



Course & Session Number	SOWK 551.13 S01	Classroom	Online/3-282
Course Name	Child Welfare		
Day(s) & Time	Mondays 9:00 a.m. to 11:50 a.m. (MST). This is an in-person class for 11 of 13 classes, with two blended-format classes.		
Instructor	Peter Smyth MSW, RSW, MSM	Office Hours	Mondays, 12 noon to 1:00 p.m. or as requested.
UCalgary E-mail	peter.smyth2@ucalgary.ca	UCalgary Phone	By email

EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), 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

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 on the child of various forms of maltreatment, and possible resulting trauma; the involvement of government and community agency workers; as well as how legislation, policy, the court system, law

enforcement, and other government ministries all influence how decisions are made in the child welfare system, will be explored. There will be emphasis on the historical and present impact of child welfare involvement with Indigenous communities. An ecological and anti-oppressive perspective will also be presented, as well as current and non-traditional interventions with voluntary and non-voluntary families. Adding to the learning will be guest speakers, relevant issues from current media, videos, class discussions, and research. Classes will follow a seminar format with assigned readings.

This course will be in-person for the most part with blended a blended component involving classes 4 and 11.

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

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*. <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.
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sjh&AN=17693850&site=ehost-live>

Bishop, A. (2002). Step 5: Becoming an ally. In *Becoming an ally: Breaking the cycle of oppression in people (second edition)* (pp. 109-122). Fernwood Publishing.

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. <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*. <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*. <https://thestarphoenix.com/opinion/columnists/cuthand-scooped-children-struggle-to-fit-in-anywhere>
- Dumbrill, G. C. & Ying Yee, J. (2019). How to do anti-oppressive with individuals, families, and communities. In *Anti-oppressive social work: Ways of knowing, talking, and Doing* (pp. 282-309). Ontario, Canada: Oxford University Press.
- Fitzgerald, S. (2013, July 13). 'Crack baby' study ends with unexpected but clear result. *The Inquirer*. http://www.courts.ca.gov/documents/BTB_23_PRECON_Poverty_Simulation_3.pdf
- Frazier, P., Murrell, C., Badry, D., Mierau, M., Tucker-Wright, T. (2020). *Youth in care chronicles: Reflections on growing up in the child welfare system*. Amazon.
- 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. In *The compleat social worker*. Palgrave, McMillan.
- Jarvie, M. (2017, November 3). Can the sad, short, life of one boy save others, *Calgary Herald*. <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]. https://opus.uleth.ca/bitstream/handle/10133/1151/Knitel_Faye.pdf
- 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). 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*. <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). Wilfred Laurier University Press.
- Markel, H & M. D. (2009, December 14). Case shines first light on abuse of children. *The New York Times*. <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*. 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*. 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*. Alberta: The Queen's Printer. <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*. <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, 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). Jessica Kingsley Publishers. <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. 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). University of Regina Press. https://uofrpress.ca/content/download/4860/45638/version/1/file/9780889774513_TransformingChildWelfare_OpenAccess.pdf
- Steele, A. (2021, June 19). Dead reckoning: Canada's national cemetery is bringing truth about residential schools to light. *CBC News*. <https://www.cbc.ca/news/canada/ottawa/beechwood-cemetery-ottawa-reconciling-history-tour-1.6060442>
- 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). Fernwood Publishing.
- Walker, C. (2019, August 30). How former youth in care are working to fix Canada's child welfare system. *CBC News*. <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 readings are accessible through the Internet. If a website is not attached to the reading, the article or book chapter will be 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.

LEARNING TECHNOLOGIES AND REQUIREMENTS

The required readings are listed in the section of class schedule under each week's reading list. A resource reading list is provided in the Course Content on D2L.

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials.

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 10, 2022 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>NOTE: Online class Join Zoom Meeting https://ucalgary.zoom/j/94987424029</i>	<i>Readings:</i> 1) Province of Alberta (2000). <i>Child, Youth and Family Enhancement Act</i> . The Queen's Printer. http://www.gp.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]. http://www.nytimes.com/2009/12/15/health/15abus.html?_r=0 3) Knitel, F. (2003). <i>Child protection: trends and issues in Alberta</i> [Master thesis]. Available from University of Lethbridge, Institutional Repository [pp. 4-14]. https://www.uleth.ca/dspace/bitstream/handle/10133/1151/Knitel_Faye.pdf?sequence=1
January 17, 2022 CLASS 2 <i>What are the pros and cons of the "least intrusive" aspect of the</i>	Child and Family Services: processes and roles. Screenings, assessments (Investigations), agreements, orders, court process. Roles of assessor, case	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]. http://www.edmontonjournal.com/health/almost+half

<p><i>Child, Youth and Family Enhancement Act?</i></p>	<p>worker, permanency worker, foster care support worker.</p> <p><i>NOTE: Online class Join Zoom Meeting https://ucalgary.zoom.us/j/94987424029</i></p>	<p>+newborns+seized+manitoba+have+developmental+addiction/11412930/story.html</p> <p>3) Fitzgerald, S. (2013, July 13). 'Crack baby' study ends with unexpected but clear result. <i>The Inquirer</i> [5 Pages]. 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). Wilfred Laurier University Press.</p> <p>Due: Assignment 1-1/Reflection 1 on Friday, January 21, 2022, by 11:59 p.m.</p>
<p>January 24, 2022 CLASS 3</p> <p><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.</p> <p><i>Guest speakers: Office of the Child and Youth Advocate</i></p> <p><i>NOTE: Online class join Zoom Meeting https://ucalgary.zoom.us/j/94987424029</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. 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>January 31, 2021 CLASS 4</p> <p><i>Should the emphasis of child welfare work be on the child, the rights of the parents, or on the family?</i></p>	<p>No class but class time provided to watch one in this three-part documentary series on child protection practice in Bristol, England, and complete the reflection assignment.</p> <p>This is the DOUBLE reflection (3-4 pages see assignments).</p>	<p>BBC three-part documentary called <i>Protecting Our Children</i>. These are 58 minutes each:</p> <p>1) Episode 1: "Damned If They Do, Damned If They Don't" www.dailymotion.com/video/x15pc3t</p> <p>2) Episode 2: "Expecting Trouble" www.dailymotion.com/video/x15qqow</p> <p>3) Episode 3: "I Want My Baby Back" www.dailymotion.com/video/x15quxl</p> <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</p>

		critiques about child protection made in the course textbook. Due: Assignment 1-2/Reflection 2 (double) on Friday, February 4, 2021, at 11:59 p.m.
February 7, 2022 CLASS 5 <i>How can workers be creative in a risk-management system?</i>	Shifting practice and models of practice used in child welfare practice today. <i>Guest speakers(s): Children's Services focus on current practices including Signs of Safety</i>	<i>Readings:</i> 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). Jessica Kingsley Publishers. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=677618&ppg=15 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> . https://www.theglobeandmail.com/canada/article-bc-indigenous-child-welfare-fight/
February 14, 2021 CLASS 6 <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>	The shift in child welfare practice continued. Perspectives of youth; parenting in the system; LGBTQ youth; youth transitions. <i>Guest speakers(s): Supervisor and youth that grew up in the system</i>	<i>Readings:</i> 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). University of Regina Press https://uofrpress.ca/content/download/4860/45638/version/1/file/9780889774513_TransformingChildWelfare_OpenAccess.pdf 2) Bigler, M. O. (2005). Harm reduction as a practice and Prevention Model for social work. <i>The Journal of Baccalaureate Social Work</i> , 10(2): 69-86. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17693850&site=ehost-live 3) Walker, C. (2019, August 30). How former youth in care are working to fix Canada's child welfare system. <i>CBC News</i> . 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 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.

		Due: Assignment 1-3/Reflection 3 on Friday, February 18, 2021, at 11:59 p.m.
February 20-26, 2022: Term Break NO CLASS		
February 28, 2022 <i>CLASS 7</i> <i>How do we engage with youth who do not trust, do not recognize authority figures, and push us away?</i>	Working with High-Risk Youth: A Relationship Based Practice. This will look at trauma, attachment, and brain development, and look at resiliency and harm reduction approaches in working with youth.	1) Frazier, P., Murrell, C., Badry, D., Mierau, M., Tucker-Wright, T. (2020). <i>Youth in care chronicles: Reflections on growing up in the child welfare system</i> . Amazon. (Optional) Due: Assignment 1-4/Reflection 4 on Friday, March 4, 2021, at 11:59 p.m.
March 7, 2022 <i>Class 8</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): Family Violence</i>	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. 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
March 14, 2022 <i>CLASS 9</i> <i>Is the child welfare system an extension of the residential schools system?</i> <i>Will child welfare ever be able to eliminate the</i>	Indigenous peoples and the child welfare system—history leading up to the present day. <i>Guest speaker: Discussion Sixties Scoop and future for Indigenous peoples in the child welfare system</i>	<i>Readings:</i> 1) Carreiro, D. (2016, October 9). The time they took us away: Faces of the Sixties scoop. <i>CBC News</i> . 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> . 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</i> (excerpts: pp. 339-355; pp. 379-384). https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a.pdf

<p><i>historical over-representation of Indigenous children in the child welfare system?</i></p>		<p>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</i> (excerpts: pp. 112-117; pp. 194-196). https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1b.pdf</p> <p>Video: Richard Cardinal story (29 mins); online, National Film board of Canada. https://www.nfb.ca/film/richard_cardinal</p>
<p>March 21, 2022 CLASS 10</p> <p><i>Is there a chance we could be apologizing in 50 years for what we are doing in child welfare today?</i></p>	<p>Indigenous peoples and the child welfare system—present day (cont.)</p> <p><i>Guest speakers: The Indigenous experience in the present child welfare system.</i></p>	<p><i>Readings:</i></p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> 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. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/252758 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 Excellence for Child Welfare https://cwrp.ca/publications/here-be-dragons-breaking-down-iron-cage-aboriginal-children. 3) Barrera, J. (2019, September, 6). Ottawa ordered to compensate First Nations children impacted by on-reserve child welfare system. <i>CBC News</i>. https://www.cbc.ca/news/indigenous/child-welfare-on-reserve-compensation-1.5272667 4) 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 5) 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>Assignment 2, Blog 1: March 21 – March 27, 2022</p>

<p>March 28, 2022 CLASS 11</p> <p><i>Can Canada come to terms with its dark legacy of residential schools?</i></p>	<p>Cindy Blackstock works to correct injustices through the Canada Human Rights Tribunal, then helps make a statement to a government employee, Dr. Peter Henderson Bryce, who tried to address serious issues with residential schools in the early 1900s.</p>	<p>Documentary: <i>We Can't Make the Same Mistake Twice (2016)</i>, Directed by Alanis Obomsawin. https://www.youtube.com/watch?v=Ha9RKEoiPyk No class but class time provided to watch this documentary. <i>Reading:</i> 1) Steele, A. (2021, June 19). Dead reckoning: Canada's national cemetery is bringing truth about residential schools to light. <i>CBC News</i>. https://www.cbc.ca/news/canada/ottawa/beechnwood-cemetery-ottawa-reconciling-history-tour-1.6060442 Assignment 2, Blog 2: March 28 – April 3, 2021</p>
<p>April 4, 2022 CLASS 12</p> <p><i>Can child welfare work be anti-oppressive? What is the difference between "hand-holding" and enabling?</i></p>	<p>Anti-oppressive practice in child welfare; Boundaries, scenarios, Q&A.</p>	<p><i>Readings:</i> 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). Fernwood Publishing. 2) Bishop, A. (2002). Step 5: Becoming an ally. In, A. Bishop, <i>Becoming an ally: Breaking the cycle of oppression in people (second edition)</i> (pp. 109-124). Fernwood Publishing. 3) Dumbrill, G. C. & Ying Yee, J. (2019). How to do anti-oppressive with individuals, families, and communities. In, G. Dumbrill & J. Ying Yee, <i>Anti-oppressive social work: Ways of knowing, talking, and Doing</i>. (pp. 282-309). University Press.</p> <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>April 11, 2022 CLASS 13</p> <p><i>What are the thoughts about working in the child welfare space as a social worker?</i></p>	<p>The class will be a Sharing Circle demonstrating restorative justice, conflict resolution, sharing, and celebration, and closure. This class provides the last chance to ask the burning questions you had but were afraid to ask! <i>Guest presenter</i></p>	<p>1) Howe, D. (2014). The compleat social worker. In D. Howe, <i>The compleat social worker</i>. Palgrave, McMillan. <i>The compleat social worker</i> (pp. 180-199)—distributed for personal reading. Due: Assignment 3 (Final Paper)</p>

Please note important dates for Winter 2022:

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: Monday – Friday, January 3 – 7, 2022
- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022

ASSESSMENT COMPONENTS

Assignment 1:

Reflections on child welfare (3x6% + 1x12% = 30%) – Due: Reflection 1 on January 21 by 11:59 p.m.; Reflection 2 (double, with class time provided) on February 4, by 11:59 p.m.; Reflection 3 on February 18 by 11:59 p.m.; Reflection 4 on March 4 by 11:59 p.m.

Aligned Course Learning Outcomes: 3-7

Assignment Description:

The journals are to reflect on the course material. Integrate an assigned reading AND one other source relating to course 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 a double reflection (reflection 2) worth 12% of final mark.

For the 2nd reflection (worth 12%), review one of the following episodes of the BBC three-part documentary called *Protecting Our Children*. These are 58 minutes each:

- 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)

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 throughout the course. See class 4 on the schedule as time is given to review the chosen episode and do the reflection, though this is not due until later in the week.

Assessment Criteria:

- Each reflection will be out of 10 marks.
 - What you learned from the article (3 marks).
 - How did the chosen materials impact you? (3 marks).

- How does this link to your practice or future practice relating to action steps you would take with a service user (3 marks).
- Grammar, sentence structure, readability (1 mark).
- Reflections: 1, 3, and 4 will be 2-3 pages, while reflection 2 will be 3-4 pages expected (5 pages max.), all double-spaced, 12 pt.
- 0.5 mark off per day for late submissions.

Assignment 2:

Blog on Discussion Board (2x15%) – Blog 1 completion range between March 21, 9:00 p.m. to March 27, 11:59 p.m.; Blog 2 completion range between March 28, 9:00 p.m. to April 3, 11:59 p.m.

Aligned Course Learning Outcomes: 1-7

Assignment Description:

Blog 1:

The focus for this blog is on anything learned in the course to date. Pick any topic, issue, controversy using readings, guest speakers, and class discussion and complete a 1-2 page blog and post this on the discussion board. Also respond to 3 blogs done by other students.

Guiding Questions:

See questions posed in the Course Outline in the first column of the class schedules.

Blog 2

The focus is the documentary, *We Can't Make the Same Mistake Twice* (2016), Directed by Alanis Obomsawin. <https://www.youtube.com/watch?v=Ha9RKEoiPyk>, the 1984 documentary, *The Richard Cardinal Story* https://www.nfb.ca/film/richard_cardinal as well as the readings from class 7, 8, and 9, do a 1-2-page blog on your thoughts about an aspect of these issues presented on the history and current situation of how Indigenous peoples have been served by the child welfare system. The documentary, *We Can't Make the Same Mistake Twice*, must figure prominently in the blog. In addition, respond to 3 blogs done by other students.

Guiding questions:

- 1) *Is the child welfare system an extension of the residential school system?*
- 2) *Will child welfare ever be able to eliminate the historical over-representation of Indigenous children in the child welfare system?*

Assessment Criteria:

A thoughtful blog is provided noted through critically thinking about the course material, sharing your thoughts and feelings about the chosen topic, issue and/or controversy. There is clear evidence of addressing course material and three responses are shown on the discussion board. The Blog will be up to 70% of the mark with each response being 10%.

Assignment 3:

Final academic paper (30%) – Due April 11, 2021, by 11:59 p.m.

Aligned Course Learning Outcomes: 1-7

Assignment Description:

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.

Assessment Criteria:

For this essay, you are required to do the following:

- 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.
- Along with other sources of your choosing (discussions, guest speakers, materials from class, and resources external to the course).

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? The paper will be marked on:

- Use of literature and class content to discuss the issue that intersects with child welfare that you have chosen. (15 marks)
- Impact on you as a social worker. (10 marks)
- Grammar. (5 marks)

10-12 pages (excluding references), double-spaced, 12 pt.

Participation - 10%:

Assessment Criteria: Participating in class discussions and sharing thoughts, challenges, experiences in the field and how future practice will be affected by what is learned throughout the course.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.”
- If missing classes, check the Course Content tab on D2L for material covered, and if wanting to learn more about the class, and are not able to get information from student colleagues, email instructor at (peter.smyth2@ucalgary.ca).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit assignments electronically through email at peter.smyth2@ucalgary.ca. Assignment should be submitted in Word format not PDF Describe any guidelines you wish to include re: assignment submission. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith – Reflection 1). 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

- There will be a penalty of .5 of a mark (out of 10 each day) for late reflections. For the bog assignments the discussion will close on the assigned dates at 11:59 p.m. so students will not be able to post beyond that time. If there are extenuating circumstances for missing the discussion closure, the student and the instructor may negotiate to submit the blog though responses will not be accepted as no student will be able to see the response to their blog. Therefore, the maximum grade for the blog will be 70%. For the final paper, 1 mark will be deducted (out of 30) for each day the paper is late. If unforeseen issues arise with submitting assignments, it is the responsibility of the student to communicate with the instructor at peter.smyth2@ucalgary.ca.

EXPECTATIONS FOR WRITING

- Students are expected to format the reflections and final paper using APA 7th edition formatting for referencing. The reflections will be edited for writing skills which includes not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. While this counts for only 1 mark for the reflections (2 for the double reflection), the purpose is to learn from the mistakes for the final paper where there are 5 marks for writing skills. Blogs will not be marked for writing skills but attention should still be paid to how it is written in order to make it understandable and clear for colleagues to read. 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.

Grades for separate assignments will not be rounded up. All grades will be added at the end of term and rounded as per rounding conventions to determine the final percentage grade for the course. Students must meet or exceed the lower threshold of the percentage range as indicated below to achieve the corresponding letter grade for the course.

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. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

- Please see a list of additional readings (book and articles) in D2L

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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

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 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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