

**School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.**

<b>Year/Term</b>	<b>2016-2017, Term 2</b>
<b>Course Title</b>	<b>Policy and Practice in Child Welfare</b>
<b>Course Schedule</b>	<b>Mondays 5:00 – 8:00 pm</b>
<b>Course Location</b>	<b>Room 222</b>

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>E-mail address</b>
Rhea Del Vecchio, MSW			<a href="mailto:rhea.delvecchio@ubc.ca">rhea.delvecchio@ubc.ca</a>
<b>Office Hours</b>	By email appointment with the instructor		

**COURSE DESCRIPTION:**

The purpose of this course is to develop basic knowledge and skills relevant to current policy and social work practice in child welfare settings. Students will explore the historical, socio-political, philosophical, and value bases of contemporary practice in child welfare. This will facilitate the critical examination of some of the pressures on child welfare practice and the skills necessary for effective intervention on behalf of families and children and the systems that serve them. Particular attention is focused on child welfare practice within aboriginal contexts.

**Format of the course: Lecture, guest speakers, audio-visuals, group discussion.**

**COURSE OBJECTIVES:**

1. Students will acquire a basic understanding of the major historical, ideological, legal and professional themes that inform child welfare policy and practice.
2. Students will be able to identify and apply conceptual frameworks to the examination of factors that compromise the developmental progress of children, including various forms of abuse and neglect.
3. Students will be able to critically analyze contemporary policies and programs, including their relative benefits for populations disproportionately engaged with child welfare services, including First Nations and other minority children, immigrant and refugee children, children of single parents, and gay and lesbian children.
4. Students will achieve beginning levels of competence in the knowledge and skills of social work practice in child welfare at the individual, family and community levels.

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## REQUIRED COURSE TEXTS AND READINGS:

Kathleen Kufeldt & Brad McKenzie (Eds.) (2011) Child Welfare: Connecting Research, Policy and Practice. Second edition. Waterloo: Wilfred Laurier University Press

Additional readings listed per week are available in Connect and the UBC library.

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## COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation. Maximum allowable penalties will be applied.

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## COURSE SCHEDULE

### Week 1: Getting to Now: The History & Contemporary Context of Child Welfare

January 9, 2017

Kufeldt & McKenzie (Eds.) (2011) Child Welfare: Connecting Research, Policy and Practice  
Bala, N. “Setting the Context: Child Welfare Law in Canada” p.1-18

A. Kozlowski, Vanda Sinha, Shawn Hooley & Linda Lucas (2011) “First Nations Child Welfare in British Columbia” available at cwrp.ca <http://cwrp.ca/infosheets/first-nations-child-welfare-british-columbia>. 8 pgs

**Week 2: Legislation to Guide Practice** January 16

The BC Child, Family and Community Services Act

[http://www.bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/00\\_96046\\_0](http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96046_0)  
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Family Law Act

[http://www.bclaws.ca/civix/document/id/complete/statreg/11025\\_01](http://www.bclaws.ca/civix/document/id/complete/statreg/11025_01)

**Week 3: Indigenous Issues In Child Welfare** January 23

Kufeldt & McKenzie (Eds.) (2011) Child Welfare: Connecting Research, Policy and Practice

Ch.21 V.Sinha, N. Trocme, C. Blackstock, B. MacLaurin, and B. Fallon “Understanding the Overrepresentation of First Nations Children in Canada’s Child Welfare System” p.307-322

Indigenous Resilience, Connectedness and Reunification- From Root Causes to Root Solutions. A Report on Indigenous Child Welfare in British Columbia. Final Report of Special Advisor Grand Chief Ed John. November 2016. p. 60-85

<http://fns.bc.ca/pdf/Final-Report-of-Grand-Chief-Ed-John-re-Indig-Child-Welfare-in-BC-November-2016.pdf>

**Week 4: Defining Child Maltreatment** January 30

Kufeldt & McKenzie (Eds.) (2011) Child Welfare: Connecting Research, Policy and Practice  
Ch.5 Canadian Incidence Study of Reported Child Abuse and Neglect

A. Becker-Weidman (2009) Effects of early maltreatment on development. Child Welfare Vol. 88 #82 pp.137-161 (via library e-access)

Sinha, V., Ellenbogen, S. & Trocme, N. (2013) “Substantiating Neglect of First Nations and Non-Aboriginal Children.” Children & Youth Services Review, 35(12), pp 2080-2090 (available online <http://cwrp.ca/publications/2825>)

**Weeks 5-6 : Assessment and Safety Planning in Child Welfare**

**Week 5:** February 6

Kufeldt & McKenzie (Eds.) (2011) Child Welfare: Connecting Research, Policy and Practice  
Ch.25 Jan Christianson-Wood “Risk Assessment in Child Welfare: Use and Misuse” p.369-383

**February 13: Family Day (No Class)**

**February 20-24: Reading Week (No Class)**

**Week 6:** February 27

Haskins, R., Wulczyn, F., Webb, M. (Eds). (2007). Child Protection: Using Research to Improve Policy and Practice.  
Ch.12 Patricia L. Kohl & Richard P. Barth “Child Maltreatment Recurrence among

Children Remaining In-Home: Predictors of Re-reports”. P.207-223

Turnell, Andrew & Edwards, Steve. (1997) *Aspiring to Partnership: The Signs of Safety Approach to Child Protection*. Child Abuse Review. Vol 6 Issue 3 p.179-190

**Week 7: Analyzing Parental Influences** March 6

MCFD Best Practices Approach, Child Protection and Violence Against Women (2010) <http://endingviolence.org/publications/mcfd-best-practice-approaches-child-protection-and-violence-against-women-november-2010/>

**Weeks 8: Family Preservation** March 13

Patricia L. Kohl & Richard P. Barth (2007) “Child maltreatment recurrence among children remaining in-home: Predictors of re-reports” in Ron Haskins, Fred Wulczyn & Mary Bruce Webb (2007) *Child Protection: Using Research to Improve Policy & Practice*. Brookings Institution Press. Washington, D.C. pp. 207-225

Kufeldt & McKenzie (Eds.) (2011) Child Welfare: Connecting Research, Policy and Practice Ch.8 Nancy Freymond and Gary Cameron “Child Welfare Interventions that Make Sense to Mothers”. P.131-143

**Week 9: Foster Care and Kinship Care** March 20

Kufeldt & McKenzie (Eds.) (2011) Child Welfare: Connecting Research, Policy and Practice Ch.11 Katherine Dill “Finding the Best Home: A Comparative Analysis of Kinship and Foster Care Placements”. P.173-185

O’Brian, Valerie (2012) “The Benefits and Challenges of Kinship Care”. Child in Care Practice. Vol. 18 p.127-146

**Week 10: Permanency Planning** March 27

Estelle Simard & Shannon Blight (2011) “Developing a culturally restorative approach to aboriginal child and youth development: Transitions to adulthood”. The First Peoples Child & Family Review Vol. 6, No. 1, pp. 28-55

Indigenous Resilience, Connectedness and Reunification- From Root Causes to Root Solutions. A Report on Indigenous Child Welfare in British Columbia. Final Report of Special Advisor Grand Chief Ed John. November 2016. p. 128-145

BC Federation of Youth in Care Networks (2010) *Belonging 4 Ever: Creating permanency for youth in and from Care*. New Westminster BC. [www.fbcyicn.ca](http://www.fbcyicn.ca) available at the website under “resources” or from the instructor

**Week 11: Where to from here? Innovative Approaches to Child Welfare** April 3

Kufeldt & McKenzie (Eds.) (2011) Child Welfare: Connecting Research, Policy and Practice Ch.39 Kufelt & McKenzie “Critical Issues in Current Practice” p.553-568  
Ch.40 Kufeldt & McKenzie “The Policy, Practice and Research Connection: Are We There Yet?” p.569-587

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## ASSIGNMENTS

### Submitting Assignments -

Students can use the drop box located in the main office on the reception counter to submit their assignments or any correspondence to faculty, sessionals or staff. Items will be date-stamped and distributed to the appropriate mailbox throughout the day.

### Return of marked student assignments -

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor's office or at the main office counter.

### Late assignments -

Extensions will only be granted in advance of due dates and only for verified medical or familial emergencies. Otherwise, grade penalties will apply. These will amount to a 10% deduction for every day of unexcused tardiness. Assignments are due at the beginning of class on the due date and not sometime later that day (-10%).

### **Course Assignments, Due dates and Grading:**

Students will be evaluated based on three assignments

Assignments that are submitted electronically will indicate the date and hour they are due. The same standards apply to electronically submitted assignments that apply to assignments submitted in class. In either case, students should remember that written communication skills are a core competence in social work practice. All written work should be submitted in a form that meets the highest professional standard. Documents should be spell checked and carefully edited. Grammatical and spelling errors will be noted and penalized.

#### **Assignment 1: Knowledge Quizzes (20%)**

There will be two knowledge quizzes during the term. Each quiz will occur at the start of the class and will focus on key practice components identified in the weeks prior.

**January 30, 2017 and February 27**

#### **Assignment 2: Major Paper (40%)**

Students will present a child protection case from their practicum experience and analyze the strengths and needs of the family, including immediate safety and ongoing risk to the child or youth. If a case cannot be identified due to the child welfare stream of the students' practicum placement, please see the instructor for a case to use.

The paper will consist of three sections.

1) Presentation of the Case: Students are expected to provide an overview of the family composition and nature of involvement with MCFD child protection services. Students are encouraged to use a genogram or ecomap to explain the family composition. Please ensure all identifying information has been removed when presenting the case, to ensure the family's confidentiality.

2) Assessment and analysis of concerns: Students will outline the safety concerns and the safety plan that was created for the family. Given the role as a student involved in this case, explain how the decisions were made and how they would have proceeded if they were the child protection worker with conduct of the case.

3) Critical Analysis: Students will critically reflect on the safety decisions made for the child and ensure that less disruptive measures were at the forefront of the decision making. Students should include a critical analysis of the tool used to assess safety and outline the strengths and weaknesses of that tool as a support to their child welfare practice.

Students will be graded on

- their ability to identify safety concerns and how they impact the child
- their ability to create a plan to mitigate these concerns
- critical analysis of the tools used to support their decisions

Papers should be 12-15 pages in length.

**Due: March 13, 2017**

### **Assignment 3: Reflection Paper**

Students will write a paper on what permanency planning means to them in the field of child welfare and how they intend to incorporate permanency into their practice.

Papers should be 5-7 pages in length.

**Due: April 3, 2017 (30%)**

### **Participation (10%)**

Students are expected to attend all classes, be prepared, have read the required readings, and actively participate in learning in the classroom. For each unexcused absence a percentage point will be removed from the total participation mark; three unexcused absences will result in a score of 0.

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### **GRADING CRITERIA:**

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.