



Course & Session Number	SOWK 551.13 S01	Classroom	Online
Course Name	Child Welfare		
Dates and Time	Start of Classes: Monday, September 12 th , 2022 End of Classes: Monday, December 5 th , 2022 Dates and Time: Zoom Sessions on Mondays from 5:00 to 8:00 pm with exception of Monday, October 10 th , 2022 for Stat. Holiday and November 7 th – Term break Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Bruce MacLaurin	Office Hours	Mondays before or after class or by appointment
UCalgary E-mail	bmaclaur@ucalgary.ca	UCalgary Phone	(403) 220-4698

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

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 on-line course will be taught using a variety of instructional activities including lectures, small group work and guest speakers. Please see Class Schedule on Page 3 for a list of scheduled Zoom sessions. There are no prerequisites identified for this course.

COURSE LEARNING OUTCOMES

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

1. Understand the historical values and interventions that 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.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Kufeldt, K. & McKenzie, B. (2011). *Child welfare: Connecting research, policy, and practice* (2nd Ed.). 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 social work courses 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

Important Dates for Fall, 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Term break – November 6th -12th
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

Class Schedule		
Date	Topic	Readings
Sept 12 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 19 Class 2	<ul style="list-style-type: none">● Historical factors associated with child welfare in Canada & the impact of history and colonization on Indigenous	Text – Bala Introduction D2L Readings

	peoples	
Sept 26 Class 3	<ul style="list-style-type: none"> Understanding child abuse and neglect in Canada - impact on racial justice and equity for all Canadians 	Text – Chapters 1 and 5 D2L - Canadian Incidence Study of Reported Child Abuse & Neglect
Oct 3 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 10	<ul style="list-style-type: none"> Thanksgiving Day – No lecture 	No Readings
Oct 17 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
Oct 24 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 31 Class 7	<ul style="list-style-type: none"> Keeping children and youth safe - understanding sexual and physical abuse 	D2L Readings
Nov 7	<ul style="list-style-type: none"> Reading Week – No lecture 	No Readings
Nov 14 Class 8	<ul style="list-style-type: none"> TERM BREAK November 6th -12th Emerging practice to best serve children and families at risk 	D2L Readings Guest Lecturer
Nov 21 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 28 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
Dec 5 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

The class schedule offers 11 lectures or 33 hours of instruction. The remaining 6 hours of instruction for this course will occur with asynchronous learning activities that will include review of class films in advance of lectures, and application of course content to on-line D2L discussions throughout the course.

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) for your best learning experiences. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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.

Assignment 1: D2L Discussion Boards

Due: Discussion questions will be posted on Monday evenings after class on Sept. 26th, Oct. 24th and Nov. 21st 2022. Discussions will be closed nine days later on the Wednesday @ 11:59.

Value: 10% each for a total of 30%

Aligned Course Learning Objectives: 1,2,3,5, 6

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

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

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

Assessment Criteria: 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%.

Assignment 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 19th, 2022.

Value: 20%

Aligned Course Learning Objectives: 2,3,4,7

Assignment Description: Students, working in groups of approximately 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. Child welfare topics are related to racial justice, equity, diversity or LGBTQIA2S+ youth in care. 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. Presentations will be a maximum of 20 minutes followed by 20 minutes for questions and discussion led by the presenters.

Assessment Criteria: 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 analysis.

Assignment 3: Major Paper

Due: December 5rd 2022 11:59.

Value: 30%

Aligned Course Learning Objectives: 1,3,4,5,6,7

Assignment Description: This major paper will provide an opportunity 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 Publication Manual of the American Psychological

Association 7th Edition 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 Friday, December 5rd, 2022 @ Midnight. Assignments that are handed in after that date and time will be considered late. Further details regarding this assignment will be discussed in class.

Assessment Criteria: 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.

Assignment 4: Contributions to, and Participation in Class

Due: Oct 24th and Dec. 5th, 2022 @ 11:59

Value: 20%

- 10% based on self and instructor assessments of contribution up to and including October 24th
- 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

Aligned Course Learning Objectives: 1,2,3,4,5,6,7

Assignment Description: 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. Cameras are expected to on during class.

Assessment Criteria: 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. Student participation is 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

The instructor will discuss in class how each assignments will be submitted. Some will be submitted using a Dropbox in D2L while others may be submitted by email. Assignments may be submitted in Word or PDF format. Assignments should have a file name that includes their full name and assignment number (for example: bruce_maclaurin_assignment1). Assignments are due by 11:59 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 7th edition 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. This grading system overrides the grading system in D2L. Rounding up of course marks to one decimal will be used – for example 9.82 remains 9.8 while 9.86 will be rounded up to 9.9.

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 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*. James Lorimer and Company.

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

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

Examples of 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

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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