



Course & Session Number	SOWK 508 S01	Classroom	Online
Course Name	Child Welfare		
Dates and Time	Start of Classes: Sept 5, 2024 End of Classes: Dec 5, 2024 Date and Time: Zoom sessions on Thursdays 5:30 to 8:30pm <ul style="list-style-type: none"> • Term Break, no class: Nov 14, 2024 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Coral Wigand, MSW, RSW	Office Hours	By appointment or before/after class
UCalgary E-mail	coral.wigand@ucalgary.ca		

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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

A critical examination of the socio-historical context, emerging theoretical and practice models, competing orientations and tensions, and evidence-based research related to child welfare in Canada.

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 over time, 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. This course will examine the historical and current legislation, policy and practices that have contributed to the over-representation of Indigenous children in child welfare (colonization, residential schools, the 60's scoop) as well as the ways in which different communities are differentially impacted by child welfare intervention. An ecological and anti-oppressive perspective will also be presented, as well as current and non-traditional interventions with voluntary and non-voluntary families.

This course will be taught online via D2L and zoom in both synchronous (i.e., real time/Zoom) and asynchronous (i.e., students review materials on their own time) contexts. [To best succeed in the course, students are expected to participate in both the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions.](#) A variety of instructional activities will be used, including lectures, reviewing materials from current media, videos, class discussions, online discussions, case studies, and research. **As participation in the class discussion is expected, students will be required to attend scheduled synchronous online classes with functional internet access, computer, camera and microphone to enhance participation.** Students will be encouraged to think critically about child welfare and how it relates to their ethics and values as a social worker. Please see Class Schedule for a list of required scheduled Zoom sessions. There are no prerequisites identified for this course.

Prerequisite(s): Admission to the Bachelor of Social Work.

Also known as: (formerly Social Work 551.05/551.13 Child Welfare)

COURSE LEARNING OUTCOMES

Upon completion of this course, you will be able to:

1. Understand the historical context of child welfare and interventions that continue to impact child welfare services in Canada, including the impact of colonization on Indigenous peoples.
2. Demonstrate an understanding of the Indigenous perspective of the child welfare system in relation to colonialism, residential schools, and the Sixties Scoop.
3. Apply an ecological or multi-systems perspective in understanding the balance between child

safety, child wellbeing and the preservation of the family within child welfare practice.

4. Critically evaluate the major issues in child welfare and their implications for family practice and understand the ways that child welfare practice and policy may be evaluated.
5. Examine and analyze services to diverse and special child and family populations with respect to knowledge of developmental needs, and sensitivity in work with people from diverse ethnic, religious, and Indigenous populations.
6. Explore emerging practices and trends in child welfare and how these fit with social work perspectives and values.
7. Examine factors related to the social work practitioner working within the structural tensions of the child welfare system.
8. Develop an awareness of the organization and delivery of child welfare services, including primary programs, service variations, roles, and responsibilities of child welfare workers.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required Text:

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

Other Required Readings/Resources:

- 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.

Cave, R. (2021, Nov 9). Child protection worker says she was traumatized by what she witnessed on the job. *CBC News*. https://www.cbc.ca/news/canada/new-brunswick/child-protection-worker-traumatized-by-job-1.6241623?fbclid=IwAR1d_eBiURdNwutJuKgR9hGoECTdxl6e-NeBMXn1YV76XwdYHPmVZzKEcCs

Cénat, J.M., Noorishad, PG., Czechowski, K. *et al.* The seven reasons why Black children are overrepresented in the child welfare system in Ontario (Canada): A qualitative study from the perspectives of caseworkers and community facilitators. *Child Adolesc Soc Work J* 40, 655–670 (2023). <https://doi.org/10.1007/s10560-021-00793-6>

Child Advocacy Centers/Child & Youth Advocacy Centers. (2021). *National Guidelines for Canadian Child Advocacy Centers/Child & Youth Advocacy Centers*. <https://cac-cae.ca/best-practice-guidelines-for-canada/>

Choate, P., & Lindstrom, G. (2018). Inappropriate application of parenting capacity assessments in the child protection system. In D. Badry, H. Montgomery, D. Kikulwe, M. Bennett, & D. Fuchs, (Eds.), *Imagining child welfare in the spirit of reconciliation* (pp. 93-115). Regina, SK: University of Regina Press.

Derworiz, C. (2023, April 11). 3 First Nations sign agreement with Ottawa, Alberta to take over child welfare. *CBC News*. <https://www.cbc.ca/news/canada/edmonton/3-first-nations-sign-agreement-with-ottawa-alberta-to-take-over-child-welfare-1.6807504>

Government of Canada (2019). An Act respecting First Nations, Inuit and Metis children, youth and families. Justice Laws Website <https://laws.justice.gc.ca/eng/acts/F-11.73/page-1.html>

- Graveland, B. (2019, Sept 19). 'We can move on with our lives:' Alberta parents acquitted in death of toddler. *Toronto Star*. <https://www.thestar.com/news/canada/2019/09/19/alberta-couple-charged-in-toddler-sons-meningitis-death-to-learn-fate-from-judge.html>
- 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>
- Laroche, J. (2022, Feb 26). Nova Scotia government looks to lighten the load of overworked child protection staff. *CBC News*. <https://www.cbc.ca/news/canada/nova-scotia/child-protection-social-workers-community-services-committee-1.6364513>
- 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>
- 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>
- McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. In M. McGoldrick (Ed.), *Re-visioning family therapy: Race, culture, and gender in clinical practice* (pp. 147–152). The Guilford Press.
- Obomsawin, A. (2020). *Jordan River Anderson, The Messenger* [Film]. National Film Board of Canada <https://www.tv.o.org/video/documentaries/jordan-river-anderson-the-messenger>
- Obomsawin, A. (2016). We can't make the same mistake twice. [film]. National Film Board of Canada https://www.nfb.ca/film/we_can_t_make_the_same_mistake_twice/
- Obomsawin, A. (1986.) *Richard Cardinal: Cry from a Diary of a Metis Child* [Film]. National Film Board of Canada https://www.nfb.ca/film/richard_cardinal/
- Office of the Child and Youth Advocate Alberta (2023). Summary Report: Ten years of Investigations April 1, 2012 – March 31, 2022. <https://www.ocya.alberta.ca/adult/publications/investigative-review/>
- Parsons, P. (2020 June 23). Serenity: A life cut short. *CBC News*. <https://newsinteractives.cbc.ca/longform/serenity-longform-investigation-feature/>
- Province of Alberta (2000). *Child, Youth and Family Enhancement Act*. Alberta: The Queen's Printer. <http://www.qp.alberta.ca/documents/Acts/c12.pdf>
- 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
- Snowdon, W. (2023, March 28). Deadly opioid crisis escalating among Alberta children & youth, child advocate warns. *CBC News*. <https://www.cbc.ca/news/canada/edmonton/child-advocate-deaths-in-care-alberta-welfare-1.6793471>
- Turnell, A. & Murphy, T. (2017). *Signs of Safety Comprehensive Briefing Paper*, 4th Ed. Resolutions Consultancy Pty Ltd. <https://knowledgebank.signsofsafety.net/resources/introduction-to-signs-of-safety/signs-of-safety-comprehensive-briefing-paper/signs-of-safety-comprehensive-briefing-paper-en/signs-of-safety-comprehensive-briefing-paper>
- 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](https://www.library.utoronto.ca/2019-1.5262676/how-former-youth-in-care-are-working-to-fix-canada-s-child-welfare-system-1.5262680)

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, camera, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE

Important Dates for Fall 2024

- Start of Term: Tuesday, Sept 3, 2024
- First Day of Class: Thursday, Sept 5, 2024
- Fall Break November 10 – 16, 2024
- End of Term: Friday, December 6, 2024
- Last Day of Class: Thursday, December 5, 2024
- Term Brek, No classes: Nov 10-Nov 16, 2024
- Fee Deadline: Friday September 20, 2024

Class Schedule

Date	Topic for Synchronous Class, Thursdays, Sept 5-Dec 5, 2024, 5:30-8:30pm, ZOOM	Reading Material
Sept 5	Topic: Course Overview & Introduction to Child Abuse	Readings & Resources: 1. Text: Setting the Context – Bala Introduction pp. 1-18, Chapters 1, 5 Case Review: Markel, H & M. D. (2009, December 14). Case shines first light on abuse of children. <i>The New York Times</i> https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/434247322/fulltext/E67E424BAB6D4D10PQ/1?accountid=9838 Graveland, B. (2019, Sept 19). ‘We can move on with our lives:’ Alberta parents acquitted in death of toddler. <i>Toronto Star</i> . https://www.thestar.com/news/canada/2019/09/19/alberta-couple-charged-in-toddler-sons-meningitis-death-to-learn-fate-from-judge.html

Sept 12	<p>Topic: Application of Legislation & Child Welfare Processes</p>	<p>Readings and Resources:</p> <ol style="list-style-type: none"> 1. Text: Chapters 6, 25 2. Province of Alberta (2000). <i>Child, Youth and Family Enhancement Act</i>. The Queen’s Printer. http://www.qp.alberta.ca/documents/Acts/c12.pdf Section 1(2)(a)-(h), Sections (1)(2.1), and 1(3); Matters to be considered, Reporting a child in need Section 4(1). <p>Case Review:</p> <p>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%20birth%20alerts%20a%20red%20herring%20that%20doesn't,take%20to%20keep%20families%20together</p> <p>Jarvie, M. (2017, November 3). Can the sad, short, life of one boy save others, <i>Calgary Herald</i>. http://calgaryherald.com/news/local-news/can-the-sad-short-life-of-one-boy-save-others</p>
Sept 19	<p>Topic: Impact of Colonization on First Nations Children & Families in Canada</p> <p>In Class Film: Obomsawin, A. (2016). We can’t make the same mistake twice. [film]. National Film Board of Canada https://www.nfb.ca/film/we_cant_make_the_same_mistake_twice/</p>	<p>Readings & Resources:</p> <ol style="list-style-type: none"> 1. Text: Chapter 21, 24 <p>Case Review:</p> <p>Obomsawin, A. (2020). <i>Jordan River Anderson, The Messenger</i> [Film]. National Film Board of Canada https://www.tv.o.org/video/documentaries/jordan-river-anderson-the-messenger</p>
Sept 26	<p>Topic: Child Welfare with First Nations Children & Families</p> <p>In Class Film: Obomsawin, A. (1986.) Richard Cardinal: <i>Cry from a Diary of a Metis Child</i> [Film]. National Film Board of Canada https://www.nfb.ca/film/richard_cardinal/</p>	<p>Readings & Resources:</p> <ol style="list-style-type: none"> 1. An Act Respecting First Nations, Inuit and Metis children, youth, and families https://laws.justice.gc.ca/eng/acts/F-11.73/page-1.html 2. Choate, P., & Lindstrom, G. (2018). Inappropriate Application of Parenting Capacity Assessments in the Child Protection System. In D. Badry, H. Montgomery, D. Kikulwe, M. Bennett, & D. Fuchs, (Eds.), <i>Imagining child welfare in the spirit of reconciliation</i> (pp. 93-115). Regina, SK: University of Regina Press. <p>Case Review:</p> <p>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</p>

		Columbia: Representative for Children and Youth. https://www.rcybc.ca/sites/default/files/documents/pdf/reports_publications/rcy-pg-report-final.pdf
Sept 26 – Oct 11	Discussion board 1	Original Post due Oct 3 by 11:59pm Responses due Oct 11 by 11:59pm
Oct 3	Topic: Additional Legislation & High-Risk Youth Guest Speaker	Readings and Resources: 1. Legislation: DECA, PSECA, PChad, PSHTA,
Oct 10	Topic: Child Abuse & Trauma Group Work	Readings & Resources: Online course: Being Trauma Aware – submit certificate of completion to Instructor by Oct 17/24 to receive participation marks https://trauma.respectgroupinc.com/
Oct 17	Topic: Anti-oppressive Practice & Values In Class Film: Privilege Race Guest: TBD Participation Self-Assessment #1 due; Completed in Class	Readings & Resources: 1. Text: Chapter 26, 39 2. McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. In M. McGoldrick (Ed.), <i>Re-visioning family therapy: Race, culture, and gender in clinical practice</i> (pp. 147–152). The Guilford Press. 3. Child Advocacy Centers/Child & Youth Advocacy Centers (2021). <i>National Guidelines for Canadian Child Advocacy Centers/Child & Youth Advocacy Centers</i> . https://cac-cae.ca/best-practice-guidelines-for-canada/
Oct 24	Topic: Practice Approaches: Applying Strengths & Relationship based Practice: SOS Group Presentation 1	Readings & Resources: 1. Turnell, A. & Murphy, T. (2017). <i>Signs of Safety Comprehensive Briefing Paper</i> , 4 th Ed. Resolutions Consultancy Pty Ltd. Case Review: SOS Case Study – available on D2L
Oct 31	Topic: Responding to Children at Risk: Placement Continuum - Kinship Care Group Presentation 2	Readings & Resources: 1. Text chapters 10, 11 Case Review: Parsons, P. (2020 June 23). Serenity: A life cut short. <i>CBC News</i> . https://newsinteractives.cbc.ca/longform/serenity-longform-investigation-feature/
Nov 7	Topic: Responding to Children at Risk: Placement Continuum – Foster & Group Care Group Presentation 3	Readings & Resources: 1. Text chapters 14, 16 2. Cénat, J.M., Noorishad, P.G., Czechowski, K. <i>et al.</i> The seven reasons why Black children are overrepresented in the child welfare system in Ontario (Canada): A qualitative study from the perspectives of caseworkers and community facilitators. <i>Child Adolesc Soc Work J</i> 40 , 655–670 (2023). https://doi.org/10.1007/s10560-021-00793-6

Nov 7 – Nov 21	Discussion board 2	Original Post due Nov 14 by 11:59pm Responses due Nov 21 by 11:59pm
Nov 14	No Class – Term Break	
Nov 21	Topic: Youth Transition to Adulthood In Class Film: W5 Group Presentation 4	Readings & Resources: <ol style="list-style-type: none"> 1. Text chapters 17, 18 2. Snowdon, W. (2023, March 28). Deadly opioid crisis escalating among Alberta children & youth, child advocate warns. <i>CBC News</i>. https://www.cbc.ca/news/canada/edmonton/child-advocate-deaths-in-care-alberta-welfare-1.6793471 Case Review: Office of the Child and Youth Advocate Alberta (2023). Summary Report: Ten years of Investigations April 1, 2012 – March 31, 2022. https://www.ocya.alberta.ca/adult/publications/investigative-review/
Nov 28	Topic: Additional legislation and Special Issues, Reform and Future Trends Group Presentation 5	Readings & Resources: <ol style="list-style-type: none"> 1. Text: Chapters 36, 40 2. PAFVA – Prevention Against Family Violence Act Case Review: 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 Derworiz, C. (2023, April 11). 3 First Nations sign agreement with Ottawa, Alberta to take over child welfare. <i>CBC News</i> . https://www.cbc.ca/news/canada/edmonton/3-first-nations-sign-agreement-with-ottawa-alberta-to-take-over-child-welfare-1.6807504
Nov 29	FINAL PAPER DUE by 11:59pm; late submissions NOT accepted after Dec 6/24.	
Dec 5	Topic: The Child Welfare Professional Participation self-assessment #2 due; completed in class.	Readings & Resources: <ol style="list-style-type: none"> 1. Text: Chapters 4, 7 Case Review: Cave, R. (2021, Nov 9). Child protection worker says she was traumatized by what she witnessed on the job. <i>CBC News</i> . https://www.cbc.ca/news/canada/new-brunswick/child-protection-worker-traumatized-by-job-1.6241623?fbclid=IwAR1d_eBiURdNwutJuKgR9hGoECTdxl6e-NeBMXn1YV76XwdYHPmVZzKEcCs

		Laroche, J. (2022, Feb 26). Nova Scotia government looks to lighten the load of overworked child protection staff. <i>CBC News</i> . https://www.cbc.ca/news/canada/nova-scotia/child-protection-social-workers-community-services-committee-1.6364513
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

1. Case Study Analysis

Due: Nov 29, 2024 – submitted via dropbox to Instructor by 11:59pm. Late papers will not be accepted beyond Dec 6, 2024.

Value: 30%

Aligned Course Learning Objectives: Meets CLO 1-8

Assignment Description: This case study analysis will provide an opportunity for students to apply learnings from the course on child welfare research, policy, practice, and issues related to a case study they create. Students will be expected to create a case study and then complete independent research on the relevant child welfare concerns/needs/issues identified in the child welfare case study. . Students are encouraged to examine topics related to aspects of practice, policy, or research related to services approaches or child maltreatment. The case study is expected to be no longer than 1 page (single spaced) and the case study analysis should be a total of 12-15 pages in length, typewritten, double-spaced, not including references or coversheet. Referencing should follow the American Psychological Association (APA) format 7th Edition with title page and referencing. **An abstract is not needed.** Begin to identify the topics you wish to apply to your case study early in the semester and email topic choice and research area of focus to instructor in advance for feedback. Assignments that are

handed in after November 29/24 will be considered late. Further details regarding this assignment will be discussed in class.

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

2. D2L Discussion Boards

Due: Discussion board 1: Sept 26 – Oct 10; Students original post due Oct 3 by 11:59pm; follow up questions and comments due Oct 10 by 11:59pm.

Discussion board 2: Nov 7 – Nov 21 at 11:59pm; Students original post due Nov 14 by 11:59pm; follow up questions and comments due Nov 21 by 11:59pm.

Value: 15% each x 2 = 30%

Aligned Course Learning Objectives: Meets CLO 1-8

Assignment Description: On-line D2L discussions are designed to generate an iterative and in-depth discussion between the class participants on critical topics related to child welfare. This assignment will offer an opportunity to provide a follow-up to discussions that have begun in class, material shared in the lessons as well as reading assignments which have informed the cumulative learning that has occurred over the term to date. Discussions will occur two times over the course. Each D2L discussion will be graded at 15% for a total of 30% for the assignment. This will be an interactive process that will include an original posting by students as well as student posting responses and feedback on the posts of fellow students. Students are expected to complete their original post in the first week of the assignment, and respond to other students' comments and questions often throughout the following week for full marks. **Please note:** As this assignment is meant to be an iterative discussion between students during the posting window, late submissions beyond the due date for each discussion board will **not** be accepted.

Assessment Criteria: A marking rubric will be provided in class and on D2L. Criteria and weighting for D2L discussions include: Ideas including application of the content and materials (reading, lectures, lessons) from the course: 40%, Critical Thinking: 40%, Participation/Etiquette: 20%, .

3. Class Presentation on a Current Issue (Group assignment)

Due: A schedule will be posted on D2L and student groups can choose one class during Zoom classes throughout the semester. Topics will be distributed in Class 2, September 12th, 2024. Presentation dates are:, October 24th, October 31st, November 7th, November 21st, November 28th.

Value: 25%

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

Assignment Description: Students, working in groups of approximately 5, will be assigned a topic (highlighted through news articles, reports, inquests, legislation review, etc.) that is related to a critical and current child welfare issue. Child welfare topics are related to racial justice, equity, diversity or LGBTQIA2S+ youth in care. As a group, students will meet and prepare a brief presentation that highlights the relative merit of the document. Presentation will include discussion on: 1) value and importance of the materials and topic provided; 2) connection to current literature and research; 3) key learnings from the material; and 4) implications for child welfare policy and/or practice. Presentations will be a maximum of 25 minutes followed by 25 minutes for questions and discussion led by the

presenters. Assessment Criteria: A marking rubric for marking the Current Issues Presentation will be reviewed in class and posted on D2L.

Assessment Criteria for the marking outline will include Content – 40%, Critical Thinking and Analysis – 40%, and Organization & Presentation – 20%. The marking outline will provide examples of content, organization and analysis.

4. Contributions to, and participation in class

Due: Oct 17 & Dec 5, 2024

Value: 15%

- Self and Instructor assessments will be used to determine the student’s grade.
- This written self-assessment will be completed using criteria provided in class and will be completed during class time Oct 17, 2024 and Dec 5, 2024.
- A portion of students overall participation mark (2/15) will be based on completing a trauma informed training module (Oct 10) and submitting certificate to Instructor by Oct 17 at 11:59pm.

Aligned Course Learning Objectives: Meets CLO 1-8

Assessment Description: Students are expected to attend each class, with cameras on, having read the required readings in advance of class, and participate fully in discussions using chat or commenting, as well as small group/class discussions. Students are encouraged to formulate questions about the material, respond to others’ questions, and share their thoughts, challenges, and experiences in the field and how future practice will be affected by what is learned throughout the course.

Assessment Criteria: A marking rubric will be provided to the students in class and will be posted on D2L. Students will be asked to provide examples of how they have participated and contributed to the quality of the class, outline how many classes they have participated in at the mid-point and the final session, provide an overview of other considerations that had an impact on their self-grade, and a score based out of 10. The instructor will review the grades and the examples provided by students and provide a final score that accounts for 15% of the final grade and takes into account both the student and instructors assessment of participation.

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, if students are not able to get information from student colleagues, email instructor at coral.wigand@ucalgary.ca

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit assignments electronically through their respective D2L Dropbox or discussion board. Assignment should be submitted in Word format not PDF. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith – Assignment 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

- Assignments submitted after the posted deadline will be penalized with a grade reduction of 1 mark from the grade assigned for each day the assignment is late. For example, if a student receives 25/30 on the major paper, one point will be deducted from the student's grade for each day the paper is late; 3 days late would mean the student's final grade is reduced to 22/30. Please note that **MAJOR PAPERS WILL NOT BE ACCEPTED BEYOND DEC 6/24** due to grade submission deadline.
- **Please note** D2L discussion board assignments are meant to be an iterative discussion between students during the posting window; as such late submissions beyond the due date for each discussion board will **not** be accepted. This applies to original posts and follow up comments.

EXPECTATIONS FOR WRITING

Students are expected to format the learning applications and final paper using APA 7th edition formatting for referencing, unless otherwise noted. All assignments will be assessed partly on writing skills which include surface correctness (grammar, punctuation, sentence structure, etc.) as well as general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

EXPECTATIONS FOR THE USE OF ARTIFICIAL INTELLIGENCE (AI) APPLICATIONS AND TOOLS

It is expected that all work submitted in assignments and papers is the student's own work, written expressly by the student. Students must not copy or paraphrase from AI applications for assignments/case study paper. Students are however permitted to use AI to generate the case study portion of their case study analysis. The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the university's academic misconduct policy. <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>
If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

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 specified rounding conventions to determine the final percentage grade for the course. Final marks with decimal points equal to or greater than .5 will be rounded upwards. For example, 89.5 (but not 89.4 or less) would be rounded up to 90. 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 performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

In addition, the instructor will seek feedback from students at the midpoint of the course to receive feedback that can assist in adjusting teaching and learning approaches, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

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

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

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

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

Examples of academic journals related to child welfare:

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

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

“If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

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

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk