

School of Social Work

Course Outline

SOWK 442

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the [xʷməθkʷəy̓əm](#) (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Arts

arts.ubc.ca

UBC COVID-19 Protocols for in-class learning

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

If you are sick, it is important that you stay home.

If you miss class because of illness:

- Ask someone to share their notes if I am lecturing. But in the case of discussions about readings, we will endeavour to record conversations for you to access later through Canvas.
- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

If I (the instructor) am feeling ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time

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.

Course Info

Year/Term	Term 1, Winter 2021-22, September 10–December 3, 2021
Course Title	SOWK 442: Policy and Practice in Child Welfare
Credit Value	3 credits
Course Schedule	Fridays, 1–4pm
Course Location	PCN 1001

Instructor	Office Location	Office Phone	Email Address	Office Hours
Richard Sullivan	133		richard.sullivan@ubc.ca	By email appointment with the instructor

Prerequisite and/or Corequisite

Corequisite is SOWK 441.

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 aboriginal contexts.

Course Structure and Learning Activities

Format of the course: Lecture, guest speakers, audio-visuals, group discussion.

Learning Outcomes

1. Students will acquire a basic understanding of the major historical, ideological, legal and professional themes that inform child welfare policy and practice.
2. Students will be able to 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 be able to 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.

Required Textbook(s) and Learning Materials

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)

Recommended Texts

For those planning a career in child welfare, these are recommended for building your personal library. They are also handy references for a closer look at many of the issues covered in the course.

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: University of Regina Press.

Walmsley, C. (2005). *Protecting Aboriginal children*. Vancouver: UBC Press.

Bala, N., Kim Zapf, M., Williams, R.J., Vogl, R., & Hornick, J.P. (Eds.) (2004). *Canadian child welfare law* (2nd Ed.). Toronto: Thompson Educational Publishing Inc.

Pecora, P., Whitaker, J., Maluccio, A., & Barth, R. (2007) *The child welfare challenge*. New Brunswick, USA. Aldine Transaction Press.

Lindsey, D., & Shlonsky, A. (2008). *Child welfare research: Advances for practice and policy*. Toronto: Oxford University Press.

Haskins, R., Wulczyn, F., & Bruce Webb, M. (2007). *Child protection: Using research to improve policy & practice*. Washington, D.C.: Brookings Institution Press.

Crosson-Tower, C. (2002) *Understanding child abuse and neglect* (5th Ed.). Boston, MA: Allyn & Bacon.

Assessment of Learning

Assignment 1: Ethical decision-making, early childhood (25%)

Assignment 2: Evaluation of reading (25%)

Assignment 3: A three part detailed case scenario:

Application of the act to a case, decision-making (30%)

New information, recommendations (10%)

Evaluation of final decision (10%)

Course Schedule

Session 1:	September 10, 2021
Topic:	<p>The Continuum of Care from Prevention to Permanency Planning</p> <p>The author of the reading for this week will be here for the first two weeks and will introduce you to strengths-based practice along the continuum of care. Please read her book in advance of these sessions. You will draw on this perspective throughout the course.</p>
Reading:	<p>Pre-reading: Chapter 1. Oliver, C. (2017) <i>Strengths-based child protection: Firm, fair and friendly</i>. Toronto, ON: University of Toronto Press.</p> <p>We will review the continuum of child welfare services and the ways in which they are delivered in British Columbia. Addressing their historical and cultural context, we will consider the impact of recent legislation, specifically <i>An Act respecting First Nations, Inuit and Métis children, youth and families</i>. (available on line from gov.ca in downloadable pdf. 21 pages)</p> <p>https://laws.justice.gc.ca/eng/acts/F-11.73/index.html</p>
Session 2:	September 17, 2021
Topic:	<p>The Continuum of Care from Prevention to Permanency Planning</p> <p>The author of the reading for this week will be here for the first two weeks and will introduce you to strengths-based practice along the continuum of care. Please read her book in advance of these sessions. You will draw on this perspective throughout the course.</p>

Reading:	<p>Pre-reading: Chapters 2 and 3. Oliver, C. (2017) <i>Strengths-based child protection: Firm, fair and friendly</i>. Toronto, ON: University of Toronto Press.</p> <p>We will address fundamental tensions at the heart of child welfare social work (care/control, strengths/risks). We will consider strategies to navigate these tensions at both an individual and institutional level, including use of the “firm, fair and friendly” relational model.</p>
Session 3:	September 24, 2021 (Richard Sullivan returns)
Topic:	The Nature of Indigenous Child welfare in Canada: Politics, practice and ethics
Readings:	<p>V. Sinha & A. Kozlowski (2013) “The structure of aboriginal child welfare in Canada”. <i>The International Indigenous Policy Journal</i>. 4(2) Download at https://ojs.lib.uwo.ca/index.php/iipi/article/view/7405/6049</p> <p>Reducing the number of indigenous children in care. Government of Canada (2019)</p> <p>This references <i>An Act respecting First Nations, Inuit and Métis children, youth and families</i> from week 1 with an explanatory introduction to the Act and its intent. https://www.sac-isc.gc.ca/eng/1541187352297/1541187392851</p> <p>Sullivan, R., & Charles, G. (2010). Disproportionate representation and First Nations Child Welfare in Canada. <i>Research to Practice Network</i>. The Federation of Community Social Services of B.C. https://fcssbc.ca/sf-docs/r2p/sullivan_charles_disproportionate.pdf</p> <p>McAuliffe, D., & Chenoweth, L. (2008). leave no stone unturned: The inclusive model of ethical decision making. <i>Ethics and Social Welfare</i>, 2 (1), 38-49. Available via UBC e-journals http://dx.doi.org/10.1080/17496530801948739</p> <p>Recommended:</p> <p>BC Representative for Children & Youth (2017). <i>Delegated Aboriginal Agencies: How resourcing affects service delivery</i>. https://cwrp.ca/sites/default/files/publications/bc_daa_servicedelivery.pdf</p> <p>Kiskisik Awasisik: Remember the Children. Understanding the overrepresentation of First Nations Children In the Child Welfare System (2011) Assembly of First Nations https://cwrp.ca/sites/default/files/publications/FNCIS-2008_March2012_RevisedFinal.pdf</p> <p>Walmsley, C. (2005) <i>Protecting Aboriginal Children</i>. Vancouver: UBC Press. Introduction pp. 1-7; The Historical Context 8-18; The British Columbia Context 19-31</p> <p>McIntyre, E. (1993). The Historical Context of Child Welfare in Canada. In B. Wharf (Ed), <i>Rethinking Child Welfare in Canada</i> (pp 13-36). Toronto: McLelland & Stewart.</p>

	<p>Fein, E., & Maluccio, A. (1992). Permanency planning: Another remedy in jeopardy. <i>Social Service Review</i>, 66, 335-348.</p> <p>Cameron, G. et al. (2007). Positive possibilities for child and family welfare: Expanding the Anglo-American child protection paradigm. In G. Cameron, N. Coady & G. Adams (Eds.) <i>Moving toward positive systems of child & family welfare</i> (pp. 1-77). Waterloo ON: Wilfred Laurier University Press.</p> <p>Pecora, P., Whitaker, J., Maluccio, A., & Barth, R. (2007) <i>The child welfare challenge</i>. New Brunswick, USA. Aldine Transaction Press. Ch. 14 "Organizational requisites for child welfare services" pp. 431- 457.</p> <p>Bala, N. (2004). Child welfare law in Canada: An introduction. In N. Bala et al. (Eds.), <i>Canadian Child Welfare Law</i> (pp. 1-26). Toronto: Thompson Educational Press.</p> <p>Sinclair, M. (2005). Aboriginal child welfare. In N. Bala et al. (Eds.), <i>Canadian Child Welfare Law</i> (pp. 201-244). Toronto: Thompson Educational Press.</p>
Session 4:	October 1, 2021
Topic:	Defining Child Maltreatment and Understanding its Effects
Readings:	<p>The BC Child, Family and Community Services Act</p> <p>See Section 4, Defining A Child's Best Interests & Section 13 Defining a Child's need for Protection</p> <p>https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96046_01</p> <p>Fox, S. E., Levitt, P., & Nelson III, C. A. (2010). How the Timing and Quality of Early Experiences Influence the Development of Brain Architecture. <i>Child Development</i>, 81(1), 28–40.</p> <p>http://europepmc.org/backend/ptpmcrender.fcgi?accid=PMC2846084&blobtype=pdf</p> <p>Font, S. A., & Berger, L. M. (2015). Child maltreatment and children's developmental trajectories in early to middle childhood. <i>Child development</i>, 86(2), 536-556.</p> <p>http://europepmc.org/backend/ptpmcrender.fcgi?accid=PMC4376662&blobtype=pdf</p> <p>A. Becker-Weidman (2009) Effects of early maltreatment on development. <i>Child Welfare</i>, 88, 137-161. (via library e-access)</p> <p>http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=9ef9cec7-aef3-4c46-aa7f-6f048441d61e%40pdc-v-sessmgr01</p> <p>Afifi, T. O., Mota, N. P., Dasiewicz, P., MacMillan, H. L., & Sareen, J. (2012). Physical punishment and mental disorders: results from a nationally representative US sample. <i>Pediatrics</i>, 130(2), 184-192.</p> <p>https://pediatrics.aappublications.org/content/130/2/184</p>

	<p>Jaffe, S., & Christian, C.W. (2014). The biological embedding of child abuse and neglect: Implications for policy and practice". <i>Social Policy Report</i>, 28, No. 1. Society for Research in Child Development (ubc library e-journals)</p> <p>https://srcd.onlinelibrary.wiley.com/doi/epdf/10.1002/j.2379-3988.2014.tb00078.x</p> <p>Font, S. A. (2017). Psychological, Economic and Physical Health Consequences of Child Maltreatment. In L. Dixon, D. F. Perkins, C. Hamilton-Giachritsis, & L. A. Craig (Eds.), <i>The Wiley Handbook of What Works in Child Maltreatment</i> (pp. 71–84). John Wiley & Sons, Ltd.</p> <p>https://doi.org/10.1002/9781118976111.ch5</p> <p>Recommended</p> <p>Vogl, R., & Bala, N. (2004). Initial involvement: Reporting abuse and protecting children. In N. Bala et al. (Eds.), <i>Canadian Child Welfare Law</i> (pp. 27-58). Toronto: Thompson Educational Press.</p> <p>Eckenrode, J., Izzo, C & Smith, E.G. (2007). Physical abuse and adolescent development. In R. Haskins, F. Wulczyn & M. Bruce Webb (Eds.) <i>Child Protection: Using Research to Improve Policy & Practice</i> (pp. 226-242). Brookings Institution Press. Washington, D.C.</p> <p>Ferrari, A.F. (2002). The Impact of Culture Upon Child Rearing Practices and Definition of Maltreatment. <i>Child Abuse & Neglect</i>, 26, 793-813.</p> <p>Korbin, J. E. (1980). The cultural context of child abuse and neglect. <i>Child Abuse & Neglect</i>, 4(1), 3-13.</p> <p>Durrant, J. (2001). Physical punishment & physical abuse. <i>Family Violence Prevention</i>, 8(3), 15, 17, 18, 28.</p> <p>Hildyard, K. L., & Wolfe, D. A. (2002). Child neglect: developmental issues and outcomes. <i>Child Abuse & Neglect</i>, 26(6-7), 679-695.</p>
Session 5:	October 8, 2021
Topic:	Domestic Violence and Emotional Maltreatment
Readings:	<p>Coohy, C. (2007). What criteria do child protective services investigators use to substantiate exposure to domestic violence? <i>Child welfare</i>, 86(4), 93-122.</p> <p>http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=70da5481-0451-4f80-9c17-ff93db1bcdf5%40sessionmgr4008</p> <p>Haight, W. L., Shim, W. S., Linn, L. M., & Swinford, L. (2007). mothers' strategies for protecting children from batterers: The perspectives of battered women involved in child protective services. <i>Child Welfare</i>, 86(4), 41-62.</p> <p>http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=70da5481-0451-4f80-9c17-ff93db1bcdf5%40sessionmgr4008</p> <p>Black, T., Trocmé, N., Fallon, B., & Maclaurin, B. (2008). The Canadian child welfare system response to exposure to domestic violence investigations. <i>Child Abuse & Neglect</i>, 32, 393–404.</p>

	<p>https://reader.elsevier.com/reader/sd/pii/S014521340800015X?token=39384A5FEA9797BF43682CF994E5973EFFC91EBAE7A8B5796CA2CE6D3D0B1FA3F08001B9677F2B1DA6F84ECAB4E72FC9&originRegion=us-east-1&originCreation=20210811231145</p> <p>Shepard, M., & Raschick, M. (1999). How child welfare workers assess and intervene around issues of domestic violence. <i>Child Maltreatment</i>, 4(2), 148-156.</p> <p>https://journals.sagepub.com/doi/pdf/10.1177/1077559599004002007</p> <p>Rivers, J. E., Maze, C. L., Hannah, S. A., & Lederman, C. S. (2007). domestic violence screening and service acceptance among adult victims in a dependency court setting. <i>Child Welfare</i>, 86(1), 123-144.</p> <p>http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=690c599f-afb8-4a88-a3f2-4857dfe12e4a%40sdc-v-sessmgr01</p> <p>Recommended:</p> <p>Avalos, C., Baibomcowai-Dell, L. et al. (2012). Working with First Nations, Inuit and Metis families who have experienced family violence: A practice guide for child welfare professionals. Available at http://www.oacas.org 168 pages inclusive of graphics, illustrations, tables, bibliography and appendices</p> <p>https://cwrp.ca/sites/default/files/publications/en/FN_Inuit_Metis_Families_Family_Violence.pdf</p> <p>Hazen, A.L., Connelly, C.D. et al. (2007). Intimate partner violence in the child welfare system: Findings from the national survey of child and adolescent well-being. In R. Haskins, F. Wulczyn & M. Bruce Webb (Eds.) <i>Child Protection: Using Research to Improve Policy & Practice</i> (pp. 44-61). Brookings Institution Press. Washington, D.C.</p>
Session 6:	October 15, 2021
Topic:	Substance Misuse
Readings:	<p>Austin, A.E, Berkoff, M.C., & Shanahan, M.E. (2020). Incidence of injury, maltreatment and developmental disorders among substance exposed infants. <i>Child Maltreatment</i>, 29(3), 282-290.</p> <p>https://journals.sagepub.com/doi/pdf/10.1177/1077559520930818</p> <p>Nathoo, T., Poole, N., Bryans, M., Dechief, L., Hardeman, S., Marcellus, L., ... & Taylor, M. (2013). Voices from the community: Developing effective community programs to support pregnant and early parenting women who use alcohol and other substances. <i>First Peoples Child & Family Review</i>, 8(1), 93-106.</p> <p>https://fpcfr.com/index.php/FPCFR/article/view/203/31</p> <p>Choate, P. W. (2013). Parents with Fetal Alcohol Spectrum Disorders in the child protection systems: Issues for parenting capacity assessments. <i>First Peoples Child & Family Review</i>, 8(1), 81-92.</p> <p>https://fpcfr.com/index.php/FPCFR/article/view/202</p>

	<p>Gregoire, K. A., & Schultz, D. J. (2001). Substance-abusing Child Welfare Parents: Treatment and Child Placement Outcomes. <i>Child Welfare</i>, 80(4), 433-452.</p> <p>http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=5b8cea20-49c0-492d-8c6a-35d61e088448%40sessionmgr4007</p> <p>Clark, H. W. (2001). Residential substance abuse treatment for pregnant and postpartum women and their children: Treatment and policy implications. <i>Child Welfare</i>, 80(2), 179-98.</p> <p>http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=827450ec-78bc-42c8-a9fb-64f4c2fce3af%40sdc-v-sessmgr01</p> <p>McNichol, T., & Tash, C. (2001). Parental substance abuse and the development of children in family foster care. <i>Child Welfare</i>, 80(2), 239-256.</p> <p>http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=827450ec-78bc-42c8-a9fb-64f4c2fce3af%40sdc-v-sessmgr01</p> <p>Recommended</p> <p>Libby, A., Orton, H. D., Barth, R. P., & Burns, B. J. (2007). Alcohol, drug, and mental health service need for caregivers and children involved with child welfare. In R. Haskins, F. Wulczyn & M. Bruce Webb (Eds.). <i>Child Protection: Using Research to Improve Policy & Practice</i> (pp. 107-119). Brookings Institution Press. Washington, D.C.</p>
Session 7:	October 22, 2021
Topic:	Prevention
Readings:	<p>Ney, T., Bortoletto, C., & Maloney, M. (2013). Strategies to revive traditional decision-making in the context of child protection in northern British Columbia. <i>First Peoples Child & Family Review</i>, 7(2), 60-72.</p> <p>https://www.erudit.org/en/journals/fpcfr/2013-v7-n2-fpcfr05243/1068841ar.pdf</p> <p>Bugental, D. B., Ellerson, P. C., Lin, E. K., Rainey, B., Kokotovic, A., & O'Hara, N. (2002). A cognitive approach to child abuse prevention. <i>Journal of Family Psychology</i>, 16(3), 243-258.</p> <p>https://www.erudit.org/en/journals/fpcfr/2013-v7-n2-fpcfr05243/1068841ar.pdf</p> <p>Armstrong, C., & Hill, M. (2001). Support services for vulnerable families with young children. <i>Child and Family Social Work</i>, 6(4), 351-358.</p> <p>https://onlinelibrary.wiley.com/doi/full/10.1046/j.1365-2206.2001.00221.x</p> <p>McCurdy, K., & Daro, D. (2001). Parent involvement in family support programs: An integrated theory. <i>Family Relations</i>, 50(2), 113-121.</p> <p>https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1741-3729.2001.00113.x</p> <p>Recommended</p> <p>Pecora, P., Whitaker, J., Maluccio, A., & Barth, R. (2007) The child welfare challenge. New Brunswick, USA. Aldine Transaction Press.</p>

	<p>Ch 8. "Family support and other preventive services related to child welfare" pp 229-261</p> <p>Ch 9. "Family-based and intensive family preservation services" pp 262-297</p> <p>Hurlburt, M. S., Barth, R. P., Leslie, L., Landsverk, J., & McCrae, J. (2007). Building on strengths: Current status and opportunities for improvement of parent training for families in child welfare. In R. Haskins, F. Wulczyn & M. Bruce Webb (Eds.). <i>Child Protection: Using Research to Improve Policy & Practice</i> (pp. 81-106). Brookings Institution Press. Washington, D.C.</p>
Session 8:	October 29, 2021
Topic:	Decision Making & the Assessment of Strengths, Problems and Risks in Child Welfare
Readings:	<p>Ji, D., & Sullivan, R. (2016). The manifest and latent functions of differential response in child welfare. <i>Research on Social Work Practice</i>, 26(6), 641-652. https://journals.sagepub.com/doi/10.1177/1049731515605185</p> <p>Munro, E. (1999). Common errors of reasoning in child protection work. <i>Child Abuse & Neglect</i>, 23(8), 745-758. https://reader.elsevier.com/reader/sd/pii/S0145213499000538?token=1155D5A103634DB5479833BE966E787A0FBFBDB9B5670182C31C9E96288A9C42B07BAAE6E423A69FFF8F1EEE1E1FC355&originRegion=us-east-1&originCreation=20210812051547</p> <p>Stoddart, J. K., Fallon, B., Trocmé, N., & Fluke, J. (2018). Substantiated Child Maltreatment: Which factors do workers focus on when making this critical decision?. <i>Children and Youth Services Review</i>, 87, 1-8. https://www.sciencedirect.com/science/article/pii/S0190740917307983</p> <p>Desmeules, G. (2007). A sacred family circle: A family group conferencing model. In I. Brown, F. Chaze, D. Fuchs et al. (Eds.), <i>Putting a human on child welfare: Voices from the Prairie</i> (pp. 161-188). Prairie Child Welfare Consortium/Centre of Excellence for Child Welfare. Download from cwrp.ca https://cwrp.ca/sites/default/files/publications/prairiebook/Chapter8.pdf</p>
Session 9:	November 5, 2021
Topic:	Decision-making continued
Readings:	<p>Johnson, M. A., Stone, S., Lou, C., Vu, C. M., Ling, J., Mizrahi, P., & Austin, M. J. (2008). Family assessment in child welfare services: Instrument comparisons. <i>Journal of Evidence-Based Social Work</i>, 5(1-2), 57-90. https://www.tandfonline.com/doi/pdf/10.1300/J394v05n01_03</p> <p>D'andrade, A., Austin, M. J., & Benton, A. (2008). Risk and safety assessment in child welfare: Instrument comparisons. <i>Journal of Evidence-Based Social Work</i>, 5(1-2), 31-56.</p>

	<p>https://www.tandfonline.com/doi/pdf/10.1300/J394v05n01_03</p> <p>Parton, N. (1998). Risk, Advanced Liberalism and Child Welfare: The Need to Rediscover Uncertainty and Ambiguity. <i>The British Journal of Social Work</i>, 5-27.</p> <p>https://academic.oup.com/bjsw/article/28/1/5/1608694?login=true</p> <p>Recommended:</p> <p>Lindsey, D., & Shlonsky, A. (2008). Child welfare research: Advances for practice and policy. Toronto: Oxford University Press.</p> <p>Ch 10. Eileen Gambrell "Decision making in child welfare: Constraints and potential" pp. 175-193</p> <p>Ch 11. Eileen Munro "Lessons form research on decision making" pp 194-200</p> <p>Ch 12. Judith Rycus "Assessing risk throughout the life of a child welfare case" pp 201-213</p> <p>Kirk, R. S., Kim, M. M., & Griffith, D. P. (2005). Advances in the reliability and validity of the North Carolina Family Assessment Scale. <i>Journal of Human Behavior in the Social Environment</i>, 11(3-4), 157-176.</p> <p>Shlonsky, A. (2007). Initial construction of an actuarial risk assessment measure using the National Survey of Child and Adolescent Well-Being. In R. Haskins, F. Wulczyn & M. Bruce Webb (Eds.). <i>Child Protection: Using Research to Improve Policy & Practice</i> (pp. 62-80). Brookings Institution Press. Washington, D.C.</p>
No class November 12, Reading Break	
Session 10:	November 19, 2021
Topic:	Family Practice & Family Preservation
Reading:	<p>Steinhauer, P. (1991). <i>The Least Detrimental Alternative</i>. Toronto: University of Toronto Press</p> <p>Chapter 2, Issues of attachment and separation: Mourning and loss in children (pp. 13-41)</p> <p>Chapter 5, Assessing for Parenting Capacity (pp. 77-109)</p> <p>Stein, T.J. (1981). <i>Social Work Practice in Child Welfare</i>. Englewood Cliffs, New Jersey: Prentice Hall, <i>Chapter 8: 'Case Planning'</i> pp. 212-250</p> <p>Kayser, J. A., & Lyon, M. A. (2000). Teaching Social Workers to Use Psychological Assessment Data. <i>Child welfare</i>, 79(2), 197-222.</p> <p>http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=871267e2-2725-4852-9aa8-9b46066cf7b7%40pdc-v-sessmgr03</p> <p>Pecora, P., Whitaker, J., Maluccio, A., & Barth, R. (2007) <i>The child welfare challenge</i>. New Brunswick, USA. Aldine Transaction Press.</p> <p>Ch 9, Family-based and intensive family preservation services, pp 262-297</p>

	<p>Lee, C. D., & Ayón, C. (2004). Is the client-worker relationship associated with better outcomes in mandated child abuse cases?. <i>Research on Social Work Practice, 14</i>(5), 351-357.</p> <p>https://journals.sagepub.com/doi/pdf/10.1177/1049731504265833</p> <p>Staudt, M., & Drake, B. (2002). Research on services to preserve maltreating families. <i>Children and Youth Services Review, 24</i>(9-10), 645-652.</p> <p>https://www.sciencedirect.com/journal/children-and-youth-services-review/vol/24/issue/9</p> <p>Crosson-Tower, C. (2002) <i>Understanding Child Abuse and Neglect</i> (5th Ed.). Boston: Allyn & Bacon</p> <p>Chapter 13, Treatment: Physical Abuse and Neglect, pp. 286-313</p> <p>Chapter 14, Treatment: Sexual Abuse, pp. 314-339</p> <p>Recommended:</p> <p>Laird, J. & Hartman, A. (1985). <i>A Handbook of Child Welfare</i>. New York: The Free Press</p> <p>Chapter 15, Working with the family in child welfare, pp. 360-396</p> <p>Walmsley, C. (2005). <i>Protecting Aboriginal children</i>. Vancouver: UBC Press</p> <p>Ch 4. A Description of Practice pp.31-46</p> <p>Ch 5. The Sociopolitical Practice Context. pp. 47-62</p> <p>Ch 6. Organizational Context of Practice. pp. 63-73</p> <p>Ch 7. The Community Context. pp. 74-82</p>
Session 11:	November 26, 2021
Topic:	Family Practice and Family Preservation continued
Reading:	<p>Pine, B. A., & Drachman, D. (2005). Effective child welfare practice with immigrant and refugee children and their families. <i>Child Welfare, 84</i>(5), 537-562.</p> <p>https://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=7765fbdf-6934-48ff-8cb7-dce1a21dfdf5%40sdc-v-sessmgr01</p> <p>Juby, C., & Rycraft, J. R. (2004). Family preservation strategies for families in poverty. <i>Families in Society, 85</i>(4), 581-587.</p> <p>https://journals.sagepub.com/doi/pdf/10.1177/104438940408500417</p> <p>Tambling, R. R., & Johnson, S. K. (2020). Personal, Familial, and Service-Related Predictors of Outcome in Intensive Family Preservation Services Treatment. <i>Journal of Social Service Research, 1</i>-9.</p> <p>https://www.tandfonline.com/doi/full/10.1080/01488376.2020.1861167?scroll=top&needAccess=true</p> <p>Cash, S. J., & Berry, M. (2003). The impact of family preservation services on child and family well-being. <i>Journal of Social Service Research, 29</i>(3), 1-26.</p> <p>https://www.tandfonline.com/doi/full/10.1080/01488376.2020.1861167</p>

	<p>Smith, M. K., & Brun, C. F. (2006). An Analysis of Selected Measures of Child Well-Being for Use at School-and Community-Based Family Resource Centers. <i>Child Welfare</i>, 85(6), 985-1010.</p> <p>https://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=7422894a-2f54-4ea8-8269-f738a9aed491%40pdc-v-sessmgr01</p>
Session 12:	December 3, 2021
Topic:	Foster Care, Kith and Kin, and Permanency Planning
Reading:	<p>Winokur, M., Holtan, A., & Valentine, D. (2009). Kinship care for the safety, permanency, and well-being of children removed from the home for maltreatment. <i>Cochrane database of systematic reviews</i>, 2009(1), CD006546-CD006546. Available at</p> <p>https://www.cochranelibrary.com/cdsr/doi/10.1002/14651858.CD006546.pub3/full</p> <p>Marquis, R. A., Leschied, A. W., Chiodo, D., & O'Neill, A. (2008). The Relationship of Child Neglect and Physical Maltreatment to Placement Outcomes and Behavioral Adjustment in Children in Foster Care: A Canadian Perspective. <i>Child Welfare</i>, 87(5), 5-25.</p> <p>http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=f7abc4a6-3a41-4bdf-ac05-1bac7083004c%40sessionmgr4008</p> <p>Filbert, K. M., & Flynn, R. J. (2010). Developmental and cultural assets and resilient outcomes in First Nations young people in care: An initial test of an explanatory model. <i>Children and Youth Services Review</i>, 32(4), 560-564.</p> <p>https://www.sciencedirect.com/science/article/pii/S0190740909003521</p> <p>Gosek, G., Wright, A., & Hiebert-Murphy, D. (2007). Supporting Aboriginal Children and Youth with Learning and Behavioural Disabilities in the Care of Aboriginal Child Welfare Agencies. <i>Putting a Human Face on Child Welfare: Voices from the Prairies</i>, 147-160. In I. Brown, F. Chaze, D. Fuchs et al. (Eds.), <i>Putting a human on child welfare: Voices from the Prairie</i> (pp. 147-160). Prairie Child Welfare Consortium/Centre of Excellence for Child Welfare. download from cwrp.ca</p> <p>Saint-Jacques, M. C., Cloutier, R., Pauze, R., Simard, M., Gagne, M. H., & Poulin, A. (2006). The Impact of Serial Transitions on Behavioral and Psychological Problems among Children in Child Protection Services. <i>Child Welfare</i>, 85(6), 941-964.</p> <p>http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=43c8aa5a-7f5e-4fa1-9517-e88b59a76731%40sessionmgr101</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> <p>https://www.proquest.com/docview/1758654851/C522FEB8D16F42B8PQ/4?accountid=14656</p> <p>Recommended:</p> <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</p>

- Canada. *First Peoples Child and Family Review*, 10(1): 7-18.
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 Chapter 3 The Child Protection Hearing pp. 59-110
 Chapter 4 Children in Care, pp. 111-138
 Chapter 11 Rules of Evidence and Preparing for Court, pp. 333-377,
 Chapter 12 Preparing Children for Testifying in Court, pp. 379-392
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- Chapter 15, Foster care as a therapeutic tool, pp. 340-349
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Steinhauer, P. (1991). *The Least Detrimental Alternative*, Toronto: University of Toronto Press,

Chapter 12, Permanency Planning, pp. 220-232.

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Courtney, M. E., Piliavin, I., Grogan-Kaylor, A., & Nesmith, A. (2001). Foster Youth Transitions to Adulthood: A Longitudinal View of Youth Leaving Care. *Child Welfare*, 80(6), 685-717.

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Ch. 8. Visions, Explanations, and Knowledge for Practice. pp 83-107

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Assignments

Submitting Assignments

All assignments are to be transmitted to the instructor as email attachments. They are to be Times Roman font level 12. 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

Assignments will be returned the way they came in – as email attachments.

Late assignments

Extensions will only be granted in advance of due dates and only for 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 two assignments worth 50% in total and a final three-part assignment worth 50%.

Student participation is expected. Unexcused tardiness and absenteeism are unprofessional and will result in overall grade reduction of a percentage point per instance from the final course grade.

Assignment 1:

The first assignment is on ethical decision making (25%). It will draw on your knowledge of child development and will require you to apply developmental considerations to ethical decision making in child welfare practice. It will be due on October 22. (5-7 pages). It will involve a child who is heading into her early school years with some developmental delays and behavioral problems and as social worker you must make a placement decision that addresses her interests within the constraints impinging on your choices. The case scenario will be distributed to you in week 3 (September 24).

Assignment 2:

The second assignment (25%) will be due after reading week on November 19. For this assignment you will select a problematic life circumstance covered in the course and select a reading that stood out to you because it either changed your mind or failed to do so. In other words, you may have had some understanding of the problem under consideration and this reading either contradicted or confirmed your suspicions about the effects of the problem on the developmental trajectory of children and youth. Since the first assignment dealt with early childhood, this one will focus on middle childhood or adolescence. If there is a problematic circumstance not addressed in the course material but that you want to explore, you may do so with the prior approval of the instructor. You should be advised however, that this will require additional reading since you will still be responsible for any material bearing on the final assignment. The objective of this second assignment is to promote your critical reasoning and to make you a skeptical consumer of research reports. Start by briefly explaining why you chose this particular research report. What is its relevance to your learning as a social worker at this stage of your professional development? Next, you must critique the chosen research report in terms of its credibility based on its methodology and analysis. Was the sample size adequate and representative? Were the measures used adequate to address the central question(s) of the research? Were the conclusions drawn supported by the evidence presented? Might alternative explanations derive from the same data? Finally, you must reflect on what it takes to change your mind. What do you accept as evidence, particularly when it is contrary to your previously held beliefs? Do you hold contrary findings to the same or higher standard of evidence? (5-7 pages)?

Assignment 3:

The third and final assignment will be distributed in three parts and is designed to assess not only your knowledge of the Act and related policies, but your flexibility and judgment in decision making. As happens in real life, the information for decision-making can change rapidly. For this reason, a detailed case scenario will be presented to you in week 10 (Nov. 19). In this scenario, an intake has been taken and some decisions in the case have already been set in motion. You may agree or disagree with decisions and you will set out the reasons for your agreement or disagreement. You will set out which sections of the Act apply to this case. You will indicate the evidence that applies to those sections and set out the recommendations you would make with respect to the application of the Act in this case. You may disagree with the decisions made so far and if so, you will set out your alternatives. This assignment is due in one week (Nov 26). (5-7 pages) (30%)

Part 2 will be distributed on November 26 and is due on the last class (Dec 3) Based on the new case information provided, would you revise your recommendations from part 1? If so, why or why not? What would your revisions be (if any)? (3-4 pgs) (10%)

Part 3 will be distributed at the last class. It will provide the outcome of the case. In consideration of the outcomes, you will evaluate your recommendations for the support of this family and the protection of these children as per your submissions in parts 1 & 2. You will assign yourself a grade and provide a brief justification for that grade. Don't pad your grade. If you do, I will override it. Professional learning means getting to know what we don't know. Honest self-knowledge is indicative of more promise than over-estimation. For this reason, you will be asked to set out your plan for continuing professional education (CPE) based on what this assignment has revealed to you about your learning needs. This CPE is an annual requirement for registered social workers and this exercise will give you experience in developing one. (2-4 pgs) 10%

School/Course Policies

Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

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. 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.

Other school policies can be accessed through the school of social work student handbook.

Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

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 at: <https://senate.ubc.ca/policies-resources-support-student-success>

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.

UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	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.
B+ B B-	76-79 72-75 68-71	77.5 73.5 69.5	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.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	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.
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.