) & Time	Zoom Sessions on Thursdays – 5:00 to 7:50 pm		
Instructor	Bruce MacLaurin		
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SYLLABUS STATEMENT

Focuses on theory and practice related to social work interventions.

COURSE DESCRIPTION

SOWK 551.13 Child Welfare is designed to provide an overview of public child welfare practice in Canada, including a review of its historical context and relevant theoretical perspectives. 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, reviewing 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 and current legislation, policy and practices that have contributed to the over-representation of Indigenous children in child welfare (colonization, residential schools, the 60's scoop) as well as the ways in which different communities are differentially impacted by child welfare intervention. Students will learn about systemic issues relevant to anti-black racism in our historical and political contexts that contribute to subsequent child welfare involvement. This course will be taught using a variety of instructional activities including lectures, small group work and guest speakers. There are no prerequisites identified for this course.

COURSE LEARNING OUTCOMES

Specific Course-Level Objectives (CLO):

By the end of this course, students will be able to:

1. Understand the historical values and interventions that continue to impact upon child welfare services in Canada including the impact of colonization on Indigenous peoples.
2. 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.
3. Critically evaluate the major issues in child welfare and their implications for family practice and understand the ways that child welfare practice and policy may be evaluated.
4. Critically appraise existing child welfare policy, practice and research.
5. 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.
6. Consider the importance of the values and structural tensions of child welfare services as a major determinant of child welfare practice.

7. Develop an awareness of the organization and delivery of child welfare services, including primary programs, service variations, roles and responsibilities of child welfare workers.

Program Level Outcomes (PLO):

This course is designed to support students to achieve a number of core learning objectives outlined in the Canadian Association for Social Work Education Core Learning Objectives for Students Accreditation Standards http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS_Standards.Oct2013.pdf.

- 1.1 Social work students develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
- 1.2 Social work students acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities. Students develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
- 2.1 Social work students have knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
- 3.1 Social work students understand their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.
- 3.1.a. (University of Calgary specific BSW program outcome): Given the unique position of Indigenous people in Canada and the historic and ongoing conflicted relationship to the profession, social work students understand the history of colonization and its enduring impact on Indigenous people and communities.
- 4.3 Social work students have knowledge of how social determinants of health affect the well-being of individuals, families, groups, and communities, including rural, northern, and Indigenous populations and work toward ending sources of inequity.
- 5.1 Social work students are able to apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
- 6.1 Social work students acquire knowledge and skills to critique, apply, or participate in social work research.
- 7.2.a. (University of Calgary specific BSW program outcome): Given the unique position of Indigenous people in Canada and the historic and ongoing conflicted relationship to the profession, social work students understand the historic development and enduring legacy of policies related to Indigenous people including policies related to Treaty-making, the Indian Act, Residential Schools, the Sixties Scoop and current models of child welfare in Canada.
- 10.1 Social work students acquire skills to incorporate critical thinking and anti-oppressive, decolonizing practice across fields and levels of professional practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is a senior level course elective, designed to align with other courses of social work in the areas of policy, practice, and research. The course provides an opportunity to analyze and integrate knowledge from other courses in the social work program through application of principles as they relate to child welfare social work practice.

CLASS SCHEDULE

Date	Topic	Readings
Sept 10 Class 1	<ul style="list-style-type: none">• Introductions and course overview• What is the role of child welfare in Canada	No Readings In-Class film
Sept 17 Class 2	<ul style="list-style-type: none">• Historical factors associated with child welfare in Canada & the impact of history and colonization on Indigenous peoples	Text – Bala Introduction D2L Readings In-Class Film
Sept 24 Class 3	<ul style="list-style-type: none">• Understanding child abuse and neglect in Canada - contributions of the Canadian Incidence Study of Reported Child Abuse &	Text – Chapters 1 and 5
Oct 1 Class 4	<ul style="list-style-type: none">• The legislation – the Child, Youth and Family Enhancement Act in Alberta• Thinking critically about legislation	Guest Lecturer Text - Chapters 6 and 25 D2L Readings
Oct 8 Class 5	<ul style="list-style-type: none">• Indigenous child welfare: understanding best interests of children• Examining new legislation to better serve Indigenous children in Canada	Text – Chapters 21, 22, 24 D2L Readings In-Class Film
Oct 15 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 22 Class 7	<ul style="list-style-type: none"> Keeping children and youth safe - understanding sexual and physical abuse 	D2L Readings In-class film
Oct 29 Class 8	<ul style="list-style-type: none"> Emerging practice to best serve children and families at risk 	D2L Readings Guest Lecturer
Nov 5 Class 9	<ul style="list-style-type: none"> Responding to children at risk – kinship and non-kinship forms of placement 	Text – Chapters 10, 11, 14 D2L Readings
Nov 12	<ul style="list-style-type: none"> Reading Week – No lecture 	No Readings
Nov 19 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 26 Class 11	<ul style="list-style-type: none"> Measuring outcomes in child welfare Examining the impact of this work on child welfare workers? 	Text – Chapter 36 & 40 D2L Readings
Dec 3 Class 12	<ul style="list-style-type: none"> Critical thinking about child welfare and making a difference through advocacy 	D2L Readings Guest Lecturer

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

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

There are no in-class tests or final exam for this class. All assignments are due on the dates listed below.

1. D2L Discussion Boards

Due: Discussion questions will be posted on Thursday evenings after class on Sept.24th, Oct. 15th and Nov. 19th 2020. Discussions will be closed nine days later on the Saturday @ Midnight.

Value: 10% each for a total of 30%

Learning Objectives: Meets CLO 1,2,3,5,6 and PLO 1.1, 2.1, 3.1, 3.1a, 5.1, 7.2a

Detailed Instruction: 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. 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.

September Discussion Topic Area: How assumptions associated with historical orientations to serving children and families at risk become problematic

October Discussion Topic Area: Factors driving the recommendations of the Truth and Reconciliation Commission of Canada

November Discussion Topic Area: Understanding the delicate balance between keeping children safe, ensuring they remain with family, and promoting their well-being and healthy development

Grading Criteria/Rubrics: 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%.

2. Class Presentation on a Current Issue

Due: A schedule will be posted on D2L and student groups can choose one class during Zoom classes throughout the semester. Topics will be distributed on Class 2, September 17th, 2020.

Value: 20%

Learning Objectives: Meets CLO 2,3,4,7 and PLO 1.2, 2.1, 3.1, 3.1a, 4.3,6.1

Detailed Instruction: Students, working in groups of 4-5, will be assigned a topic (highlighted in a news article, report, inquest, legislation review, etc.) that is related to a critical child welfare issue. As a group, students will meet and prepare a brief presentation that highlights the relative merit of the document. Presentation will include discussion on: 1) value and importance of the document; 2) connection to the course content; 3) key learnings from the material; 4) implications for child welfare policy and/or practice. There will be time for questions and discussion. Presentations will be a maximum of 20 minutes.

Grading Criteria/Rubrics: A marking rubric for marking the Current Issues Presentation will be provided in class and posted on D2L. Criteria for the marking outline will include Content – 40%,

Organization – 20%, and Analysis – 40%. The marking outline will provide examples of content, organization and good analysis.

3. Major Paper

Due: December 3rd, 2020 – submitted to Dropbox by Midnight.

Value: 35%

Assignment 3 Learning Objectives: Meets CLO 1,3,4,5,6,7,4 and PLO 1.1, 1.2, 2.1, 3.1, 3.1a, 4.3, 5.1, 6.1, 7.2a, 10.1

Detailed Instruction: This major paper will provide an opportunity for you to do independent research on a child welfare topic related to the course objectives. It will cover issues related to practice, policy or research related to services approaches or child maltreatment. The paper is a minimum of 15 pages and a maximum of 20 pages in length, typewritten, double-spaced, not including references or coversheet. Referencing should follow the American Psychological Association (APA) format with title page and referencing. An abstract is not needed. Begin to identify your topics early in the semester and discuss with the instructors. The assignment is due on Thursday, December 3rd, 2020 @ Midnight on Dropbox. 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.

4. Contributions to, and Participation in Class

Due: Oct 15th and Dec. 3rd, 2020 @ Midnight on Dropbox

Value: 20%

- 10% based on self and instructor assessments of contribution up to and including October 15th
- 10% based on self and instructor assessments of contribution up to and including December 3rd
- This written assessment will be completed using criteria provided in class

Assignment 4 Learning Objectives: Meets CLO 1,2,3,4,5,6,7 and PLO 1.2, 2.1, 3.1, 3.1a, 4.3, 5.1, 6.1, 7.2a, 10.1

Detailed Instruction: Students are expected to: attend 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.

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.

If you are not able to attend a class, please contact the instructor in advance. You can discuss how you can make up the learning from the session that was missed.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also 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

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

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.

ADDITIONAL SUGGESTED 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

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 and Company.

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
Child Abuse and Neglect
Child Maltreatment
Child and Adolescent Social Work
Child and Family Social Work

Children and Youth Services Review
Families in Society
Journal of Public Child Welfare
Social Services Review
Child Welfare

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.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 (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**