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|  | <p>THE UNIVERSITY OF BRITISH COLUMBIA School of Social Work Course Outline - SOWK 572A - Child and Family Policy and Practice</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.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

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| Year/Term | 2019 Fall Term 1 |
| Course Title | SOWK 572A (001): Child and Family Policy and Practice |
| Credit Value | 3 |
| Course Schedule | Thursday s, 9am – 12pm |
| Course Location | Jack Bell Building, Room 222 |

| Instructor | Office Location | Office Phone | e-mail address |
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| Dr. Barbara Lee | Room 339 | 604-822-9647 | b.lee@ubc.ca |
| Office Hours | Thursdays, 1 – 2pm | | |

COURSE DESCRIPTION:

This is a graduate course focused on child and family policy and practice, with the aim of helping students to develop a social justice framework consistent with the theory, values and skills of child and family social work. The course will critically examine a range of contemporary social policy and practice issues that affect the lives of children and young people, their caregivers, and their communities. The course emphasizes evidence-based social work and critical thinking to determine what policies and practices are best suited to address the needs of children and families in communities. Thus, the main goal of the course is to provide a foundation for child and family policy and practice within a social justice framework, by examining a range of issues pertinent to social work with children and families. Because the course is at the graduate level, and students are likely to be employed 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 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 views in an effective manner.

LEARNING OUTCOMES:

By the end of this course, students will be able to:

- Critically analyze international, national, and provincial policies and practices related to children and families from a social justice perspective.
 - Assess the values, assumptions, and impact of select child and family policy and practices.
 - Articulate their positionality on select child and family policy and practices, and also argue the oppositional position.
 - Engage in advocacy efforts to influence public policy makers on key decisions and issues pertaining to the betterment of children and families.
 - Present and facilitate dynamic discussions on various theories, research, and current policy and practice issues relating to children and families.
 - Critically analyze and reflect upon their practice competency in working with children and families.
 - Articulate their emergent social work practice framework with children and families.
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UNIVERSITY POLICIES:

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 on [the UBC Senate website](#).

“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.

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.

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.

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 course.

SUBMITTING ASSIGNMENTS:

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

RETURN OF MARKED STUDENT ASSIGNMENTS:

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

LATE ASSIGNMENTS:

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by one percentage point per day.

FORMAT OF THE COURSE:

This course is structured as a problem-based learning and participatory seminar. The course will include various teaching and learning modalities such as lectures, experiential workshops, group discussions and activities, and peer teaching. A unique format of the course is the use of standardized actors to simulate a child welfare scenario. Students will have the opportunity to reflect-in and on practice as they work with the standardized actor. A peer coaching model will be used to facilitate constructive feedback and dialogue in the simulation. A range of issues will be covered in the course. Divergent opinions, analyses and experiences related to child and family policy and practice will be discussed with openness and respect.

REQUIRED TEXTBOOK(S):

The required readings will be posted on UBC Canvas.

COURSE SCHEDULE:

Please note that there may need to be some flexibility in the scheduling of topics – depending on timetables of visitors and guest speakers. Students will be updated regularly.

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| SESSION 1: | September 5, 2019 |
| TOPIC: | Introduction to policies and practices with children and families. Conceptualizations of childhood and family. |
| READING: | Graham, M. J. (2016). The making of childhood in a post-modern age. In Palattiyil, G., Sidhva, D. & Chakrabarti, M. (Eds.), <i>Social work in a global context: Issues and challenges</i> (pp. 140-151), London: Routledge. Bishop-Josef S.J., & Dodgen D. (2013). Advocating for Children, Youth, and Families in the Policymaking Process. In Culp A. (Ed.), <i>Child and family</i> |

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| | <p><i>advocacy: Bridging the gaps between research, practice, and policy</i> (pp. 11-16). New York: Springer.</p> <p>Webb, N. B. (2011). Necessary Background for Helping Children. In <i>Social work practice with children</i>, (3rd ed, pp.). New York: Guilford Press.</p> |
| SESSION 2: | September 12, 2019 |
| TOPIC: | Contemporary policies and practices – Canadian perspectives |
| READING: | <p>Bala, N. (2011). Setting the context: Child welfare law in Canada. In Kufeldt, K. (Ed.) <i>Child welfare: Connecting research, policy and practice</i> (2nd ed, pp. 1-18). Waterloo, ON: Wilfred Laurier University Press.</p> <p>Ferguson, H. (2018). Making home visits: Creativity and the embodied practices of home visiting in social work and child protection. <i>Qualitative Social Work</i>, 17(1), 65-80. doi: 10.1177/1473325016656751</p> <p>Kruk, E. (2016). Child and family social work in Canada: Issues and challenges within a neo-liberal political context. In Palattiyil, G., Sidhva, D. & Chakrabarti, M. (Eds.), <i>Social work in a global context: Issues and challenges</i> (pp. 74-90), London: Routledge.</p> |
| SESSION 3: | September 19, 2019 |
| TOPIC: | Contemporary policies and practices – Comparison of international perspectives |
| READING: | <p>Gilbert, R., Fluke, J., O'Donnell, M., Gonzalez-Izquierdo, A., Brownwell, M., Guilliver, P., Janson, S., & Sidebotham, P. (2012). Child maltreatment: Variation in trends and policies in six developed countries. <i>The Lancet</i>, 379(9817), 758-772. doi: 10.1016/S0140-6736(11)61087-8</p> <p>Ronis, S. T., Slaunwhite, A. K. & Malcom, K. E. (2017). Comparing strategies for providing child and youth mental health care services in Canada, the United States, and the Netherlands. <i>Administration and Policy in Mental Health and Mental Health Services</i>, 44(6), 955-966. doi:10.1007/s10488-017-0808-z</p> <p>Phipps, S. Canadian policies for families with very young children in international perspective. In Kamerman S.B., Phipps S., Ben-Arieh A. (eds.), <i>From child welfare to child well-being: An international perspective on knowledge in the service of policy making</i> (Vol 1., pp. 309-338). Dordrecht: Springer.</p> |
| SESSION 4: | September 26, 2019 |
| TOPIC: | Childhood health and disAbility |
| READING: | <p>Badry, D. & Choate, P. W. (2015). Fetal Alcohol Spectrum Disorder: A disability in need of social work education, knowledge and practice. <i>Social Work and Social Sciences Review</i>, 17(3), 20-32. doi: 10.1921/12703170303</p> |

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| | <p>Halfon, N., Houtrow, A., Larson, K., & Newacheck, P. (2012). The changing landscape of disability in childhood. <i>The Future of Children</i>, 22(1), 13-42. doi: 10.2307/41475645</p> <p>MacDonald, N. E., & Finlay, J. C. (2013). Working with vaccine-hesitant parents. <i>Pediatric Child Health</i>, 18(5), 265-267. doi: 10.1093/pch/18.5.265</p> |
| SESSION 5: | October 3, 2019 |
| TOPIC: | Physical discipline and corporal punishment |
| READING: | <p>Durrant, J. E., Fallon, B., Lefebvre, R., & Allan, K. (2017). Defining 'reasonable force': Does it advance child protection? <i>Child Abuse and Neglect</i>, 71, 32-43. doi:10.1016/j.chiabu.2017.02.018</p> <p>Ferguson, C. J. (2013). Spanking, corporal punishment and negative long-term outcomes: A meta-analytic review of longitudinal studies. <i>Clinical Psychological Review</i>, 33(1). 196-208. doi: 10.1016/j.cpr.2012.11.002</p> <p>Watkinson, A. M. (2006). Supreme Court of Canada stands behind corporal punishment – sort of ... <i>International Social Work</i>, 49(4), 531-536. doi: 10.1177/0020872806065329</p> |
| SESSION 6: | October 10, 2019 |
| TOPIC: | Poverty and homelessness |
| READING: | <p>Frankel, H. & Frankel, S. (2007). Family therapy, family practice, and child and family poverty: Historical perspectives and recent developments. <i>Journal of Family Social Work</i>, 10(4), 43-80. doi: 10.1300/J039v10n04_03</p> <p>Murphy C. M., Bassuk E. L., Coupe N., & Beach C. A. (2013) Strategies for ending homelessness among children and families. In Culp A. (Ed.), <i>Child and family advocacy: Bridging the gaps between research, practice, and policy</i> (pp. 73-90). New York: Springer.</p> <p>Silver, J. (2009). Complex poverty and home-grown solutions in two prairie cities. In McKay, S., Fuchs, D., & Brown, I. (Eds.), <i>Passion for action in child and family services: Voices from the prairies</i> (pp. 227-246). Regina, SK: Canadian Plains Research Centre.</p> |
| SESSION 7: | October 17, 2019 Assignment Due: Child and family policy critique and advocacy |
| TOPIC: | Education and school social work |
| READING: | <p>Altshuler, S. J. (2003). From barriers to successful collaboration: Public schools and child welfare working together. <i>Social Work</i>, 48(1), 52-63. doi: 10.2307/23718797</p> |

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| | <p>Gheradi, S. A. (2017). Policy windows in school social work: History, practice implications and new directions. <i>School Social Work Journal</i>, 42(1), 37-54.</p> <p>Semanchin Jones, A., Bowen, E., & Ball, A. (2018). "School definitely failed me, the system failed me": Identifying opportunities to impact educational outcomes for homeless and child welfare-involved youth. <i>Children and Youth Services Review</i>, 91, 66-76. doi: 10.1016/j.childyouth.2018.05.032</p> |
| SESSION 8: | October 24, 2019 |
| TOPIC: | Children in care, Aging out of care Workshop by: Adoptive Families Association of BC |
| READING: | <p>Courtney, M. E., & Hook, J. L. (2017). The potential educational benefits of extending foster care to young adults: Findings from a natural experiment. <i>Children and Youth Services Review</i>, 72, 124-132. doi: 10.1016/j.childyouth.2016.09.030</p> <p>Goldstein, A. L., Faulkner, B., & Wekerle, C. (2013). The relationship between internal resilience, smoking, alcohol use, and depression symptoms in emerging adults transitioning out of child welfare. <i>Child Abuse and Neglect</i>, 37(1), 22-32. doi: 10.1016/j.chiabu.2012.08.007</p> <p>Mann-Feder, V. (2011). Aging out of care and the transition to adulthood: Implications for intervention. In Kufeldt, K. (Ed.), <i>Child Welfare: Connecting research, policy and practice</i> (2nd ed, pp. 267-279). Waterloo, ON: Wilfred Laurier University Press.</p> |
| SESSION 9: | October 31, 2019 Activity: In-class simulation |
| TOPIC: | Child welfare practice |
| READING: | <p>Shulman, L. (2015). The phases of work. In <i>Social work practice in child welfare: The interactional model</i> (pp.). Washington, DC: NASW Press.</p> <p>Shulman, L. (2015). Child protection and the investigation process. In <i>Social work practice in child welfare: The interactional model</i> (pp.). Washington, DC: NASW Press.</p> <p>Webb, N. B. (2011). Biopsychosocial Assessment of the Child. In <i>Social work practice with children</i>, (3rd ed, pp.). New York: Guilford Press.</p> |
| SESSION 10: | November 7, 2019 |
| TOPIC: | Child welfare with Aboriginal communities |
| READING: | Holyk, T., & Harder, H. G. (2016). Aboriginal child welfare in British Columbia and unequal power relations: A critical discourse analysis. <i>Canadian Review of Social Policy</i> , 74, 82-108. |

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| | <p>Sinha, V., & Kozlowski, A. (2013). The structure of aboriginal child welfare in Canada. <i>International Indigenous Policy Journal</i>, 4(2), Retrieved from: http://ir.lib.uwo.ca/iipj/vol4/iss2/2</p> <p>Representative for Children and Youth. (2017). <i>Delegated Aboriginal Agencies: How resourcing affects service delivery</i>. Retrieved from: https://www.rcybc.ca/sites/default/files/documents/pdf/reports_publications/rcy-daa-2017.pdf</p> |
| SESSION 11: | <p>November 14, 2019 Assignment Due: Simulation and practice reflection / Video critical analysis</p> |
| TOPIC: | Children's mental health |
| READING: | <p>Afifi, T. O., MacMillan, H. L., & Taillieu, T. (2016). Individual- and relationship-level factors related to better mental health outcomes following child abuse: Results from a nationally representative Canadian sample. <i>The Canadian Journal of Psychiatry</i>, 61(12), 776-788. doi: 10.1177/0706743716651832</p> <p>Peterson-Badali, M., McCormick, S., Vitopoulos, N., Davis, K., Haqanee, Z., & Skilling, T. A. (2015). Mental health in the context of Canada's youth justice system. <i>Canadian Criminal Law Review</i>, 19(1), 5-20.</p> <p>Waddell C, Schwartz C, Andres C, et al. (2018). Fifty years of preventing and treating childhood behaviour disorders: A systematic review to inform policy and practice. <i>Evidence-Based Mental Health</i>, 21(2), 45-52. doi: 10.1136/eb-2017-102862</p> |
| SESSION 12: | November 21, 2019 |
| TOPIC: | Youth criminal justice |
| READING: | <p>Cesarioni, C. Grol, C., & Fredericks, K. (2018). Overrepresentation of indigenous youth in Canada's criminal justice system: Perspectives of indigenous young people. <i>Australian and New Zealand Journal of Criminology</i>. doi: 10.1177/0004865818778746</p> <p>Corrado, R. R., Markwart, A., Gronsdahl, K., & Kimmitt, A. (2016). The YCJA in British Columbia. In <i>Implementing and working with the Youth Criminal Justice Act across Canada</i> (pp. 64-85). Toronto, ON: University of Toronto Press.</p> <p>Laurier, C., Helie, S., Pineau-Willeneuve, C., & Royer, M. (2016). From maltreatment to delinquency: Service trajectories after a first intervention of child protection services. <i>Journal of Public Child Welfare</i>, 10(4), 391-413. doi: 10.1080/15548732.2016.1209147</p> |
| SESSION 13: | <p>November 28, 2019 Assignment Due (December 5): Social work policy and practice framework with children and families</p> |

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| TOPIC: | Course review |
| READING: | - |

ASSIGNMENTS:

1. Child and family policy critique and advocacy

Due: Thursday October 17, 2019, by 8:59am.

Format: 10-13 pages, APA, double spaced, excluding references.

Value: 30% of final mark

Evaluation Criteria: Rubric will be available on Canvas

The purpose of the assignment is to critically analyze a social policy as it relates to children and families and develop a plan to influence policy for positive social change.

Part 1: Op-ed or advocacy letter

Students are to select and research a topic/policy of interest. (This is not a research paper. The research is to contribute to an informed, multifaceted understanding and position to the topic/policy). Based upon your research, write an op-ed for a newspaper or an advocacy letter for a public policy maker to influence policy change. (4-5 pages)

Part 2: Advocacy plan

Develop a multi-prong plan for how you would advance your advocacy efforts. Detail the intended audience, the method/platform for the advocacy, the desired outcome, and indicators of how you would know the advocacy efforts were successful. (2-3 pages)

Part 3: Reflection on your positionality

Provide a brief overview of the topic/policy with children and families. Locate yourself in relation to the topic/policy of interest. Why did you choose the particular topic/policy for advocacy? What is your positionality and what are the opposition's critique? What are the strengths and limitations of your advocacy plan? What are some barriers in implementing the advocacy efforts and how would you overcome those challenges? (4-5 pages)

For the assignment, you are not required to implement your project, but if the opportunity arises, you are encouraged to pursue it independently outside of the course requirements.

2. Simulation and practice reflection / Video critical analysis

Due: Thursday November 14, 2019, by 8:59am.

Format: Max. 8 pages, APA, double spaced, excluding references.

Value: 20% of final mark

Evaluation Criteria: Rubric will be available on Canvas

Students will have the option of participating in a simulation session and reflective assignment OR completing a video critical analysis assignment. Both options are worth 20% of your final mark in the course.

Option A: Simulation session and reflective assignment

The simulation session and reflective assignment is a unique opportunity that is available due to Dr. Barbara Lee's program of research in the 2019/20 academic year. Your participation is voluntary. As part of the in-class simulation session, you will be a child welfare worker conducting a simulated interview with a standardized actor portraying a client/case scenario. (More information is available in the procedures section of the study information letter). The assignment is to analyze and reflect upon your simulated practice session.

Option B: Video critical analysis

Students who do not wish to participate as an interviewer/child welfare worker in the simulated session have the option of selecting a video of their choice that depicts a child and family situation which can benefit from social worker involvement. The assignment is to identify the key presenting issues for the client/family and develop an intervention plan to address the concern.

For both assignments, use A Model of Holistic Competency in Social Work to guide your critical reflection/analysis.

- What are the **organizational and community context** of your involvement with the client/family?
- What are the **professional contexts**/ethical standards that governs your practice?
- What **knowledge** (theoretical, empirical, tacit) was drawn upon during your practice with the client/family?
- What **judgements** (assumptions, critical thinking, decision making) were a part of your work with the client/family?
- What **self-regulation** processes were involved in the direct practice with the client/family? (e.g., what were your emotions during the interview? How did you manage those emotions? What self-awareness insights did you have upon your own position as it relates to the client/family?)
- What practice **skill** did you utilize with the client (e.g., forensic interviewing techniques, strengths-based approach, solution-focus, motivational interviewing).

3. Presentations

Due: Weeks 4-12 (except weeks 8 & 9)

Value: 20% of final mark

Evaluation Criteria: Rubric will be available on Canvas

Students are to sign-up for one of the topics from weeks 4 to 12 (except weeks 8 & 9) in the course and conduct a 45-minute presentation and 15-minute discussion. The presentations will include, but is not limited to the required readings assigned for the week. Students will be expected to explore the theories, research, and current policy and practice issues relating to the topic. The presentation will include various perspectives and debates on the policy and practice with children and families. You may use any form of teaching method (e.g., power-point, prezi, videos, handouts, experiential activities).

4. Social work policy and practice framework with children and families

Due: Thursday December 5, 2019, by 8:59am.

Format: Max. 10 pages, APA, double spaced, excluding references.

Value: 30% of final mark

Evaluation Criteria: Rubric will be available on Canvas

Students are to articulate their emergent practice framework for working with children and families. Students are to engage in an in-depth exploration and discussion of the theories, empirical research, professional ethics, and personal values and beliefs that contribute to their practice framework. Students are to discuss how their practice framework would operationalize in the field, including an exploration of possible barriers and needed supports for implementation of the practice framework.

UBC GRADING CRITERIA:

| 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. |