

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.

Year/Term	Fall and Winter, 2015-2016
Course Title	SOWK 572A - Child And Family Policy & Practice (3 Credits)
Course Schedule	Wednesdays, 9:00 a.m. – 12:00 noon, Term 1
Course Location	Room 224 – Jack Bell Building (School of Social Work)

Instructor	Office Location	Office Phone	e-mail address
Richard Sullivan, PhD	Room 343	604-822-4278	richard.sullivan@ubc.ca
Office Hours	Wednesday afternoon by appointment via e-mail; other times possible by e-mail booking		

COURSE DESCRIPTION AND FORMAT:

The course focuses on contemporary debates in social policy and practice in relation to families and children. Prevailing influences on policy development will be critically examined and comparative frameworks for policy analysis will be introduced.

Because the course is at the graduate level, and students are likely to be employed currently or in future in situations where their ability to think critically and communicate clearly about the issues is crucial, there will be an emphasis on the strengthening of students’ presentation skills (written and oral) throughout the course. Thus, the course format will be highly interactive and success for all (including the instructor) will depend on the full participation of each person in critically examining all issues and in presenting their research and their views in a clear and effective manner.

LEARNING OUTCOMES:

1. Upon completion of the course, students will be familiar with the political and philosophical foundations of family and children’s service mandates and the governmental and intergovernmental arrangements which frame service provision.
2. Students will be able to distinguish among the various philosophical and theoretical approaches to the solution of problems related to the well-being of children and families. Students will be exposed to comparative provincial, national and international policy and program options for the solution of such problems.
3. Students will be familiar with the UNCRC and its implications for policy and practice. They will be

able to review policies and practices in consideration of their compliance with the UNCRC.

4. Students also will have demonstrably enhanced their skills in communicating about the content of the course and we will equipped to effectively argue their position in respect to a particular problem and its proposed solution. This is intended to contribute toward increasing students' effectiveness as they apply their graduate qualifications to their career development.

SPECIFIC COURSE CONTENT:

The specific content of the course is expected to change each year in response to emerging debates in family policy and students' own interests. Examples of topics addressed in various formats during the course may include:

- Family Preservation and Child Protection
- Family Diversity and Relevant Social Policies (i.e., Lone/sole Parent Families, families with same-sex parents, extended family units, etc.)
- Poverty trend/feminization of Poverty
- Adoption policies and their implementation
- The political economy of intercountry adoption
- Marriage, Divorce, and Custody
- Childcare policies: trends and challenges
- Reproductive technology and social regulation
- Immigration and family policy

REQUIRED READINGS:

Maureen Baker, *Restructuring Family Policies: Convergences and Divergences* (Toronto: University of Toronto Press, 2006 or later).

Any required Reading Packages will be available through the bookstore. This syllabus will also identify a number of websites and e-journal articles available through the UBC library. In addition, students will download the UNCRC from the internet or may request a copy from the instructor.

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 and go to the students’ section for useful information on avoiding plagiarism and on correct documentation. Maximum allowable penalties will be applied.

COURSE SCHEDULE

Week 1: (Sept. 9) Review of course objectives, defining the policy dimensions of student study plans, and discussion of possible presentation and debate topics

Week 2: (Sept. 16) Defining the policy process

Anne Westhues (Ed.) (2003) *Canadian Social Policy: Issues & Perspectives*. 3rd Edition. Wilfred Laurier Press. “Introduction” and “An overview of social policy” pp 3-24 plus Ch 17 “Evaluating social welfare policies and programs” pp 319-334 (course reader)

B. Wharf & B. McKenzie (1998). Connecting Policy to Practice in the Human Services. Toronto: Oxford University Press. Chapter 2, “Policy-making models and their connection to practice” pp. 18-33; Chapter 3, “Making social policy in Canada: Institutional and political factors” pp 34-51 (Course reader)

Baker, Maureen (2006) Restructuring Family Policies: convergences and divergences. Toronto: University of Toronto Press.
Ch. 1. “Restructuring family policies”
Ch 2. “Socio-demographic changes and family policy restructuring”

Weeks 3: Philosophical & Theoretical Foundations of Family Policy

Week 3 (Sept. 23):

Colin M. MacLeod (2007) “Raising children: Who is responsible for what?” in Samantha Brennan & Robert Noggle (eds.) *Taking Responsibility for Children*. Waterloo Ontario: Wilfred Laurier University Press pp1-18

Jan Narveson (2007) “Parental Responsibility” in Samantha Brennan & Robert Noggle (eds.) *Taking Responsibility for Children*. Waterloo Ontario: Wilfred Laurier University Press pp 19-46

Caroline Beauvais & Jane Jenson (2001) Two policy paradigms: Family responsibility and investing in children. CPRN Discussion Paper No. F/12. February 2001. available at <http://www.cprn.org> (79 pgs)

Week 4 & 5: Family & Child Poverty

Week 4 (September 30)

Child poverty, its consequences for children & implications for policy

Anne Westhues (Ed.) (2003) *Canadian Social Policy: Issues & Perspectives*. 3rd Edition. Wilfred Laurier Press. "Introduction to Part II" and "The problem of child poverty in Canada" pp 25-49

BC Poverty Reduction Coalition (2014) bcpovertyreduction.ca - This website will introduce you to some suggested proposals for poverty reduction at the provincial level. Note the distinction between federal and provincial areas of jurisdiction

Juliana Parker, Tara Black & Nico Trocme (2007) "Adolescent childbearing and child neglect: What's the connection?" *Canada's Children*. Summer 2007. p13 (published in Ottawa by the Child Welfare League of Canada)

Recommended:

UNICEF Innocenti Research Centre (2007) Report Card 7. *Child poverty in perspective: an overview of child well-being in rich countries*. Available at the Innocenti Centre website (47 pages)

Week 5 (Oct 7): *Historical and contemporary perspectives on family benefits*

Baker, Maureen (2006) *Restructuring Family Policies: convergences and divergences*. Toronto: University of Toronto Press.

Ch. 3. "Welfare regimes, national politics, and family policies"

Ch. 4. "Growing internationalization and family policies"

Ch. 10. "Strengthening and reducing family support"

Recommended:

Kershaw, Paul (2007) "Measuring up: Family benefits in British Columbia and Alberta in international perspective" *Choices* Vol 13, no.2, March 2007 ISSN 0711-0677. Institute for Research on Public Policy <http://www.irpp.org/fasttrak/index.htm>

Cancian, M. & Haskins, R. (2014) Changes in Family Composition: Implications for Income, Poverty, and Public Policy. *The Annals of the American Academy of Political and Social Science*. Vol. 654 - available via UBC Library e-journals

Kammerman S.B. & Kahn A.J. (1988) *Mothers Alone: Strategies for a Time of Change*. Massachusetts: Auburn Publishing Co. Chapter 3 "Clarifying the Options: Insights from Abroad (pp 70-103)

Palley, Howard A. & Bowman, Elizabeth K. (2002) "A comparison of national family policies: France & Sweden" *Children & Youth Services Review* Vol. 24, No. 5 pp.345-373 (Available via UBC library e-journals)

Weeks 6 (Oct 14): *Family policy, child care, and housing*

Baker, Maureen (2006) *Restructuring Family Policies :convergences and divergences*. Toronto: University of Toronto Press.

Ch. 7. "Care and welfare of children"

Ch. 8. "Social housing and income support"

Ch. 6 “Work, gender, and parenthood”

Recommended:

UN Position Paper on Housing Rights (2008) available as an email attachment from instructor

Tim Wake (2007) *Review of Best Practices in Affordable Housing*. Smart Growth BC available from instructor or from www.smartgrowth.bc.ca

CPRN (2005) *A Healthy Balance: Caregiving Policy in Canada. A Backgrounder*. Roundtable for Canadian Policy-makers. September 26, 2005. available at <http://www.cprn.org> (22 pgs)

Pascale Beaupre & Elizabeth Cloutier (2007) *Navigating Family transitions: Evidence from the General Social Survey 2006*. (27 pages)

The Coalition of Child Care Advocates of B.C. (November 2007) *The @evolution of community controlled child care in B.C. Vancouver: The Canadian Centre on Policy Alternatives*. (18 pages) – available from the CCPA website or from the instructor

Jamieson, K. (2007). *Environmental Scan of Aboriginal Early Childhood Development Programs in BC: The Winds of Change*. West Vancouver, BC: BC Aboriginal Child Care Society. (60 pages) available from instructor or at http://www.acc-society.bc.ca/files_new/resources.html

Linda Snyder (2003) “Workfare” in Anne Westhues (Ed.) *Canadian Social Policy: Issues & Perspectives*. 3rd Edition. Wilfred Laurier Press pp. 108-127

Weeks 7 (Oct 21): Divorce, Custody and Parenting

Baker, Maureen (2006) *Restructuring Family Policies: convergences and divergences*. Toronto: University of Toronto Press.

Ch. 5. “Reproductive health and childbirth”

Ch. 7. “Divorce, child support, and international migration”

Robert Geffner, Lisa Conrad, Kari Geis, M. & Brenda Aranda (2009) *Conducting child custody evaluations in the context of family violence evaluations: Practical techniques and suggestions for ethical practice*. *Journal of Child Custody*. Institute on Violence, Abuse, Trauma at Alliant International University, San Diego California. Available online 18 August 2009

Week 8 (Oct 28): Immigration and Family Policy

Fleury, Dominique (2007) *A Study of Poverty and Working Poverty among Recent Immigrants to Canada*. Human Resources and Social Development Canada (54 pages) available via email from instructor or in pdf format at the HRDC website

Creese, G., Dyck, I., McLaren, A.T. (2008). The 'Flexible' Immigrant? Human Capital Discourse, the Family Household and Labour Market Strategies. *Journal of International Migration and Integration*, 9(3), 269-288.

Baker, M., & Benjamin, D. (2002). Are elderly immigrants a burden? Paper prepared for the conference

Canadian Immigration Policy for the 21st Century, Kingston, Ontario, October 18/19.

Dunifon, Rachel E., Ziol-Guest, Kathleen M., Kopko, Kimberly (2014) Grandparent co-residence and family well-being: Implications for research and policy. *The Annals of the American Academy of Political and Social Science*. Vol. 654 - available via UBC Library e-journals

Recommended:

Daniel, D. (2005). The debate on family reunification and Canada's Immigration Act of 1976. *American Review of Canadian Studies*, 35(4), 683-703.

Khoo, S.E. (2003). Sponsorship of relatives for migration and immigration settlement intention. *International Migration*, 41(5), 177-198.

Weeks 9 (Nov. 4): Correcting Historic Wrongs: Family policy and First Nations

Barbara Waterfall (2003) "Native peoples and the social work profession: A critical analysis of colonizing problematics and the development of decolonized thought" in Anne Westhues (Ed.) *Canadian Social Policy: Issues & Perspectives*. 3rd Edition. Wilfred Laurier Press pp. 50-66

Gerald Cradock (2007) "The politics of kith and kin: Observations on the British Columbia government's reaction to the death of Sherry Charlie" First Peoples Child and Family Review Vol. 3, No. 1 pp.15-33 (available via UBC library e-journals)

- for a more extensive background, see the

BC Children & Youth Review (2006) "An Independent Review of B.C.'s Child Protection System" aka The Hughes Report - see especially the chapter on Protecting Aboriginal Children

Karen Balcom (2008) "The Logic of Exchange: The Child Welfare League of America, the Adoption Resource Exchange Movement and the Indian Adoption Project, 1958-1967," *Adoption and Culture*, Vol. 1, No. 1 (February 2008): 5-67.

Recommended:

Richard Sullivan & Grant Charles (2010) *Disproportionate representation and First nations Child Welfare in Canada*. Published on line with the Research to Practice Network of The Federation of Community Social Services of BC. Available at www.fcssbc.ca

MacDonald, Kelly A. (2008) *The Road to Aboriginal Authority over Child and Family Services Considerations for an Effective Transition*. Centre for Native Policy & Research; and the Canadian Centre for Policy Alternatives. Download free from the CCPA website or ask instructor for copy as email attachment

Christopher Walmsley (2005) *Protecting Aboriginal Children*. Vancouver: UBC Press

Government of Canada, 40th Parliament, second session. Standing Committee on Public Accounts, Report Seven. CHAPTER 4, FIRST NATIONS CHILD AND FAMILY SERVICES PROGRAM - INDIAN AND NORTHERN AFFAIRS CANADA OF THE MAY 2008 REPORT OF THE AUDITOR GENERAL OF CANADA

Week 10 (Nov 18) Cost benefit analysis and child welfare programming

Calculating the Costs of Child Welfare Services Workgroup (2013) *Cost analysis in program evaluation: A guide for child welfare researchers and service providers*. Washington, D.C.: Children's Bureau, Administration for Children and Families, U.S. Department of Health & Human Services. :Available at Content-Disposition: attachment; filename="Children's Bureau workgroup guide" for Cost Analysis in Prog Eval 2013.pdf"



[Children's Bureau workgroup guide.pdf](#)

SEE ALSO



[Washington State child welfare cost-benefit analysis 7-2008.pdf](#)

The second reading above will help you with cost benefit analysis and setting measureable outcomes for child and family service programs generally. This will help you in conceptualizing the evaluation component of your final paper dealing with a policy proposal. The third reading is an illustrative application to child welfare services. Together they should prompt your thinking about how to assess the effectiveness of your own policy and program proposals and how you will assess what constitutes a "good enough" effect to justify the expenditures involved.

Weeks 11 & 12 : (Nov. 25 and Dec. 2) Parens Patria: State Responsibility and Wardship

November 25

Naccarato, Toni & DeLorenzo, Emily (2008) *Transitional youth services: Practice Implications from a systematic review*. Journal of Child & adolescent Social Work. 25:287-308 (Available online from UBC Library)

Richardson, Cathy & Nelson, Bill. (2007). A Change of Residence: Government Schools and Foster Homes as Sites of Forced Aboriginal Assimilation - A paper Designed to Provoke Thought and Systemic Change. *First Peoples Child & Family Review*, 3 (2), 75-84.

Barth, Richard P., Chung Kwon Lee, Wildfire, Judith, Guo, Shenyang. (2006).A Comparison of the Governmental Costs of Long-Term Foster Care and Adoption. *Social Service Review*; 80 (1), 127-158.

Bullock, Roger, Courtney, Mark E., Parker, Roy¹, Sinclair, Ian Thoburn, June. (2006). Can the corporate state parent? *Adoption & Fostering*, Winter, 30(4), 6-19.

December 2

Choca, Miryam J., Minoff, Jedediah, Angene, Lyn, Byrnes, Michele, Kenneally, Lois

Norris, DeWayne, Pearn, Deanne, Rivers, Marina M. (2004). Can't Do It Alone: Housing Collaborations to Improve Foster Youth Outcomes. *Child Welfare*, Sept/Oct 83(5), 469-492.

Lee, Bethany R., Thompson, Ron. (2008). Comparing outcomes for youth in treatment foster care and family-style group care. *Children & Youth Services Review*; 30 (7), 746-757.

Simon, Antonia. (2008). Early access and use of housing: care leavers and other young people in difficulty. *Child & Family Social Work*, 13 (1), 91-100.

Recommended:

Miller, Pamela, Donahue, Peter, Este, Dave, Hofer, Marvin. (2004). Experiences of being homeless or at risk of being homeless among Canadian youths. *Adolescence*, 39 (156), 735-755.

Freundlich, Madelyn, Avery, Rosemary J. (2004). Gay and Lesbian Youth in Foster Care: Meeting Their Placement and Service Needs. *Journal of Gay & Lesbian Social Services*, 17(4), 39-57.

Nichols, Naomi Elizabeth. (2008). Gimme shelter! Investigating the social service interface from the standpoint of youth. *Journal of Youth Studies*; 11 (6), 685-699.

Grover, Sonja1. (2004). Nowhere to turn: The Supreme Court of Canada's denial of a constitutionally-based governmental fiduciary duty to children in foster care. *International Journal of Children's Rights*, 12 (2), 105-121.

McCoy, Henrika, McMillen, J. Curtis, Spitznagel, Edward L. (2008). Older youth leaving the foster care system: Who, what, when, where, and why? *Children & Youth Services Review*, 30(7), 735-745.

Van Leeuwen, Jamie. (2004). Reaching the Hard to Reach: Innovative Housing for Homeless Youth through Strategic Partnerships. *Child Welfare*, 83(5), 453-468.

Freundlich, Madelyn, Avery, Rosemary J. (2006). Transitioning from congregate care: Preparation and outcomes. *Journal of Child & Family Studies*, 15(4), 503-514.

Hunter, Ernst. (2008). What's good for the gays is good for the gander: making homeless youth housing safer for lesbian, gay, bisexual, and transgender youth. *Family Court Review*, 46(3), 543-557.

ASSIGNMENTS

Submitting Assignments-

All assignments are to be submitted electronically in WORD.

Return of marked student assignments -

If the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line.

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%).

Do not use Google/Yahoo/MSN Search/etc. to find articles for assignments in this course. Google Scholar may be acceptable starting place but it is not an end point.

Do use any of the indexes and databases listed under *Indexes and Databases, Subject Resources, OneSearch* or *Metasearch* on the Library's website at www.library.ubc.ca.

*(Not sure which index to use? Click **HELP** on the library homepage at www.library.ubc.ca or try Subject Resources.)*

Course Assignments, Due dates and Grading:

Grading is based on a combination of:

- A short (10 page) essay setting out your policy proposals for reducing child poverty and family inequality in Canada. Due week 7 (Oct 21) (30%) This assignment will require you to set out the central policy planks of your poverty reduction strategy and identify the levels of government involved and any other partnerships you propose to affect your strategy (Learning objectives 1,2 and 3). As much as we may be tempted to call for the revolution and the looting of the bank accounts of the wealthy, you are to complete this assignment as though you had a real job writing policy proposals and intended to keep that job and achieve something tangible. This will require you to think about the costs of your proposals and feasible, politically tenable ways to raise the funds. What will distinguish A level papers will be the feasibility of their funding strategies. A brilliant proposal will be no more than a call to the moon if it cannot be implemented.
- A 20 minute oral presentation on a topic to be decided in consultation with the instructor. This may be in the form of a debate. Topics to be decided by the class. (20%) (Learning objectives 2, 3 and 4)
- A major paper, between 18 and 20 pages, due Dec 2. It may be on the same topic as the oral presentation. All topics to be approved by the instructor no later than week 5 (Oct 7). Students may wish to centre this paper on the policy dimensions of their study plan or thesis (50%) (Learning objectives 1,2,3 and 4). These papers will be graded on the saliency of the topic for Canadian families and its formulation as a clear problem that can be assessed empirically(10 points), the currency, quality and relevance of the literature review (10 points), the logical derivation of solutions set out as policy proposals (20 points), and the specification of measureable outcomes – how you would know if your proposals were effective (10 points).

UBC 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

C C-	60-63 55-59	62.5 57	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.