

**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.

**BSW Mission:** The BSW program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

<b>Year/Term</b>	2017-2018, Term 1
<b>Course Title</b>	SOWK 442 (001) - Policy and Practice in Child Welfare
<b>Course Schedule</b>	Thursday 9:00 a.m. to 12:00 noon
<b>Course Location</b>	RM 124, Jack Bell Building

Instructor	Office Location	Office Phone	E-mail address
Ashley Quinn	239	604-822-6622	<a href="mailto:ashley.quinn@ubc.ca">ashley.quinn@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 Indigenous contexts.

**Format of the course:** Lecture, guest speakers, audio-visuals, small and large group discussions, small group activities and case study presentations.

**Please Note:** Depending on the availability of guest speakers, the order of the assigned weekly topics and required readings may change.

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### COURSE LEARNING 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 on Connect and the UBC library.

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

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#### **Attendance:**

Regular attendance is expected of students in all their classes. The School considers class attendance and participation to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is expected in all social work courses. Instructors may count late arrivals or early departures as an absence. If students are unavoidably absent, it is their responsibility to email the instructor in advance (if possible) with the reason for their absence. This level of communication and accountability reflects expectations for professional social workers in their place of employment.

If a student misses three classes, they may not meet the requirements to write the final paper and may, essentially, fail the course. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

#### **Excerpt from the UBC calendar:**

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: Introduction to the Course  
September 7, 2017

### **REQUIRED READINGS:**

Musqueam Declaration (June 10, 1976). Retrieved from:

[http://www.musqueam.bc.ca/sites/default/files/musqueam\\_declaration.pdf](http://www.musqueam.bc.ca/sites/default/files/musqueam_declaration.pdf)

Musqueam/UBC Memorandum of Affiliation. Retrieved from:

<http://aboriginal.ubc.ca/files/2011/01/UBC-Musqueam-MOA-signed1.pdf>

Week 2: Getting to Now: The History & Contemporary Context of Child Welfare  
September 14, 2017

### **REQUIRED READINGS:**

Bala, N. (2011). Setting the Context: Child Welfare Law in Canada. In K. Kufeldt & B. McKenzie (Eds.), *Child Welfare: Connecting Research, Policy and Practice* (2<sup>nd</sup> Ed., Ch. 1: pp.1-18). Waterloo: Wilfred Laurier University Press.

Sinha, V., & Kozlowski, A. (2013). The Structure of Aboriginal Child Welfare in Canada. *The International Indigenous Policy Journal*, 4(2). Retrieved from:  
<http://ir.lib.uwo.ca/iipj/vol4/iss2/2>

Sinha, V., Trocme, N., Blackstock, C., MacLaurin, B., and Fallon, B. (2011). Understanding the Overrepresentation of First Nations Children in Canada's Child Welfare System. In K. Kufeldt & B. McKenzie (Eds.), *Child Welfare: Connecting Research, Policy and Practice*, (Ch.21 p.307-322).

### **SUGGESTED READINGS:**

Kozlowski, A., Sinha, V., Hooley, S., & Lucas, L. (2011) *First Nations Child Welfare in British Columbia*. Montreal, QC: Centre for Research on Children and Families. Retrieved from: The Child Welfare Research Portal available at: <http://cwrp.ca/infosheets/first-nations-child-welfare-british-columba>.

Kozlowski, A., Milne, L. & Sinha, V. (2014). British Columbia's child welfare system. CWRP Information Sheet #139E. Montreal, QC: Centre for Research on Children and Families. Retrieved from: The Child Welfare Research Portal available at [cwrp.ca](http://cwrp.ca):  
[http://cwrp.ca/sites/default/files/publications/en/BC\\_final\\_infosheet.pdf](http://cwrp.ca/sites/default/files/publications/en/BC_final_infosheet.pdf).

Week 3: The Sixties Scoop – mass adoption of First Nation children into non-Indigenous Families  
September 21, 2017

REQUIRED READINGS:

Sinclair, R. (2007). Identity Lost And Found: Lessons From The Sixties Scoop. *First Peoples Child and Family Review*, 3(1): 65-82.

Alston-O'Connor, E. (2010). The Sixties Scoop: Implications for Social Workers and Social Education. *Critical Social Work*, 11(1): 53-61.

Blackstock, C. (2009). The Occasional Evil of Angels: Learning from the Experiences of Aboriginal Peoples and Social Work. *First Peoples and Child Family Review*, 4(1): 28-37.

Sixties Scoop Class-Action Lawsuit  
<http://sixtiesscoopclaim.com>

Week 4: Legislation to Guide Practice and Defining Child Maltreatment  
September 28, 2017

REQUIRED READINGS:

The BC Child, Family and Community Services Act. Retrieved from:  
[http://www.bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/00\\_96046\\_01](http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96046_01)

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

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

Trocme, N., Fallon, B., Sinha, V., Van Wert, M., Kozlowski, A., & MacLaurin, B. (2013). Differentiating between child protection and family support in the Canadian child welfare system's response to intimate partner violence, corporal punishment, and child neglect. *International Journal of Psychology*, 48(2): 128-140.

**SUGGESTED READINGS:**

Family Law Act. Retrieved from:

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

Assembly of Manitoba Chiefs (2014). *Bringing our Children Home: Reports and Recommendations*. Winnipeg: Assembly of Manitoba Chiefs (Posted on Connect).

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

**Week 5: Risk Assessment and Safety Planning in Child Welfare**  
October 5, 2017

**REQUIRED READINGS:**

Christianson-Wood, J. (2011). Risk Assessment in Child Welfare: Use and Misuse. In K. Kufeldt & B. McKenzie (Eds.) *Child Welfare: Connecting Research, Policy and Practice*, (Ch.25). Waterloo: Wilfred Laurier University Press.

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

Best Start Resource Centre (2012). *Why am I Poor? First Nations Child Poverty in Ontario*. Toronto, Ontario: Best Start Resource Centre (Posted on Connect).

**SUGGESTED READING:**

Kohl, P., & Barth, R. (2007). Child Maltreatment Recurrence among Children Remaining In-Home: Predictors of Re-reports. In R. Haskins, F. Wulczyn, & M. Webb (Eds), *Child Protection: Using Research to Improve Policy and Practice*, (Ch.12, pp. 207-225). Brookings Institution Press. Washington, D.C. (in library).

**Week 6: Family Preservation and Permanency**  
October 12, 2017

**REQUIRED READINGS:**

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

John, E. (2016). *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 (pp. 128-145) (Posted on Connect).

de Finney, S., & di Tomasso, L. (2015). Creating Places of Belonging: Expanding Notions of Permanency with Indigenous Youth in Care. *First Peoples Child and Family Review*, 10(1): 63-85.

Strangeland, J., & Walsh, C. (2013). Defining permanency for Aboriginal youth in care. *First Peoples Child and Family Review*, 8(2): 24-39.

#### SUGGESTED READINGS:

MacNeil, M.S. (2008). An Epidemiologic Study of Aboriginal Adolescent Risk in Canada: The Meaning of Youth Suicide. *Journal of Child and Adolescent Psychiatric Nursing*, 21 (1): pp. 3-12.

Freymond, N., & Cameron, G. (2011). Child Welfare Interventions that Make Sense to Mothers. In K. Kufeldt & B. McKenzie (Eds.), *Child Welfare: Connecting Research, Policy and Practice* (Ch.8, pp.131-143).

Week 7 Funding Discrimination against On-Reserve Children & Analyzing Parental Influences  
October 19, 2017

#### REQUIRED READINGS:

Sinclair, R. (2016). The Indigenous Child Removal System in Canada: An Examination of Legal Decision-making and Racial Bias. *First Peoples Child and Family Review*, 11(2): 9-18.

First Nations Child and Family Caring Society of Canada (2015). *I AM A WITNESS: Canadian Human Rights Tribunal on Aboriginal Child Welfare*. Retrieved from:  
<https://fncaringsociety.com/sites/default/files/Information%20Sheet%20re%20CHRT%20Decision.pdf>

First Nations Child and Family Caring Society (2017). *By the Numbers: Canadian Human Rights Tribunal on First Nations Child Welfare*. Retrieved from:  
[https://fncaringsociety.com/sites/default/files/By%20the%20Numbers%202017\\_0.pdf](https://fncaringsociety.com/sites/default/files/By%20the%20Numbers%202017_0.pdf)

First Nations Child and Family Caring Society of Canada (2016). *Shannen's Dream*. Retrieved from: <http://www.fncaringsociety.ca/shannens-dream>.

#### SUGGESTED READINGS:

Assembly of Manitoba Chiefs (2014). *Bringing our Children Home: Reports and Recommendations*. Winnipeg: Assembly of Manitoba Chiefs (Posted on Connect).

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

King, J. (2012). “But how could anyone rationalize policies that discriminate?” Understanding Canada’s failure to implement Jordan’s Principle. *First Peoples Child and Family Review*, 7(1): pp. 29-39 (Posted on Connect).

Zahide Alaca, C., Anglin, C. & Thomas, K. (2015). *Reconciliation and equity movements for First Nations children and families: An evaluation of Shannen’s Dream, Jordan’s Principle, and I am a Witness*. Retrieved from: [http://www.fncaringsociety.com/sites/default/files/Reconciliation%20and%20equity%20movements%20-%20Evaluation%202015\\_0.pdf](http://www.fncaringsociety.com/sites/default/files/Reconciliation%20and%20equity%20movements%20-%20Evaluation%202015_0.pdf)

Week 8: Foster Care, Kinship Care, Customary Care, and Custom Adoption  
October 26, 2017

#### REQUIRED READINGS:

Dill, K. (2011). Finding the Best Home: A Comparative Analysis of Kinship and Foster Care Placements. In K. Kufeldt & B. McKenzie (Eds.), *Child Welfare: Connecting Research, Policy and Practice* (Ch.11, pp.173-185). Waterloo: Wilfred Laurier University Press.

O’Brian, V. (2012). The Benefits and Challenges of Kinship Care. *Child in Care Practice*, 18: 127-146.

di Tomasso, L., & de Finney, S. (2015). A Discussion Paper on Indigenous Custom Adoption Part 2: Honouring our Caretaking Traditions. *First Peoples Child and Family Review*, 10(1): 19-38.

Johnson, S. (2015). Pandemics and Urban Child Survival: Pulling Together in the Adoption Canoe. *First Peoples Child and Family Review*, 10(1): 52-62.

Week 9: Reconciliation in Child Welfare and Aboriginal Alternative Dispute Resolution  
November 2, 2017

#### REQUIRED READINGS:

Truth and Reconciliation Commission of Canada (2015). *Calls to Action*. Truth and Reconciliation Commission of Canada: Winnipeg, Manitoba (Posted on Connect). \***Read Actions #1-24** (Child Welfare, Education, Language and Culture, and Health).

Blackstock, C., Cross, T., Brown, I., George, J., & Formsma, J. (2006). *Reconciliation in Child Welfare: Touchstones of Hope for Indigenous Children, Youth and Families*. Ottawa, ON: First Nations Child and Family Caring Society of Canada (Posted on Connect).

McCaffrey, S. (2010). *Kookum Knew...Exploring Historical Contexts: Aboriginal People, the Justice System, and Child Welfare*. *International Journal of Child, Youth and Family Studies*, 1(2/4): 923-931 (Posted on Connect).

**Week 10: Where to from here? Innovative Approaches to Child Welfare**  
November 9, 2017

**REQUIRED READINGS:**

Kufeldt, K., & McKenzie, B. (Eds.) (2011). Critical Issues in Current Practice. In K. Kufeldt & B. McKenzie (Eds.), *Child Welfare: Connecting Research, Policy and Practice* (2<sup>nd</sup> Ed., Ch. 39, pp.553-568). Waterloo: Wilfred Laurier University Press.

Kufeldt, K., & McKenzie, B. (Eds.) (2011). The Policy, Practice and Research Connection: Are We There Yet? In K. Kufeldt & B. McKenzie (Eds.), *Child Welfare: Connecting Research, Policy and Practice* (2<sup>nd</sup> Ed., Ch. 40, pp.569-587). Waterloo: Wilfred Laurier University Press.

**Week 11: Case Study Presentations**  
November 16, 2017

**Week 12: Case Study Presentations**  
November 23, 2017

**Week 13: Case-Study Presentations and Closing**  
November 30, 2017

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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. Items will be date-stamped and distributed to the appropriate mailbox throughout the day.

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.



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 the following four assignments:

1. Family Perseveration, Paper One (30%) – Due November 9, 2017, in-class;
2. Case-Study Class Presentation (25%) - November 16, 23 and 30, 2017;
3. Child Protection Case, Paper Two (30%) – November 30, 2017, in-class; and
4. Participation (15%) – Self-Evaluation Participation Form due November 30, 2017.

**Assignment 1: Family Perseveration, Paper One (30%) – Due November 9, 2017**

Students will write a paper on what family preservation planning means to them in the field of child welfare and how they intend to incorporate family preservation techniques into their practice. Include a minimum of three references to support your reflection and analysis. Sources may be from class material or personal research.

Papers should be 8-10 pages in length (12 font, double spaced, APA format), excluding references.

**Due: November 9, 2017, in-class.**

**Assignment 2: Case-Study Class Presentation (25%)**

Students will present to the class a six to eight minute summary of their paper as if they were presenting a case file during a case conference. Students will be expected to present a summary of their final paper including:

1. A brief overview of the case file;
2. A brief presentation regarding the assessment and analysis of concerns; and
3. A critical analysis of the least disruptive measures used in child welfare.

**Case-Study presentations will be held on November 16, 23 and 30, 2017, in-class.**

### Assignment 3: Child Protection Case Paper (30%)

Students will present a child protection case and analyze the strengths and needs of the family, including immediate safety and ongoing risk to the child or youth.

The paper will consist of the following three sections:

1) Presentation of the case (2 pages): Provide an overview of the family composition and nature of involvement with MCFD child protection services. Students may use a genogram to explain the family composition.

2) Assessment and analysis of concerns (3-4 pages): Outline the safety concerns and the safety plan that was created for the family. Include an assessment of the family's strengths and how this influenced the safety planning. Based on your safety plan, explain how you would have proceeded if they were the child protection worker with conduct of the case.

3) Critical analysis (3-4 pages): 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; and
- Their critical analysis of the tools used to support their decisions.

Papers should be 8-10 pages in length (excluding references, 12 font, double spaced, APA format).

**Due: November 30, 2017, in-class.**

### Assignment 4: Participation (15%)

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 one percentage point will be removed from the total participation mark; three unexcused absences will result in a score of 0.

Students will be graded on their class attendance, being on time, assisting with re-arranging the classroom space for talking circles, following the culture of respect, raising discussion topics and asking relevant questions. At the end of the course, students will complete a self-evaluation form on their class attendance and participation that will be taken into consideration by the instructor. The participation self-evaluation form will be provided by the instructor.

**GRADING CRITERIA:**

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	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.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	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.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	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.
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.