



### **LAND ACKNOWLEDGEMENT**

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

### **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.

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](#).

<b>Course &amp; Session Number</b>	<b>SOWK 508 S01</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Child Welfare</b>		
<b>Dates and Time</b>	<p>Start of Classes: July 5, 2025</p> <p>End of Classes: Aug 9, 2025</p> <p>Dates and Time: 6 online Zoom sessions, Saturdays 9:00am to 12:00pm</p> <ul style="list-style-type: none"> <li>Session dates are July 5, July 12, July 19, July 26, Aug 2, Aug 9</li> </ul> <p>6 Asynchronous Lessons</p> <ul style="list-style-type: none"> <li>6 weekly Asynchronous lessons for students to complete on their own</li> </ul> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	<b>Coral Wigand, MSW, RSW</b>	<b>Office Hours</b>	<b>By appointment or before/after class</b>
<b>UCalgary E-mail</b>	<a href="mailto:coral.wigand@ucalgary.ca">coral.wigand@ucalgary.ca</a>		

## 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 shifting perspectives 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.

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

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.

### **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* (2<sup>nd</sup> 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](https://www.cbc.ca/news/canada/new-brunswick/child-protection-worker-traumatized-by-job-1.6241623?fbclid=IwAR1d_eBiURdNwutJuKgR9hGoECTdxl6e-NeBMXn1YV76XwdYHPmVZzKEcCs)

Cénat, J.M., Noorishad, P.G., 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/](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/](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](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>
- 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>
- Turnell, A. & Murphy, T. (2017). *Signs of Safety Comprehensive Briefing Paper*, 4<sup>th</sup> 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>

## **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 functional 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 Summer 2025

- Start of Term: Monday, June 30
- First Day of Class: Monday, June 30
- End of Term: Sunday, August 24
- Last Day of Class: Tuesday, August 12
- Fee Deadline: Wednesday, July 9
- Canada Day, no classes: Tuesday, July 1
- Alberta Heritage Day, no classes: Monday, August 4

### Class Schedule

Date	Synchronous Class, Saturdays, July 5 – Aug 9 2025 9:00am – 12:00pm	Asynchronous Class – Required materials for review and application to all assignments - discussion board, major paper, reflection
Week 1 July 5	<p>Topic: <b>Course Overview &amp; Introduction to Child Abuse</b></p> <p>Readings &amp; Resources:</p> <ol style="list-style-type: none"> <li>1. Text: Setting the Context – Bala Introduction pp. 1-18.</li> <li>2. Province of Alberta (2000). <i>Child, Youth and Family Enhancement Act</i>. The Queen's Printer. <a href="http://www.gp.alberta.ca/documents/Acts/c12.pdf">http://www.gp.alberta.ca/documents/Acts/c12.pdf</a></li> </ol> <p>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.</p> <p>Case Review: Markel, H &amp; M. D. (2009, December 14). Case shines first light on abuse of children. <i>The New York Times</i> <a href="https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/434247322/fulltext/E67E424BAB6D4D10PQ/1?accountid=9838">https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/434247322/fulltext/E67E424BAB6D4D10PQ/1?accountid=9838</a></p>	<p>Topic: <b>Child Abuse &amp; Trauma</b></p> <p>Readings &amp; Resources:</p> <ol style="list-style-type: none"> <li>1. Online course: Being Trauma Aware – submit certificate of completion to Instructor to receive participation marks <a href="https://trauma.respectgroupinc.com/">https://trauma.respectgroupinc.com/</a></li> </ol> <p>Case Review: 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. <a href="https://www.rcybc.ca/sites/default/files/documents/pdf/reports_publications/rcy-pg-report-final.pdf">https://www.rcybc.ca/sites/default/files/documents/pdf/reports_publications/rcy-pg-report-final.pdf</a></p>
July 5	<b>D2L Introductory Post due 11:59pm</b>	
July 11	<b>D2L Discussion Board 1 Post due 11:59pm</b>	
Week 2 July 12	<p>Topic: <b>Process of Child Intervention Cases &amp; Other Legislation</b></p> <p>Readings &amp; Resources:</p> <ol style="list-style-type: none"> <li>1. Text: Chapters 1, 5</li> </ol>	<p>Topic: <b>Application of Legislation &amp; Principles</b></p> <p>Readings &amp; Resources:</p> <ol style="list-style-type: none"> <li>1. Text chapter 6, 25</li> </ol> <p>Case Review:</p>

	<p>2. D2L readings – 6-5-4, DECA, PSECA, PAFVA</p> <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>.  <a href="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">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</a></p> <p>Jarvie, M. (2017, November 3). Can the sad, short, life of one boy save others, <i>Calgary Herald</i>.  <a href="http://calgaryherald.com/news/local-news/can-the-sad-short-life-of-one-boy-save-others">http://calgaryherald.com/news/local-news/can-the-sad-short-life-of-one-boy-save-others</a></p>	<p>Graveland, B. (2019, Sept 19). ‘We can move on with our lives:’ Alberta parents acquitted in death of toddler. <i>Toronto Star</i>.  <a href="https://www.thestar.com/news/canada/2019/09/19/alberta-couple-charged-in-toddler-sons-meningitis-death-to-learn-fate-from-judge.html">https://www.thestar.com/news/canada/2019/09/19/alberta-couple-charged-in-toddler-sons-meningitis-death-to-learn-fate-from-judge.html</a></p>
<p>Week 3 July 19</p>	<p>Topic: <b>Impact of Colonization on First Nations Children &amp; Families in Canada</b></p> <p>Readings &amp; Resources:</p> <ol style="list-style-type: none"> <li>1. Text: Chapter 21, 24</li> <li>2. Choate, P., &amp; Lindstrom, G. (2018). Inappropriate Application of Parenting Capacity Assessments in the Child Protection System. In D. Badry, H. Montgomery, D. Kikulwe, M. Bennett, &amp; D. Fuchs, (Eds.), <i>Imagining child welfare in the spirit of reconciliation</i> (pp. 93-115). Regina, SK: University of Regina Press.</li> <li>3. An Act Respecting First Nations, Inuit and Metis children, youth, and families  <a href="https://laws.justice.gc.ca/eng/acts/F-11.73/page-1.html">https://laws.justice.gc.ca/eng/acts/F-11.73/page-1.html</a></li> </ol> <p>Case Review:</p> <p>Obomsawin, A. (1986.) <i>Richard Cardinal: Cry from a Diary of a Metis Child</i> [Film]. National Film Board of Canada  <a href="https://www.nfb.ca/film/richard_cardinal/">https://www.nfb.ca/film/richard_cardinal/</a></p>	<p>Topic: <b>Child Welfare with First Nations Children &amp; Families</b></p> <p>Readings &amp; Resources:</p> <ol style="list-style-type: none"> <li>1. Obomsawin, A. (2016). We can’t make the same mistake twice. [film]. National Film Board of Canada  <a href="https://www.nfb.ca/film/we_can_t_make_the_same_mistake_twice/">https://www.nfb.ca/film/we_can_t_make_the_same_mistake_twice/</a></li> </ol> <p>Case Review:</p> <p>Obomsawin, A. (2020). <i>Jordan River Anderson, The Messenger</i> [Film]. National Film Board of Canada  <a href="https://www.tv.o.org/video/documentaries/jordan-river-anderson-the-messenger">https://www.tv.o.org/video/documentaries/jordan-river-anderson-the-messenger</a></p>
<p>July 25</p>	<p><b>D2L Discussion Board 2 due July 25 11:59pm</b></p>	
<p>Week 4 July 26</p>	<p>Topic: <b>Anti-oppressive Practice &amp; Values</b></p> <p>Readings &amp; Resources:</p> <ol style="list-style-type: none"> <li>1. Text: Chapter 26, 39</li> </ol>	<p>Topic: <b>Practice Approaches</b></p> <p>Readings &amp; Resources:</p>



	<p>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.</p> <p>3. Child Advocacy Centers/Child &amp; Youth Advocacy Centers (2021). <i>National Guidelines for Canadian Child Advocacy Centers/Child &amp; Youth Advocacy Centers</i>.  <a href="https://cac-cae.ca/best-practice-guidelines-for-canada/">https://cac-cae.ca/best-practice-guidelines-for-canada/</a></p> <p>Case Review:  In Class Film: Privilege Race  Guest: TBD</p>	<p>1. Turnell, A. &amp; Murphy, T. (2017). <i>Signs of Safety Comprehensive Briefing Paper</i>, 4<sup>th</sup> Ed. Resolutions Consultancy Pty Ltd.</p> <p>Case Review:  SOS Case Study – available on D2L</p>
<p>Week 5  Aug 2</p>	<p>Topic: <b>Responding to Children at Risk: Placement Continuum</b></p> <p>Readings &amp; Resources:</p> <ol style="list-style-type: none"> <li>1. Text chapters 10, 11, 14</li> <li>2. Cénat, J.M., Noorishad, PG., 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).  <a href="https://doi.org/10.1007/s10560-021-00793-6">https://doi.org/10.1007/s10560-021-00793-6</a></li> <li>3.</li> </ol> <p>Case Review:  Parsons, P. (2020 June 23). Serenity: A life cut short. <i>CBC News</i>.  <a href="https://newsinteractives.cbc.ca/longform/serenity-longform-investigation-feature/">https://newsinteractives.cbc.ca/longform/serenity-longform-investigation-feature/</a></p>	<p>Topic: <b>Current Issues in Child Welfare</b></p> <p>Readings &amp; Resources:</p> <ol style="list-style-type: none"> <li>1) Chapters 17, 18, 30</li> <li>2) Snowden, W. (2023, March 28). Deadly opioid crisis escalating among Alberta children &amp; youth, child advocate warns. <i>CBC News</i>.  <a href="https://www.cbc.ca/news/canada/edmonton/child-advocate-deaths-in-care-alberta-welfare-1.6793471">https://www.cbc.ca/news/canada/edmonton/child-advocate-deaths-in-care-alberta-welfare-1.6793471</a></li> </ol> <p>Case Review:  Office of the Child and Youth Advocate Alberta (2023). Summary Report: Ten years of Investigations April 1, 2012 – March 31, 2022.  <a href="https://www.ocya.alberta.ca/adult/publications/investigative-review/">https://www.ocya.alberta.ca/adult/publications/investigative-review/</a></p>
<p>Aug 8</p>	<p><b>D2L Discussion Board 3 due 11:59pm</b></p>	
<p>Week 6  Aug 9</p>	<p>Topic: <b>The Child Welfare Professional</b></p> <p>Readings &amp; Resources:</p> <ol style="list-style-type: none"> <li>1. Text: Chapters 4, 7</li> </ol> <p>Case Review:  Cave, R. (2021, Nov 9). Child protection worker says she was traumatized by what she witnessed on the job. <i>CBC</i></p>	<p>Topic: <b>Reform and Future trends</b></p> <p>Readings &amp; Resources:</p> <ol style="list-style-type: none"> <li>1. Text: Chapters 36, 40</li> </ol> <p>Case Review:  Walker, C. (2019, August 30). How former youth in care are working to fix Canada's child welfare system. <i>CBC</i></p>



	<p>News.  <a href="https://www.cbc.ca/news/canada/new-brunswick/child-protection-worker-traumatized-by-job-1.6241623?fbclid=IwAR1d_eBiURdNwutJuKgR9hGoECTdxl6e-NeBMXn1YV76XwdYHPmVZzKEcCs">https://www.cbc.ca/news/canada/new-brunswick/child-protection-worker-traumatized-by-job-1.6241623?fbclid=IwAR1d_eBiURdNwutJuKgR9hGoECTdxl6e-NeBMXn1YV76XwdYHPmVZzKEcCs</a></p> <p>Laroche, J. (2022, Feb 26). Nova Scotia government looks to lighten the load of overworked child protection staff. <i>CBC News</i>.  <a href="https://www.cbc.ca/news/canada/nova-scotia/child-protection-social-workers-community-services-committee-1.6364513">https://www.cbc.ca/news/canada/nova-scotia/child-protection-social-workers-community-services-committee-1.6364513</a></p>	<p>News.  <a href="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.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</a></p> <p>Steele, A. (2021, June 19). Dead reckoning: Canada's national cemetery is bringing truth about residential schools to light. <i>CBC News</i>.  <a href="https://www.cbc.ca/news/canada/ottawa/beechnwood-cemetery-ottawa-reconciling-history-tour-1.6060442">https://www.cbc.ca/news/canada/ottawa/beechnwood-cemetery-ottawa-reconciling-history-tour-1.6060442</a></p> <p>Derworiz, C. (2023, April 11). 3 First Nations sign agreement with Ottawa, Alberta to take over child welfare. <i>CBC News</i>.  <a href="https://www.cbc.ca/news/canada/edmonton/3-first-nations-sign-agreement-with-ottawa-alberta-to-take-over-child-welfare-1.6807504">https://www.cbc.ca/news/canada/edmonton/3-first-nations-sign-agreement-with-ottawa-alberta-to-take-over-child-welfare-1.6807504</a></p>
Aug 9	<b>Participation self-assessment due; will be completed in class.</b>	
Aug 9	<b>Critical Reflection due 11:59pm</b>	
Aug 15	<b>FINAL PAPER DUE; late submissions cannot be accepted beyond Aug 19</b>	

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

#### 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. Students should avoid multi-tasking or engaging in non-class activities during sessions, giving full attention to the material and discussions. Students should have cameras on and maintain a neutral, distraction-free background. **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. Please note that it is an expectation that other individuals will not be observing or present for class sessions with students without prior permission from the instructor. 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. Major Paper**

**Due:** August 15<sup>th</sup> 2025 – submitted via dropbox to Instructor by 11:59pm. Late papers will not be accepted beyond Aug 19/25.

**Value:** 25%

**Aligned Course Learning Objectives:** Meets CLOs 1-8

**Assignment Description:** This major paper will provide an opportunity for students to do independent research on a child welfare topic related to the course objectives. It will cover issues related to practice, policy or research related to services approaches or child maltreatment. The paper is a minimum of 10 pages and a maximum of 12 pages in length, typewritten, double-spaced, not including references or coversheet. Referencing should follow the American Psychological Association (APA) format 7<sup>th</sup> Edition with title page and referencing. **An abstract is not needed.** Students will be provided with case studies featuring child abuse/neglect in class and will select one to complete research and apply course concepts to. Assignments that are handed in after August 15/25 will be considered late. Further details regarding this assignment will be discussed in class.

**Assessment Criteria:** A marking outline will be distributed in D2L 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 opens July 5, closes July 11 at 11:59pm

Discussion board 2: opens July 19, closes July 25 at 11:59pm

Discussion board 3: opens Aug 2, closes Aug 8 at 11:58pm

**Value:** 15% each x 3 = 45%

**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 asynchronous lessons as well as reading assignments which have informed the cumulative learning that has occurred over the term to date. Discussions will occur three times over the course. Each D2L discussion will be graded at 15% for a total of 45% for the assignment. This will be an interactive process

that will include original postings as well as comments and feedback with fellow students. Students are encouraged to post early upon the discussion board opening and respond often throughout the 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, asynchronous lessons) from the course: 40%, Critical Thinking: 40%, Participation: 10%, & Etiquette: 10%.

### 3. Critical Reflection

**Due:** August 9<sup>th</sup> 2025 – submitted via dropbox to Instructor by 11:59pm.

**Value:** 15%

**Aligned Course Learning Objectives:** Meets CLO 1-8

**Assessment Description:** Critical reflection is a thoughtful and deliberate process of analyzing and evaluating your experiences, ideas, and actions to gain deeper insights and foster personal and professional growth. It goes beyond simply describing events or expressing opinions; instead, it involves questioning assumptions, connecting experiences to broader concepts, and considering alternative perspectives. Critical reflection is important because it allows you to identify patterns in your thinking and behavior, learn from successes and challenges, and apply these lessons to future situations. To facilitate reflection, we will follow the CARL framework (context, action, results, learning). Think about any **two** memorable experiences or learnings in this course. For each experience or learning, provide answers in four sections to the following questions:

**Context** – Set the context for yourself or the reader.

- What was the situation?
- What was I trying to achieve?

**Action** – What were your actions or reactions in relation to the context?

- What did I do?
- What else happened (other actions)?
- Why did I choose this action?
- What other actions could I have chosen? (not necessarily giving you the same result)

**Results** – Discuss the results that came from your actions.

- What were the results of my actions?
- How do I personally evaluate the success of this action?

**Learning** – Conclude based on your insights and plan for the future. What did I learn from the experience? How will this experience shape my professional self?

- Would I do the same thing again or would I change something?
- What should I do next time when I'm in a similar experience?
- Should I change anything about the way I do things? What?

Each critical reflection should be 2 pages long (4 in total), double-spaced, Times New Roman 12pt font with normal margins. The grading rubric will be provided on D2L. **The use of AI to complete this assignment is prohibited.** Late assignment policy applies and late submissions will not be accepted beyond Aug 19/25.

### 4. Contributions to, and participation in class

**Due:** Aug 9, 2025

**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 Aug 9, 2025.

**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, complete asynchronous lessons, 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. Students will be given several opportunities throughout the class to submit material for participation marks (example: student introduction post, trauma aware certificate).

**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, 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

#### ENGAGEMENT AND PARTICIPATION EXPECTATIONS

- **Engagement:** Students are expected to be fully engaged in each class activities and discussions. This course involves building upon and applying knowledge and perspectives shared each week, students who miss classes will miss opportunities to learn and practice these skills. As such, participation is expected in the class and the extent and consistency in engagement in class activities and discussions are considered in the participation grade. If you were not present in the class, you will not receive credit for any participation activities assigned in the class. This also applies to leaving class during weekly synchronous Zoom sessions or having cameras turned off for more than a few minutes.
- If students miss a class, they can view class material covered in the Course Content tab on D2L, and if needing more information, are recommended to reach out to student colleagues before emailing the instructor at [coral.wigand@ucalgary.ca](mailto:coral.wigand@ucalgary.ca)
- **Participation:** There will be opportunities for input during classes (contributing to discussions, sharing examples and experiences, answering questions, etc.). Meaningful contributions to those discussions will be counted towards class engagement. Meaningful contributions to class discussions involves actively engaging with the topic, offering thoughtful insights or questions, and building on others' ideas in a way that deepens understanding and fosters collaborative learning; simple remarks or clarifying questions are not counted towards this component.

#### 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 student name and assignment name” (e.g., Jane Smith – Major Paper). 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.

### **MISSED OR 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 35/40 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 32/40. Please note that **MAJOR PAPERS WILL NOT BE ACCEPTED BEYOND AUGUST 19<sup>th</sup> 2025** due to grade submission deadline for the summer term.
- **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.

### **EXPECTATIONS FOR WRITING**

Students are expected to format the learning applications and final paper using APA 7<sup>th</sup> 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 7<sup>th</sup> 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>

### **USE OF ARTIFICIAL INTELLIGENCE TOOLS**

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

### **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 <a href="#">F.1.3</a> 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 EXPERIENCE FEEDBACK

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. They 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. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

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](http://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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian](#)



[Association for Social Workers, Code of Ethics](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

### **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**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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