



School of Social Work

THE UNIVERSITY OF BRITISH COLUMBIA

Course Number: SW 422 - 001 - Fall 2020
Course Name: **Policy and Practice in Child Welfare**
Course Time: Fridays: 13:00 - 16:00 (1-4)
Course Location: via UBC Canvas
Instructor Name: H. Monty Montgomery
Office Location: Room 239 - 2080 West Mall
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Office hours: on-line via Zoom Tuesdays 10:30 - 11:30 (or by appointment)

COURSE DESCRIPTION:

[SOWK 442] covers the statutory bases and practices associated with the continuum of child welfare services from prevention through permanency planning.

prerequisite: SOWK 441 or another course in child development.

University of British Columbia Calendar

COURSE OBJECTIVES:

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

- demonstrate basic knowledge of the major historical, ideological, legal and professional themes that inform child welfare policy and practice;
- identify and apply conceptual frameworks to the examination of factors that may impact the developmental progress of children, including various forms of abuse and neglect;
- 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;
- think critically about child welfare policy and practice, specifically in relation to oneself as a social work professional who will be working directly or indirectly in the field of child welfare at the individual, family and community levels.

The objectives will be met by using a combination of seminars, audio-visual presentations, group discussions and guest speakers.

REQUIRED TEXTS:

Oliver, C. (2017). *Strengths-based child protection: Firm, fair, and friendly*. Toronto, ON: University of Toronto Press. (e-book available on-line through UBC Libraries)

SUPPLEMENTAL READINGS:

Montgomery, H., Fuchs, D., Kikulwe, D. & Badry, D. (2016). *Transforming child welfare: Interdisciplinary practices, field education, and research*. Regina, SK. University of Regina Press.

Badry, D, Montgomery, H., Kikulwe, D., Bennett, M. & Fuchs, D. (2018). *Imagining child welfare in the spirit of reconciliation*. Regina, SK: URegina Press.

A selection of readings related to various aspects of the course will be made available for download on the SOWK 422 UBC Canvas website.

COURSE REQUIREMENTS:

Students are required to attend all classes, complete all assignments on time, do all required readings prior to class, and participate in class discussions and activities.

Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses, and are expected to abide by all University of British Columbia regulations regarding Academic Misconduct. (See: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>).

Students requesting Accomodation:

The University accommodates students with disabilities who have registered with the University of British Columbia Centre for Accessibility (see: <https://students.ubc.ca/about-student-services/centre-for-accessibility>).

Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact the Centre for Accessibility no later than the first week of class. The School of Social Work will also accommodate religious observance, and students are expected to inform their instructor of any accomodations that may be requested.

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.

ASSIGNMENTS:

All assignments will be evaluated based on your ability to understand the concepts under study and to analyse, critique and apply those concepts to real or hypothesized situations.

Assignments must be written in a professional (i.e., clear, concise, and connected) style. Format, layout, and language (spelling, grammar, punctuation, etc.) will be evaluated. It is

expected that (unless otherwise stated) all papers will meet current American Psychological Association (APA) standards.

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.

Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty.

Late Assignments:

All assignments must be completed by the assigned date. Late assignments will only be accepted in case of an emergency. Please contact me BEFORE the date of the assignment and a new date may be negotiated at the discretion of the professor.

Reassessment of Grades:

Please refer to the University of British Columbia Undergraduate Calendar for the University regulations regarding the viewing of marked work and the reassessment of grades. (See: <http://www.calendar.ubc.ca/vancouver/?tree=3,41,93,0>)

ATTENDANCE:

Please make note of the attendance policy in the 2020-21 University of British Columbia Vancouver Undergraduate Calendar as well as other academic regulations. (See: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,36,0,0>)

Freedom from Harassment:

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](#).

GRADED COURSE ACTIVITIES:

Assignment 1: Weekly discussion groupwork

Grade: 20% of total grade
Due date: Wednesday (23:55pm) - September 16 - December 03
Length: 2 meaningful postings/Unit (i.e., more than 140 characters each)

The purpose of this assignment is to create a forum that brings individuals together to share ideas and thoughts about the child welfare policy and practice.

For this assignment, you are to participate as a member of a small group (6-8 people) in discussing your reactions to and analysis of the readings, in-class discussions and resources that will occur each week during the course of this semester.

Each week, following the real-time lecturette, at least 45 minutes of class time will be set aside for members of small groups to meet in virtual break out rooms. At the outset of each breakout session, the instructor will pose a question related to the weekly topic to your group. As group members, you can either discuss some possible responses to the question being posed, or enter into a broader discussion on the topic for the week. Following the conclusion of the breakout session - after you log-off - you are asked to engage in an asynchronous discussion related to this topic.

Your task for the discussion forum is to thoughtfully comment on the issues discussed in class that week (both the lecturette portion and the breakout session). Sometime following the end of the lecturette portion of each class, your first task is to create one (1) meaningful commentary that describes your initial reactions on the content of that week's class. You will then post comments to your small group discussion forum. You will not be able to see anyone else's postings until you have made your initial posting.

After having made your initial posting for the Unit, you are to periodically log back into your small group and can read the commentaries posted by your groupmates. Having read several others' commentaries, you should enter into a conversation with your peers by making at least one more (total of 2 at a minimum) meaningful postings per Unit.

You are expected to draw upon course readings, your own experience and the ideas presented by other group members to engage in a respectful dialogue. As a conversation, it is important that your comments be presented as responses to the postings of others when appropriate, as opposed to always taking a stand-alone position.

In other words:

- In the Unit 2 - 12 discussion groups on the SOWK442 Canvas site small group discussion forum make one initial posting based on your preliminary thoughts on the question posed.
- After you have made your initial posting and have read other students' postings, begin to engage in an online discussion about the identified topic.
- Please make at least two postings per Unit. The first posting should be a general response to the question and subsequent postings should take into account what other individuals are saying in your on-line discussion group.
- All postings for each Unit are to be completed by 11:55 pm on the Wednesday following the Friday class of the previous week. After that time, the discussion board will be closed to any new comments.
- Please ensure that your postings are respectful and considerate.

Although you shouldn't go overboard with each Unit's conversations, you can carry on the conversation as long as you like - however, please keep in mind the following points :

- more isn't necessarily better,
- it isn't a competition,

- many of your peers will be taking other courses, working, or taking care of family responsibilities, etc., so they might not be able to contribute as much, as frequently, or as quickly as you might hope for.

Your answers to the specified questions will not be graded - these are intended to initiate a conversation only; neither you nor your group will be assessed on how fulsome your response to the question was.

Because this assignment follows an asynchronous format, there is no requirement that you log onto the SOWK442 Canvas site at any preset time during a week - you can log-in to Canvas at any time, from any location and with any device.

Assignment 1 Grading Criteria:

- Ability to respond in a thoughtful way to the social policy issues associated in the learning artefact.
- Ability to engage in an on-line conversation with other students.
- Ability to integrate information from the weekly readings and personal experience into the discussion.
- Ability to demonstrate descriptive commentary and critical analysis skills.

Note - Each small group posting will not be graded separately; instead you will receive a cumulative grade for the totality of small group postings you made over the semester at the end of the course. Although this assignment involves a group process, your participation will be graded based only on your personal contributions to the group, as opposed to a group mark being assigned. Your mark for this assignment will be sent to you at the end of the course.

Assignment 2: Child Welfare Analysis and Planning

Grade: 30% of total grade
Due date: November 11 (23:55)
Length: 6-8 pages (not including title page).

For this assignment, you are asked to analyse and document a child welfare case practice scenario. Drawing upon the theories, practice frameworks and legislative parameters introduced in the course materials and lecturates, you are to produce a 6-8 page report that details the various factors related to the well-being and safety of children and families.

Your review is expected to significantly address the following criteria:

Initial assessment process:

- Articulate your initial thoughts on this report;
- Determine what (if any) legal jurisdiction you could draw upon to address the factors listed (i.e., do the concerns detailed warrant a Child Welfare response? what section(s) legislation will you draw upon to provide services);
- Identify the risks needing to be evaluated in this case;
- Enumerate the strengths you identify for the individuals/family;
- List the collateral contacts you would engage when assessing the presenting issue.
- Identify the next steps to be taken.

Comprehensive Assessment process:

- Detail what considerations you would make in anticipation of completing the initial contact with the parent(s) in this case.
- How would you engage this family into a collaborative working relationship?
- What is your assessment of the children based on the interviews and information thus far?
- Are there child welfare concerns present in this family? If so detail your assessment of the child welfare concerns present.
- From an anti-oppressive perspective, what oppressive factors (personal, structural, cultural) might exist in the family?
- From a personal perspective, critically reflect on how your values, culture, gender, race and other areas of diversity interact with how you view this family.
- Identify the support services that may be utilized to facilitate this family being able to safely remain together.
- Are there different developmental needs of the children that require consideration?
- Complete a genogram and based on the available information.

Planning and goal setting:

- Develop SMART goals that address the presenting child welfare concerns.
- Address the relevant risks identified in the assessment and use the family's/child's strengths and resources when determining tasks for achieving the goals.
- Identify practitioner and client strategies and time frames for completion of tasks outlined for each goal.
- Determine with the family how to evaluate whether goals and tasks have been achieved

Assignment 2 Grading Criteria:

- Ability to articulate a coherent practice approach and plan to address the initial presenting issues and any on-going matters that require attention;
- Ability to articulate the sociological factors that may influence a workers' judgement with respect to the identified issues and proposed solutions;
- Ability to demonstrate self-reflection and critical analysis skills with respect to the dynamics and factors as presented;
- Ability to present important information in a concise, substantive and respectful manner.

Note - This assignment is more of a report than an academic paper. Minimal citations from the literature are anticipated.

Assignment 3 – Child Welfare Policy Reform Paper

Grade: 40% of total grade
Due date: Monday December 07 (11:55 am)
Length: 8 - 10 pages.

The purpose of this assignment is to provide you with the opportunity to articulate objective(s) for child welfare reform that demonstrate your grasp of the course concepts and their application to child welfare policy and practice.

In this assignment, you are asked to present your own agenda for policy reform in child welfare. In your readings and discussions you likely encountered policy reforms that made real sense to you and that seemed like important ones for implementation. This is your opportunity to articulate these suggestions. You should relate your agenda to the concept of Anti-oppressive policy, including stating what this means for you, or, if you choose, critiquing the concept and its application.

In a paper not to exceed 2400 words, identify several potential reforms that you think are most salient to child welfare. Approximately 2 -3 reforms will be all that you can reasonably discuss in a paper of this length.

- First, identify and outline each of the key policy reforms that you propose.
- Second, argue why you think each one is vital to making improvements in child welfare.
- Third, state the relationship you see between the reform and Anti-Oppressive Practice.
- Finally, describe how these proposed reforms could be implemented.

In suggesting policy reforms for this paper, it is not important that you write them in policy language or nest them into existing legislation. Simply state the decisions that you think should occur and why. You may wish to suggest some far reaching policy changes, and some that could be implemented more immediately. However incomplete your agenda may be, choose only those proposals that you think are most important.

Grading Criteria

- Ability to comprehend the sociological and legislative context(s) within which child welfare occurs.
- Ability to think critically, take a position on issues, and defend your position.
- Ability to integrate practical (e.g, economics, human resources) and theoretical (e.g., feminist, anti-racist, anti-poverty) implications associated with policy reform.
- Quality of the expression and writing

Note - this is a 4th year course. Clearly written and presented material in a polished form, without spelling or grammatical errors is anticipated. All citations are to be made in APA format.

Assignment 4 - Attendance and Participation - 10% of total grade

Students are expected to attend class regularly and to participate in discussions and obtain lecture material.

Please inform me if it is absolutely necessary for you to be absent from class. Attendance and class participation will be considered in assigning the final grade. Students can lose up to 2% for each class missed.

COURSE SCHEDULE:

Week	Topic	Type/Unit
Sept 11	Unit 1 - Welcome and Introductions J. Gillespie. Forms and Strategies for Integrated Working in Child Welfare (Ch. 2, pp. 27-42). In Montgomery, H., Fuchs, D., Kikulwe, D. & Badry, D. (2016). <i>Transforming child welfare: Interdisciplinary practices, field education, and research</i> . Regina, SK: URegina Press.	
	<i>Personal introduction posting due Sept 16</i>	
Sept 18	Child Welfare Histories and Theory Unit 2 readings available on Canvas	Lecturette (1)
	<i>Assignment 1 starts</i>	<i>On-Line forum</i>
Sept 25	Child Welfare Functions - Stewardship Unit 3 readings available on Canvas	Lecturette (2)
		<i>On-Line forum</i>
Oct 02	Child Welfare Functions - Prevention Unit 4 readings available on Canvas	Lecturette (3)
		<i>On-Line forum</i>
Oct 09	Child Welfare Functions - Protection Unit 5 readings available on Canvas	Lecturette (4)
		<i>On-Line forum</i>
Oct 16	Legislation, Regulations and Court Unit 6 readings available on Canvas	Lecturette (5)
		<i>On-Line forum</i>
Oct 23	Recognizing Abuse and Neglect Unit 7 readings available on Canvas	Lecturette (6)
		<i>On-Line Forum</i>
Oct 30	Risk Assessment & Safety Planning Unit 8 readings available on Canvas	Lecturette (7)
		<i>On-Line forum</i>

Nov 06	Documentation and Supervision Unit 9 readings available on Canvas	Lecturette (8)
	<i>Assignment 2 due Wednesday Nov 11 (Remembrance Day)</i>	On-line Forum
Nov 13	Child Welfare Functions - Guardianship Unit 10 readings available on Canvas	Lecturette (9)
		On-line Forum
Nov 20	Out of Home Care Unit 11 readings available on Canvas	Lecturette (10)
		On-Line forum
Nov 27	Authentic Youth Engagement Unit 12 readings available on Canvas	Lecturette (11)
		On-Line forum
Dec 04	Newcomer and Indigenous Communities Unit 13 readings available on Canvas	Lecturette (12)
	<i>Assignment 3 due Monday December 07</i>	

PLAGIARISM

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students may find useful information on avoiding plagiarism and on correct documentation at: <https://learningcommons.ubc.ca/resource-guides/understand-academic-integrity/>.

FREEDOM OF EXPRESSION

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian

governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies.

If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom).

Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

UBC GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	Indicator
A+	90-100	95	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Failing work. • Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.