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.

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<th>Year/Term</th>
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<tr>
<td>Course Title</td>
<td>Policy and Practice in Child Welfare</td>
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<td>Course Schedule</td>
<td>Monday 5:00-8:00 p.m.</td>
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<tr>
<th>Instructor</th>
<th>Richard Sullivan, PhD</th>
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<tr>
<td>Office Location</td>
<td>343</td>
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<tr>
<td>Office Phone</td>
<td>604-822-4278</td>
</tr>
<tr>
<td>e-mail address</td>
<td><a href="mailto:richard.sullivan@ubc.ca">richard.sullivan@ubc.ca</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>By email appointment with the instructor</td>
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**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.

REQUIRED COURSE TEXTS AND READINGS:


SUPPLEMENTARY READINGS:

Additional readings are listed each week and are available via the UBC library or in a course reader to be developed for distribution where necessary

Recommended:


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: January 4, 2016
Course introduction and introduction to child welfare history and current policy direction in B.C.

  Introduction pp. 1-7
  The Historical Context 8-18
  The British Columbia Context 19-31


  Ch. 14 “Organizational requisites for child welfare services” pp. 431- 457


Recommended:

Week 2: January 1


  Chapter 1.  N. Bala. “Child Welfare Law in Canada: An Introduction” pp.1-26

Bruce MacLauren et al. (2007) “Understanding the over-representation of First Nations children in
Canada’s child welfare system”. Canada’s Children. Ottawa: Centre for Excellence in Child Welfare pp. 19-23 (Winter 2007) – available at the website for Canada’s Children


Week 3: Defining Child Maltreatment January 18


The BC Child, Family and Community Services Act see Section 4 Defining A Child’s Best Interests & Section 13 Defining a Child’s need for Protection
http://www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm#section13


Recommended


**Weeks 4: Domestic Violence** January 25

Charlene Avalos, Lilian Baibomcowai-Dell et al. (2012) Working with First Nations, Inuit and Metis families who have experienced family violence: A practice guide for child welfare professionals. Available at http://www.oacas.org/ or from the instructor 168 pages inclusive of graphics, illustrations, tables, bibliography and appendices


**Week 5: Substance Misuse** February 1

Tasnin Nathoo, Nancy Poole et al. (2013) “Voices from the Community: Developing effective community programs to support pregnant and early parenting women who use alcohol and other substances”. The First Peoples Child & Family Review Vol. 8, No 1 pp 93-106


**Week 6: Prevention February 8**

Ch 8. “Family support and other preventive services related to child welfare” pp 229-261
Ch 9. “Family-based and intensive family preservation services” pp 262-297


**February 15 – 19 Reading Week**

**Weeks 7-8: Decision Making & the Assessment of Strengths, Problems and Risks in Child Welfare**

**Week 7: February 22**


Eileen Munro (1999) Common errors of reasoning in child protection work. Child Abuse and Neglect Vol. 23 No. 8 pp. 745-758 (e-journals)

Ch 11. Eileen Munro “Lessons form research on decision making” pp 194-200
Ch 12. Judith Rycus “Assessing risk throughout the life of a child welfare case” pp 201-213


Recommended:


Week 8: February 29


Chapter 8: ’Case Planning” pp. 212-250

Week 9 & 10: Family Practice & Family Preservation

March 7

  Ch 4. A Description of Practice pp.31-46
  Ch 5. The Sociopolitical Practice Context. pp. 47-62
  Ch 6. Organizational Context of Practice. pp. 63-73
  Ch 7. The Community Context. pp. 74-82


  Ch 9 “Family-based and intensive family preservation services” pp 262-297

  Chapter 15. “Working with the family in child welfare” pp. 360-396


Recommended:


Week 10: March 14


Week 11: Foster Care & Kith and Kin March 21


Chapter 4 “Children in Care” pp. 111-138
Chapter 11 “Rules of Evidence and Preparing for Court” pp. 333-377
Chapter 12 “Preparing Children for Testifying in Court,” pp. 379-392


Ch 10 R.P. Barth, G. Shenyang, R.L. Green & J.S. McCrae “Kinship Care and Nonkinship Foster
Care: Informing the New Debate” in pp. 187-206

Recommended:


**Week 12: Permanency Planning** March 28


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


CH 7 Amy Dworsky “ The transition to adulthood among youth “aging out” of care: What have we learned?” pp. 125-144


Week 13: Where to from Here? Innovative Approaches to Child Welfare: April 4


Ch. 8. Visions, Explanations, and Knowledge for Practice. pp 83-107
Ch. 9. Choices for Change. Pp 108-122
Ch. 10. Social Representations of Child Protection Practice. pp. 124 137
Introduction


Recommended:


CH 21 Sheila Kamerman & Alfred Kahn “Beyond child welfare: International perspectives on child and family policies” pp. 345-356

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 worth 60% in total and a final examination worth 40%.

Student participation is expected. Unexcused tardiness and absenteeism are unprofessional and will result in overall grade reduction of a percentage point per instance from the final course grade. Three absences or more will result in withdrawal of instructor’s permission to write the final exam. 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.

The first assignment is on ethical decision making (10%). It will draw on your knowledge of child development from Term 1 and will require you to apply developmental considerations to ethical decision making in child welfare practice. It will be distributed on January 18 and is due on January 25. (5 pages max.)

The second assignment will focus on decision making based on the assessment of family strengths and risks and will be distributed on February 8 and will be due on February 22. The assignment is in two parts worth 10% and 20% respectively. In the first part, you will set out your criteria for the selection of an assessment framework to be used in the second part. This will draw on your critical thinking and your knowledge of research. The constructs of validity, reliability and generalizability will be important to your selection of an assessment framework. This assignment is due after reading week but it will require you to read ahead to the readings to be reviewed on February 22. The second part of the assignment will require the application of an assessment framework of your choosing to case materials that will be assembled for you. You will submit part one (three pages maximum) plus the assessment tool and 10 pages of text max on assessment. Attention must be given to the indicators of any identified risks, strengths and assets and their precise relevance to the proposed service plan that derives from your assessment. The service plan should be no more than two pages following your assessment of presenting problems, risks and strengths but should set out what your indicators of progress or outcomes will be. These must be empirical and measurable. You are cautioned against using only self-report measures. The total length of your submission will be 15 pages. The instrument you employ should be scanned and submitted electronically as a separate attachment to accompany the paper.

Grading of part two will focus on the problems, risks and strengths analysis and the salience of your service plan to that analysis. Problems are to be described not inferred. Do not bandy about diagnostic terms you are not qualified to apply. Diagnostic terms may be used when a diagnosis has been made by a qualified medical practitioner but your focus should then be on the associated behaviors relevant to your own assessment and service planning.

The third assignment will require students to integrate what they have learned about assessing the service needs of families with the provisions of the statutes extant in B.C. You will be provided with a case scenario and required to indicate which sections of the Act apply, what evidence you would seek to present and the recommendations you would make with respect to the application of the Act. This assignment will be distributed on March 7 and will be due on March 14. (5-6 pages)

The final exam will be scheduled for exam week. You will be provided with a detailed case scenario and required to set out a comprehensive plan of assessment, a provisional service plan, a plan of evaluation to reveal the effectiveness of your proposed intervention and finally, an alternative plan in the event your service plan proves to be ineffective.

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