



Course & Session Number	SOWK 551.13 S01	Classroom	3-282
Course Name	Child Welfare		
Dates and Time	Start of Classes: January 9, 2023 End of Classes: April 10, 2023 Dates and 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. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Peter Smyth MSW, RSW, MSM	Office Hours	Mondays, 12 noon to 1:00 p.m. or as requested.
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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

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. Students will be encouraged to think critically about child welfare and how it relates to their ethics and values as a social worker.

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:

- Understand the historical context of child welfare and how child, youth and families are impacted both positively and negatively.
- Have an understanding of the Indigenous perspective of the child welfare system in relation to colonialism, residential schools, and the Sixties Scoop.
- Examine an ecological perspective in child welfare practice.
- 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.
- Critically appraise existing child welfare policy, practice and research.
- Explore emerging practices and trends in child welfare and how these fit with social work perspectives and values.
- 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

- 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.
- Frew, N. (2022, August 9). 4 of 5 people who died in care last year while receiving child welfare in Alberta were Indigenous. *CBC News*. <https://www.cbc.ca/news/canada/edmonton/alberta-child-intervention-services-deaths-data-1.6540218#:~:text=Edmonton%C2%B7Data-,4%20in%205%20people%20who%20died%20last%20year%20while%20receiving,five%20of%20whom%20were%20Indigenous>.
- 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. (2019, December 14). 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/>
- Malone, K. G. (2022, September 19). Ending birth alerts a 'red herring' that doesn't address root causes of child apprehension. *CBC News*. <https://www.cbc.ca/news/canada/manitoba/birth-alerts-child->

- [welfare-agencies-indigenous-children-1.6587623#:~:text=CBC%20News%20Loaded-,Ending%20birth%20alerts%20a%20'red%20herring'%20that%20doesn't,take%20to%20keep%20families%20together](#)
- 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/beechnwood-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 reading 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

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 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

Important Dates for Winter 2023

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

Date	Topic	Readings/Assignments Due
January 9, 2023 <i>CLASS 1</i> <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>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].

		<p>http://www.nytimes.com/2009/12/15/health/15abus.html? r=0</p> <p>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</p>
<p>January 16, 2023 CLASS 2</p> <p><i>What are the pros and cons of the “least intrusive” aspect of the Child, Youth and Family Enhancement Act?</i></p>	<p>Child and Family Services: processes and roles. Screenings, assessments (Investigations), agreements, orders, court process. Roles of assessor, case worker, permanency worker, foster care support worker.</p>	<p>1) Jarvie, M. (2017, November 3). Can the sad, short, life of one boy save others, <i>Calgary Herald</i>, November 3, 2017</p> <p>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+newborns+seized+manitoba+have+developmental+addiction/11412930/story.html</p> <p>3) Malone, K. G. (2022, September 19). Ending birth alerts a ‘red herring’ that doesn’t address root causes of child apprehension. <i>CBC News</i>. https://www.cbc.ca/news/canada/manitoba/birth-alerts-child-welfare-agencies-indigenous-children-1.6587623#:~:text=CBC%20News%20Loaded-,Ending%20Obirth%20alerts%20a%20'red%20herring'%20that%20oesn't,take%20to%20keep%20families%20together</p> <p>4) 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>5) 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 20, 2023, by 11:59 p.m.</p>
<p>January 23, 2023 CLASS 3</p> <p><i>How do workers advocate for their children, youth and families and against their</i></p>	<p>Challenges of working in the system for service users and workers. <i>Guest speaker: Office of the Child and Youth Advocate</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:</i></p>

<p>own employer?</p>		<p><i>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 30, 2023 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> <ol style="list-style-type: none"> 1) Episode 1: "Damned If They Do, Damned If They Don't" https://www.youtube.com/watch?v=bWX4ktor_8A 2) Episode 2: "Expecting Trouble" https://www.youtube.com/watch?v=LRobYv-Q4sc 3) Episode 3: "I Want My Baby Back" https://www.youtube.com/watch?v=7TRIXD9W_88 <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. Say what the episode was about and share your thoughts and feelings about the one episode you choose and connect this to the comments and critiques about child protection made in the course readings, and through the guest speakers to date.</p> <p>Due: Assignment 1-2/Reflection 2 (double) on Friday, February 3, 2023, at 11:59 p.m.</p>
<p>February 6, 2023 CLASS 5</p> <p><i>How can workers be creative in a risk-management system?</i></p>	<p>Shifting practice and models of practice used in child welfare practice today.</p> <p>Guest speaker(s): <i>Children's Services focus on current practices including Signs of Safety</i></p>	<p><i>Readings:</i></p> <p>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</p> <p>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/</p>
<p>February 13, 2023 CLASS 6</p> <p><i>How does a social worker in the child</i></p>	<p>The shift in child welfare practice continued.</p> <p>Perspectives of youth; parenting in the system; LGBTQ</p>	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 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

<p>welfare system balance the mandate aspect of their work with the helping and nurturing part of their practice?</p>	<p>youth; youth transitions. Guest speaker(s): Supervisor and youth that grew up in the system</p>	<p>https://uofrpress.ca/content/download/4860/45638/version/1/file/9780889774513_TransformingChildWelfare_OpenAccess.pdf</p> <p>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</p> <p>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</p> <p>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.</p> <p>Due: Assignment 1-3/Reflection 3 on Friday, February 17, 2023, at 11:59 p.m.</p>
<p>February 19-25, 2023: Term Break NO CLASS</p>		
<p>February 27, 2023 CLASS 7</p> <p>How do we engage with youth who do not trust, do not recognize authority figures, and push us away?</p>	<p>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.</p>	<p>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)</p> <p>Due: Assignment 1-4/Reflection 4 on Friday, March 3, 2023, at 11:59 p.m.</p>
<p>March 6, 2023 Class 8</p> <p>How does a social worker in the child welfare system balance the mandate</p>	<p>Other legislation impact child welfare work: Protection of Sexually Exploited Children Act; Protection of Children Abusing Drugs Act; Drug Endangered Children Act; Protection</p>	<p>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</p>

<p><i>aspect of their work with the helping and nurturing part of their practice?</i></p>	<p>Against Family Violence Act. <i>Guest speaker(s):</i> Family Violence</p>	
<p>March 13, 2023 CLASS 9</p> <p><i>Is the child welfare system an extension of the residential schools system?</i></p> <p><i>Will child welfare ever be able to eliminate the historical over-representation of Indigenous children in the child welfare system?</i></p>	<p>Indigenous peoples and the child welfare system—history leading up to the present day. <i>Guest speaker:</i> <i>Discussion Sixties Scoop and future for Indigenous peoples in the child welfare system</i></p>	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 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 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><i>Video:</i></p> <p>Richard Cardinal story (29 mins); online, National Film board of Canada. https://www.nfb.ca/film/richard_cardinal</p>
<p>March 20, 2023 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.) <i>Guest speakers: The Indigenous experience in the present child welfare system.</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

		<p>Excellence for Child Welfare https://cwrp.ca/publications/here-be-dragons-breaking-down-iron-cage-aboriginal-children.</p> <p>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</p> <p>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</p> <p>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> <p>6) Frew, N. (2022, August 9). 4 of 5 people who died in care last year while receiving child welfare in Alberta were Indigenous. <i>CBC News</i>. https://www.cbc.ca/news/canada/edmonton/alberta-child-intervention-services-deaths-data-1.6540218#:~:text=Edmonton%C2%B7Data-,4%20in%205%20people%20who%20died%20last%20year%20while%20receiving,five%20of%20whom%20were%20Indigenous</p> <p>Assignment 2, Blog 1: March 20 – March 26, 2023</p>
<p>March 27, 2023 CLASS 11</p> <p><i>Can Canada comes 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 makes 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</i> (2016), Directed by Alanis Obomsawin. https://www.youtube.com/watch?v=Ha9RKEoiPyk</p> <p>No class but class time provided to watch this documentary.</p> <p><i>Reading:</i></p> <p>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</p> <p>Assignment 2, Blog 2: March 27 – April 2, 2023</p>
<p>April 3, 2023 CLASS 12</p> <p><i>Can child welfare work</i></p>	<p>Anti-oppressive practice in child welfare; Boundaries, scenarios, Q&A.</p>	<p><i>Readings:</i></p> <p>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.</p>

<p><i>be anti-oppressive? What is the difference between “hand-holding” and enabling?</i></p>		<p>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.</p> <p>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 10, 2023 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 reflect on the learning of the term with an open discussion of what the thoughts and feelings about child welfare were at the beginning of term, and now, in this last class. This class also provides the last chance to ask the burning questions you had but were afraid to ask!</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.</p> <p>Due: Assignment 3 (Final Paper): April 10, 2023 at 11:59 p.m.</p>

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.

ASSESSMENT COMPONENTS

Assignment 1:

Reflections on child welfare (3x6% + 1x12% = 30%) – Due: Reflection 1 on January 20 by 11:59 p.m.; Reflection 2 (double, with class time provided) on February 3, by 11:59 p.m.; Reflection 3 on February 17 by 11:59 p.m.; Reflection 4 on March 3 by 11:59 p.m.

Aligned Course Learning Outcomes: 3-7

Assignment Description:

The journals are to reflect on the course material. Integrate two assigned readings, or an assigned reading and a guest speaker (last two reflections) presentation for 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”
https://www.youtube.com/watch?v=bWX4ktor_8A
- 2) Episode 2: “Expecting Trouble”
<https://www.youtube.com/watch?v=LRobYv-Q4sc>
- 3) Episode 3: “I Want My Baby Back”
https://www.youtube.com/watch?v=7TRIXD9W_88

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. Say what the episode was about and share your thoughts and feelings about the one episode you choose and connect this to the comments and critiques about child protection made in the course readings, and through the guest speakers to date. 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.
- For reflections 1, 3, and 4, students will have the top 2 marks of the three count. The first reflection is most likely to be the mark dropped as students get a better understanding of what is expected in this assignment through the feedback provided.
- 0.5 mark off per day for late submissions.

Assignment 2:

Blog on Discussion Board (2x15%) – Blog 1 completion range between March 20, 9:00 p.m. to March 26, 11:59 p.m.; Blog 2 completion range between March 27, 9:00 p.m. to April 2, 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.

Keep in mind:

- 1) *This blog is not simply to state what these articles and videos are about but think critically about the child welfare system and share your thoughts and feelings about these issues and what this means to you as a social worker who could be confronting these issues in the field. This is to help generate discussion and help each other thinking deeply about all of these issues.*
- 2) *You can also pose questions in your blog, but not essential.*

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 10, 2023, 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:

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. How does the political climate and the media influence the views of the public on this issue and what are the expectations of society in address this as a social concern? (10 marks)
- Your personal thoughts and feelings about the issue you chose, incorporating a perspective on your own social values, biases, and your own possible position of power and privilege. Describe what actions you would take if working with children, youth, and or families confronted with the issue you chose. This should incorporate a micro, mezzo, and macros perspectives. (15 marks)
- Grammar how the paper is organized and flows and use of APA format. (5 marks)

10 pages (excluding title page and 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 blog 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.

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.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

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'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