

	<p style="margin: 0;">THE UNIVERSITY OF BRITISH COLUMBIA School of Social Work Course Outline - SOWK 442 - Policy and Practice in Child Welfare</p>
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The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

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 Statement: 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.

Year/Term	2019-2020, Fall/Winter, Term 1
Course Title	SOWK 442 (001): Policy and Practice in Child Welfare
Credit Value	3
Course Schedule	Fridays, 1:00 p.m. to 4:00 p.m.
Course Location	Ponderosa Commons: Oak House, Room 1001

Instructor	Office Location	Office Phone	e-mail address
Ashley Quinn	Room 239	604-822-6622	ashley.quinn@ubc.ca
Office Hours	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.

UNIVERSITY POLICIES: *“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.”* (UBC Calendar)

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.

Retaining Assignments: Students should 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.

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at:
<https://senate.ubc.ca/policies-resources-support-student-success>

COURSE POLICIES

Attendance: The attendance policy is in the student handbook on page 11: <https://socialwork.ubc.ca/current-students/>. 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.

LEARNING ANALYTICS:

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this class.

COPYRIGHT:

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Students are not permitted to record classes.

FORMAT OF THE COURSE: Circle learning, peer engagement, guest speakers, small and large group discussions, role-plays, audio-visuals, case note documentation and in-class activities.

***PLEASE NOTE: Depending on the availability of guest speakers, the order of the assigned weekly topics may change.**

REQUIRED TEXTBOOK(S): Required weekly readings are available on-line, Canvas and the UBC library.

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

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

SESSION 1:	September 6, 2019
TOPIC:	Introduction to the Course
READINGS:	Musqueam Declaration (June 10, 1976). Retrieved from: 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

	<p>Squamish Nation History. Retrieved from: http://www.squamish.net/about-us/our-history/</p> <p>Squamish Nation Culture. Retrieved from: http://www.squamish.net/about-us/our-culture/</p> <p>Tsleil Waututh Nation - The People of the Inlet. Retrieved from: http://www.twnation.ca/</p>
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SESSION 2:	September 13, 2019
TOPIC:	Getting to Now: The History and Contemporary Context of Child Welfare
READINGS:	<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. & Sinha, V. (2014). <i>British Columbia's child welfare system. CWRP Information Sheet #139E</i>. Montreal, QC: Centre for Research on Children and Families. Retrieved from: The Child Welfare Research Portal available at cwrp.ca: http://cwrp.ca/sites/default/files/publications/en/BC_final_infosheet.pdf</p> <p>Sinha, V., & Kozlowski, A. (2013). The Structure of Aboriginal Child Welfare in Canada. <i>The International Indigenous Policy Journal</i>, 4(2). Retrieved from: http://ir.lib.uwo.ca/iipj/vol4/iss2/2</p> <p>Truth and Reconciliation Commission of Canada (2015). <i>Calls to Action</i>. Truth and Reconciliation Commission of Canada: Winnipeg, Manitoba. *Read Actions #1-24</p>

SESSION 3:	September 20, 2019
TOPIC:	Strengths-Based Child Protection
READINGS:	<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., & 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>

SESSION 4:	September 27, 2019
TOPIC:	Legislation to Guide Practice and Defining Child Maltreatment
READINGS:	<p>Canadian Association for Social Work Education (2017). <i>Media Release: Board of Directors endorses a statement of complicity and commits to change</i>. Available at: https://caswe-acfts.ca/media-release-board-of-directors-endorses-a-statement-of-complicity-and-commits-to-change/</p>

	<p>John, E. (2016). <i>Indigenous Resilience, Connectedness and Reunification- From Root Causes to Root Solutions: A Report on Indigenous Child Welfare in British Columbia</i>. Final Report of Special Advisor Grand Chief Ed John (pp. 8-14).</p> <p>Ministry of Children and Family Development (2017). <i>Multi-Year Action Plan 2017-2020</i>. Victoria, BC: Ministry of Children and Family Development.</p> <p>The BC Child, Family and Community Services Act. Retrieved from: http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96046_01</p>
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SESSION 5:	October 4, 2019
TOPIC:	Prevention & Community Resource Sharing
READINGS:	<p>Best Start Resource Centre (2012). <i>Why am I Poor? First Nations Child Poverty in Ontario</i>. Toronto, Ontario: Best Start Resource Centre.</p> <p>John, E. (2016). <i>Indigenous Resilience, Connectedness and Reunification- From Root Causes to Root Solutions: A Report on Indigenous Child Welfare in British Columbia</i>. 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, <i>Strengths-Based Child Protection: Firm, Fair, and Friendly</i> (Ch. 8, pp. 88-95). Toronto, Canada: University of Toronto Press.</p>

SESSION 6:	October 11, 2019
TOPIC:	Risk Assessment, Safety Planning & Writing Case Notes
READINGS:	<p>Christianson-Wood, J. (2011). Risk Assessment in Child Welfare: Use and Misuse. In K. Kufeldt & B. McKenzie (Eds.) <i>Child Welfare: Connecting Research, Policy and Practice</i> (Ch.25). Waterloo: Wilfred Laurier University Press.</p> <p>MCFD (2017). <i>Best Practices Approach, Child Protection and Violence against Women</i>. Retrieved from: http://endingviolence.org/publications/mcfd-best-practice-approaches-child-protection-and-violence-against-women-november-2010/</p> <p>Turnell, A., & Edwards, S. (1997) Aspiring to Partnership: The Signs of Safety Approach to Child Protection. <i>Child Abuse Review, 6(2): 179-190</i>.</p>

SESSION 7:	October 18, 2019
TOPIC:	Permanency Planning & Family Preservation
READINGS:	<p>BC Federation of Youth in Care Networks (2010). <i>Belonging 4 Ever: Creating permanency for youth in and from Care</i>. New Westminster BC (available at: www.fbcyicn.ca).</p> <p>de Finney, S., & di Tomasso, L. (2015). Creating Places of Belonging: Expanding Notions of Permanency with Indigenous Youth in Care. <i>First Peoples Child and Family Review, 10(1): 63-85</i>.</p>

	Oliver, C. (2017). Supporting Client Self-Determination. In C. Oliver, <i>Strengths-Based Child Protection: Firm, Fair, and Friendly</i> (Ch. 7, pp. 79-87). Toronto, Canada: University of Toronto Press.
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SESSION 8:	October 25, 2019
TOPIC:	Foster Care, Kinship Care & Customary Care
READINGS:	<p>Di Tomasso, L., & de Finney, S. (2015). A Discussion Paper on Indigenous Custom Adoption Part 1: Severed Connections – Historical Overview of Indigenous Adoption in Canada. <i>First Peoples Child and Family Review</i>, 10(1): 7-18.</p> <p>O'Brian, V. (2012). The Benefits and Challenges of Kinship Care. <i>Child in Care Practice</i>, 18(2): 127-146.</p> <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.</p>

SESSION 9:	November 1, 2019
TOPIC:	Adoption
READINGS:	<p>di Tomasso, L., & 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., & Sullivan, R. (2015). Grief & Loss Resolution among Birth Mothers in Open Adoption. <i>Canadian Social Work Review</i>, 32(1): 27-48.</p>

SESSION 10:	November 8, 2019
TOPIC:	Funding Discrimination, Racial Bias & Reconciliation in Child Welfare
READINGS:	<p>Blackstock, C., Cross, T., Brown, I., George, J., & Formsma, J. (2006). <i>Reconciliation in Child Welfare: Touchstones of Hope for Indigenous Children, Youth and Families</i>. 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. & Thomas, K. (2015). <i>Reconciliation and Equity Movements for First Nations Children and Families: An Evaluation of Shannen's Dream, Jordan's Principle, and I am a Witness</i>. Retrieved from: https://fncaringsociety.com/sites/default/files/Reconciliation%20and%20equity%20movements%20-%20Evaluation%202015_0.pdf</p>

SESSION 11:	November 15, 2019
TOPIC:	Innovative Approaches in Child Welfare
READINGS:	<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, <i>Indigenous Resilience, Connectedness and Reunification – From Root Causes to Root Solutions: A Report on Indigenous Child Welfare in British Columbia</i> (pp. 180-191).</p> <p>Shapiro, C.J., & Browne, C.H. (2016). <i>Innovative Approaches to Supporting Families of Young Children</i>. AG, Switzerland: Springer International Publishing.</p>

SESSION 12:	November 22, 2019
TOPIC:	Authentic Youth Engagement
READINGS:	<p>BC Society for Children and Youth (2017). Available at: https://www.scyofbc.org/child-rights-information/</p> <p>BC Representative for Children and Youth (2017). Available at: https://www.rcybc.ca</p> <p>Family Law in British Columbia (2017). Available at: https://familylaw.lss.bc.ca/legal_issues/youthBasics.php</p>

SESSION 13:	November 29, 2019
TOPIC:	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. Improper APA formatting and reference, citation, 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 may 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.

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 five assignments.

Assignment One: Summary, Query, Engagement (30%) – DUE: ONGOING

Description:

For this activity, you will choose the day and the assigned reading for homework that you want to present to the class. You will then summarize your chosen required reading; pose a couple questions for the query, and engage your peers in a dialogue about the topic. Summaries are expected to include information about the author(s), the type of document, what issue was being addressed, how the researchers addressed the issue, their findings and the research limitations. Submit your written summary and questions to the instructor at the time of your presentation. All students are required to read the weekly assigned homework, regardless of the reading chosen for this assignment.

Assignment Two: Case Note Documentation (20%) – DUE OCT. 18, 2019

Description:

Assignment will be distributed in-class on October 11, 2019.

Assignment Three: Family Preservation Analysis (35%) – DUE NOV. 22, 2019

Description:

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? (1 page)
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? (1 page)
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? (1 page)
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 pages)

Papers should be 5 pages in length (12 font, double spaced, APA format), excluding references.

Assignment Four:

Midterm written self-evaluation (5%) – **in-class activity October 4, 2019**

Assignment Five:

Final evaluation interview(oral; 10%) – **in-class activity November 29, 2019**

UBC GRADING CRITERIA:

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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	73.5	
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.