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.

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>2015-2016 Term 2</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Advanced Family Practice in Child Welfare</td>
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<tr>
<td>Course Schedule</td>
<td>Thursday 2:00 - 5:00</td>
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<tr>
<td>Course Location</td>
<td>PONE 117 (Ponderosa Annex E room 117)</td>
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<thead>
<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>e-mail address</th>
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</thead>
<tbody>
<tr>
<td>Richard Sullivan</td>
<td>Rm 343</td>
<td>822-4278</td>
<td><a href="mailto:Richard.Sullivan@ubc.ca">Richard.Sullivan@ubc.ca</a></td>
</tr>
<tr>
<td>Course designers:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathleen Blackmore, Kristin Kraft, Jennifer Stewart, Richard Sullivan</td>
<td>By appointment via email</td>
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COURSE DESCRIPTION: This course examines the evidence for best practices in assessment, service planning, case management and outcome measurement in mandated family service. Application of evidence based approaches to family preservation, addiction recovery and parenting in the context of mental illness, domestic violence, and family reunification are reviewed. Intersections of race, gender and culture inform the application of approaches. Designed by experienced social workers in family services, the course is intended for social workers in family practice and child welfare who seek to advance their knowledge of the evidence for best practices in the areas most commonly encountered in child welfare and family service.

LEARNING OBJECTIVES:

1. Improved knowledge of research criteria for the selection of intervention methods.
2. To advance student knowledge of contemporary social work methods as they pertain to challenging circumstances in child welfare practice.
3. To enhance students' knowledge of instrumentation for the assessment of family circumstances and the evaluation of service outcomes.
REQUIRED COURSE TEXTS: There are no required texts for this course. Readings will be available via library e-journals.

SUPPLEMENTARY READINGS: Supplementary readings will be provided by the instructor.

EVALUATION: Evaluation will be based on three assignments.

1. Apply the readings in any area of the course to a family or a program with which you are familiar and where evidence of progress indicators or outcomes is sought. In this 5 to 8 page essay, explain the relevance of the readings to the situation for which progress measurement is sought. Explain why you would draw optimism or pessimism from the literature in relation to the family or program you are describing and what implications your draw for practice from these readings. (25%)

2. Provide an in-class presentation on best practices in any of the areas covered by the syllabus. Select a problem area covered by the course and present a summary of the evidence for best practice in this area based on the syllabus and other readings. Ideally, this will be a problem with which the student has practice experience. Include a critique of practices or programs with which you are familiar in relation to your readings. (25%)

3. Outline a proposed program of service and a plan of evaluation for that program. This should address an identified need and should be based on best practices supported by credible research. Evaluation should be built into the design of the program. Identify the changes the program seeks to achieve, the program elements and practices intended to achieve those changes and when and how those changes will be assessed. (50%) [You may be taking this course in conjunction with SOWK 554C Program Evaluation and this assignment may inform some of what you will do in that course though the assignments must be separate and distinct. The work for this assignment may nonetheless inform the methods you deploy in program evaluation and achieve some of the literature review necessary for your program evaluation.]

OUTLINE AND READINGS:

Weeks 1 & 2: Intake and Engagement in Mandated Services

January 7, 2016


Practice, Vol. 15 No. 2, March 2005 84-96


Week 2

January 14


Week 3 & 4: Assessment & Decision Making

January 21


Week 4

January 28


Week 5 & 6: Breaking the Intergenerational Cycle of Child Abuse & Neglect

February 4


Week 6
February 11


Week 7 & 8: Domestic Violence
February 25


Week 8
March 3

Charlene Avalos, Lillian 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


**Weeks 9 & 10: Addictions**

March 10


**Week 10**

March 17


http://www.harmreductionjournal.com/content/9/1/5

**Weeks 11 & 12: Mental Illness**

March 24


**Week 12**

March 31


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.

COURSE SCHEDULE

ASSIGNMENTS

Submitting Assignments-
All written articles will be submitted electronically.

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
Unexcused late assignments will be penalized at 10% grade value per day up to 40%. Assignments submitted more than one week late will not be accepted unless with medical documentation and arrangement with the instructor.

GRADING CRITERIA:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>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.</td>
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<tr>
<td>B</td>
<td>72-75</td>
<td>83.5</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
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<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
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<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>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.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0</td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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