



**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Social Work**  
**Course Outline - SOWK442 (001)**

**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 Bachelor of Social Work (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>	<b>2018-2019, Term 1</b>
<b>Course Title</b>	<b>SOWK442: Policy and Practice in Child Welfare</b>
<b>Course Schedule</b>	<b>Thursdays, 9:00 a.m. to 12:00 p.m.</b>
<b>Course Location</b>	<b>Jack Bell Building, Room 224</b>

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>E-mail address</b>
Ashley Quinn	Room 239	604-822-6622	ashley.quinn@ubc.ca
<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.

**LEARNING OUTCOMES:**

1. Students will demonstrate basic knowledge of the major historical, ideological, legal and professional themes that inform child welfare policy and practice.
2. Students will 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 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.

**FORMAT OF THE COURSE:**

Lecture, guest speakers, audio-visuals, small and large group discussions, videos, quizzes, small group activities and case study consultations.

**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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## **REQUIRED COURSE TEXTS AND READINGS:**

Required weekly readings are available on-line, Canvas and the UBC library.

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

### **ATTENDANCE**

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor.

Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

### **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**

**Please familiarize yourself with the following three documents prior to the first week of class:**

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)

Ministry of Children and Family Development (2017). Multi-Year Action Plan 2017-2020. Victoria, BC: Ministry of Children and Family Development.

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)

<b>SESSION 1:</b>	<b>September 6, 2018</b>
<b>TOPIC:</b>	Introduction to the Course
<b>READING:</b>	<p>Musqueam Declaration (June 10, 1976). Retrieved from: <a href="http://www.musqueam.bc.ca/sites/default/files/musqueam_declaration.pdf">http://www.musqueam.bc.ca/sites/default/files/musqueam_declaration.pdf</a></p> <p>Musqueam/UBC Memorandum of Affiliation. Retrieved from: <a href="http://aboriginal.ubc.ca/files/2011/01/UBC-Musqueam-MOA-signed1.pdf">http://aboriginal.ubc.ca/files/2011/01/UBC-Musqueam-MOA-signed1.pdf</a></p> <p>Squamish Nation History. Retrieved from: <a href="http://www.squamish.net/about-us/our-history/">http://www.squamish.net/about-us/our-history/</a></p> <p>Squamish Nation Culture. Retrieved from: <a href="http://www.squamish.net/about-us/our-culture/">http://www.squamish.net/about-us/our-culture/</a></p> <p>Tsleil Waututh Nation - The People of the Inlet. Retrieved from: <a href="http://www.twnation.ca/">http://www.twnation.ca/</a></p>

<b>SESSION 2:</b>	<b>September 13, 2018</b>
<b>TOPIC:</b>	Getting to Now: The History and Contemporary Context of Child Welfare
<b>READING:</b>	<p>Alston-O'Connor, E. (2010). The Sixties Scoop: Implications for Social Workers and Social Education. <i>Critical Social Work</i>, 11(1): 53-61.</p> <p>Kozlowski, A., Milne, L. &amp; 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 <a href="http://cwrp.ca">cwrp.ca</a>: <a href="http://cwrp.ca/sites/default/files/publications/en/BC_final_infosheet.pdf">http://cwrp.ca/sites/default/files/publications/en/BC_final_infosheet.pdf</a>.</p> <p>Sinha, V., &amp; Kozlowski, A. (2013). The Structure of Aboriginal Child Welfare in Canada. <i>The International Indigenous Policy Journal</i>, 4(2). Retrieved from: <a href="http://ir.lib.uwo.ca/iipj/vol4/iss2/2">http://ir.lib.uwo.ca/iipj/vol4/iss2/2</a></p> <p>Truth and Reconciliation Commission of Canada (2015). Calls to Action. Truth and Reconciliation Commission of Canada: Winnipeg, Manitoba. *Read Actions #1-24</p>

<b>SESSION 3:</b>	<b>September 20, 2018</b>
<b>TOPIC:</b>	Strengths-Based Child Protection
<b>READING:</b>	<p>Oliver, C. (2017). Strengths-Based Practice. In C. Oliver, <i>Strengths-Based Child Protection: Firm, Fair, and Friendly</i> (Ch. 2, pp. 24-33). Toronto, Canada: University of Toronto Press.</p> <p>Oliver, C. (2017). Strengths-Based Child Protection Practice. In C. Oliver, <i>Strengths-Based Child Protection: Firm, Fair, and Friendly</i> (Ch. 3, pp. 34-47). Toronto, Canada: University of Toronto Press.</p> <p>Thomas, R., &amp; Green, J. (2007). A Way of Life: Indigenous Perspectives on Anti-Oppressive Living. <i>First Peoples Child and Family Review</i>, 3(1): pp. 91-104.</p>

<b>SESSION 4:</b>	<b>September 27, 2018</b>
<b>TOPIC:</b>	Legislation to Guide Practice and Defining Child Maltreatment
<b>READING:</b>	<p>Canadian Association for Social Work Education (2017). Media Release: Board of Directors endorses a statement of complicity and commits to change. Available at: <a href="https://caswe-acfts.ca/media-release-board-of-directors-endorses-a-statement-of-complicity-and-commits-to-change/">https://caswe-acfts.ca/media-release-board-of-directors-endorses-a-statement-of-complicity-and-commits-to-change/</a></p> <p>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. 8-14).</p>

	<p>Ministry of Children and Family Development (2017). Multi-Year Action Plan 2017-2020. Victoria, BC: Ministry of Children and Family Development.</p> <p>The BC Child, Family and Community Services Act. Retrieved from: <a href="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</a></p>
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<b>SESSION 5:</b>	<b>October 4, 2018</b>
<b>TOPIC:</b>	Prevention, Concept of Family & Community Resource Sharing
<b>READING:</b>	<p>Best Start Resource Centre (2012). Why am I Poor? First Nations Child Poverty in Ontario. Toronto, Ontario: Best Start Resource Centre.</p> <p>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).</p> <p>Oliver, C. (2017). Connecting to Internal and External Resources. In C. Oliver, Strengths-Based Child Protection: Firm, Fair, and Friendly (Ch. 8, pp. 88-95). Toronto, Canada: University of Toronto Press.</p>

<b>SESSION 6:</b>	<b>October 11, 2018</b>
<b>TOPIC:</b>	Risk Assessment, Safety Planning & Writing Case Notes
<b>READING:</b>	<p>Christianson-Wood, J. (2011). Risk Assessment in Child Welfare: Use and Misuse. In K. Kufeldt &amp; B. McKenzie (Eds.) Child Welfare: Connecting Research, Policy and Practice, (Ch.25). Waterloo: Wilfred Laurier University Press.</p> <p>MCFD (2017). Best Practices Approach, Child Protection and Violence against Women. Retrieved from: <a href="http://endingviolence.org/publications/mcfd-best-practice-approaches-child-protection-and-violence-against-women-november-2010/">http://endingviolence.org/publications/mcfd-best-practice-approaches-child-protection-and-violence-against-women-november-2010/</a></p> <p>Turnell, A., &amp; Edwards, S. (1997) Aspiring to Partnership: The Signs of Safety Approach to Child Protection. Child Abuse Review, 6(2): 179-190.</p>

<b>SESSION 7:</b>	<b>October 18, 2018</b>
<b>TOPIC:</b>	Permanency Planning & Family Preservation
<b>READING:</b>	<p>BC Federation of Youth in Care Networks (2010) Belonging 4 Ever: Creating permanency for youth in and from Care. New Westminster BC (available at: <a href="http://www.fbcyicn.ca">www.fbcyicn.ca</a>).</p> <p>de Finney, S., &amp; 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.</p> <p>Oliver, C. (2017). Supporting Client Self-Determination. In C. Oliver, Strengths-Based Child Protection: Firm, Fair, and Friendly (Ch. 7, pp. 79-87). Toronto, Canada: University of Toronto Press.</p>

<b>SESSION 8:</b>	<b>October 25, 2018</b>
<b>TOPIC:</b>	Foster Care, Kinship Care & Customary Care
<b>READING:</b>	<p>Di Tomasso, L., &amp; de Finney, S. (2015). A Discussion Paper on Indigenous Custom Adoption Part 1: Severed Connections – Historical Overview of Indigenous Adoption in Canada. First Peoples Child and Family Review, 10(1): 7-18.</p> <p>O'Brian, V. (2012). The Benefits and Challenges of Kinship Care. Child in Care Practice, 18: 127-146.</p>

	Sullivan, R., Nelson, M., & Oliver, A. (2015). Kinship Care in an Era of Cost Containment. <i>Canadian Review of Social Policy</i> , 72/73: 95-123.
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<b>SESSION 9:</b>	<b>November 1, 2018</b>
<b>TOPIC:</b>	Adoption
<b>READING:</b>	<p>di Tomasso, L., &amp; de Finney, S. (2015). A Discussion Paper on Indigenous Custom Adoption Part 2: Honouring our Caretaking Traditions. <i>First Peoples Child and Family Review</i>, 10(1): 19-38.</p> <p>Johnson, S. (2015). Pandemics and Urban Child Survival: Pulling Together in the Adoption Canoe. <i>First Peoples Child and Family Review</i>, 10(1): 52-62.</p> <p>Krahn, L., &amp; Sullivan, R. (2015). Grief &amp; Loss Resolution among Birth Mothers in Open Adoption. <i>Canadian Social Work Review</i>, 32(1): 27-48.</p>

<b>SESSION 10:</b>	<b>November 8, 2018</b>
<b>TOPIC:</b>	Funding Discrimination, Racial Bias & Reconciliation in Child Welfare
<b>READING:</b>	<p>Blackstock, C., Cross, T., Brown, I., George, J., &amp; 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.</p> <p>Sinclair, R. (2016). The Indigenous Child Removal System in Canada: An Examination of Legal Decision-making and Racial Bias. <i>First Peoples Child and Family Review</i>, 11(2): 9-18.</p> <p>Zahide Alaca, C., Anglin, C. &amp; 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: <a href="http://www.fncaingsociety.com/sites/default/files/Reconciliation%20and%20equity%20movements%20-%20Evaluation%202015_0.pdf">http://www.fncaingsociety.com/sites/default/files/Reconciliation%20and%20equity%20movements%20-%20Evaluation%202015_0.pdf</a></p>

<b>SESSION 11:</b>	<b>November 15, 2018</b>
<b>TOPIC:</b>	Innovative Approaches in Child Welfare
<b>READING:</b>	<p>Grand Chief John, E. (2016). Area 9: Areas for Focused Action. Existing Policy Framework – Shifting Towards Patterns of Connectedness. In Grand Chief E. John, Indigenous Resilience, Connectedness and Reunification – From Root Causes to Root Solutions: A Report on Indigenous Child Welfare in British Columbia (pp. 180-191).</p> <p>Shapiro, C.J., &amp; Browne, C.H. (2016). Innovative Approaches to Supporting Families of Young Children. AG, Switzerland: Springer International Publishing.</p>

<b>SESSION 12:</b>	<b>November 22, 2018</b>
<b>TOPIC:</b>	Authentic Youth Engagement
<b>READING:</b>	<p>BC Society for Children and Youth (2017). Available at: <a href="https://www.scyofbc.org/child-rights-information/">https://www.scyofbc.org/child-rights-information/</a></p> <p>BC Representative for Children and Youth (2017). Available at: <a href="https://www.rcybc.ca">https://www.rcybc.ca</a></p> <p>Family Law in British Columbia (2017). Available at: <a href="https://familylaw.lss.bc.ca/legal_issues/youthBasics.php">https://familylaw.lss.bc.ca/legal_issues/youthBasics.php</a></p>

<b>SESSION 13:</b>	<b>November 29, 2018</b>
<b>TOPIC:</b>	Where to from here? Next Steps and Closing

## ASSIGNMENTS

### Submitting 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.

### 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 two assignments and participation:

#### Assignment One:

Part 1. Class Consultation (20%) – October 18, 25 and November 1, 2018; and  
Part 2. Paper (30%) - October 25, November 1 and 8, 2018

#### Assignment Two:

Family Preservation Paper (40%) – Due November 29, 2018, in-class

#### Participation:

Self-Evaluation Participation Form (10%) - Due November 29, 2018, in-class

### Assignment One: Class Consultation and Paper (50%)

This two-part assignment provides students the opportunity to focus on an area of child welfare that they are particularly interested in exploring and researching in further detail.

Students can choose between:

**Option 1.** A particular topic of interest approved by course instructor (particular policy, practice and/or innovative approaches in child welfare). If you choose this option please discuss your chosen topic and ideas by October 4, 2018.

**OR**

**Option 2.** A child protection case analysis (as outlined below).

**Assignment One; Part 1: Class Consultation (20%) – October 18, 25 and November 1, 2018, in-class.**

Students will present to the class a six to eight minute summary of their topic or child protection case analysis. The purpose of this class presentation is to consult with the course instructor and peers. Students will be expected to present a summary of their final paper including:

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

**Class consultations will be held on October 18, 25 and November 1, 2018, in-class.**

**Assignment One; Part 2: Paper (30%) – Due October 25, November 1 and 8, 2018; one week after class consultation.**

**Option 1.** Please discuss the outline of your paper with the course instructor.

**Option 2.** 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/ren or youth.

The paper will consist of the following four sections:

1. Introduction of the family (1 page): 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 (2-3 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 (2-3 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.
4. How does your analysis address the rights of children and youth? (up to 1 page)

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;
- Their critical analysis of the tools used to support their decisions; and
- Their ability to address the rights of children and youth in their analysis.

Papers should be 6-8 pages in length (excluding references, 12 font, double spaced, APA format).

**Due: October 25, November 1 and 8, 2018, one week after class consultation.**

**Assignment Two: Family Preservation Paper (40%) – Due November 29, 2018**

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. Family preservation is consistent with the goals of MCFD and the Truth and Reconciliation Commission's recommendations on reducing the number of

Indigenous children in care, and increased cultural inclusivity and better outcomes for all children in child welfare care; however, sometimes family preservation is not realistic or achievable for different reasons. Include a minimum of five references to support your reflection and analysis. Sources may be from class material, previous course materials or personal research.

This paper will consist of the following four parts:

1. What does the concept of family mean to you and why? What shapes your understanding of family? (2 pages)
2. What does family preservation mean to you as you think about your role in child welfare? What exactly is to be preserved when you describe family preservation? How do you know when the goals of family preservation are not being successfully achieved? (2 pages)
3. If you were not permitted to remove children/youth from their families, what could you do as a social worker to find creative solutions to complex situations when working with families? (2-3 pages)
4. When you are working with a child/youth in-care (where the child has an assigned worker and so do the foster parents), what could you do to support the biological family and their relationships with their child/ren and foster parents within this context of family separation? (2-3 pages)

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

**Due: November 29, 2018**

### 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 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.

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### 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 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.

