School of Social Work
FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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.

School Mission Statement: Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, disability, 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 INFORMATION

Year/Term/Dates	Winter 2022, Term 1, September 9–December 2, 2022
Course Title	SOWK 442: Policy and Practice in Child Welfare
Course Value	3 credits
Course Schedule	Fridays, 10am-1pm
Course Location	Swing Space, Room 305

Instructor	Office Location	Office Phone	Email Address
H. Monty Montgomery	Jack Bell, Room 239	604.822.8656	montgomh@mail.ubc.ca
Office Hours	Email for an appointment		

Prerequisite and/or Corequisite

SOWK 441 or another course in child development.

Course Description

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

Course Structure and Learning Activities

Course Format

This is a blended delivery course that combines face-to-face learning with UBC's Canvas learning management system. The course will be delivered through both synchronous (meeting together in scheduled class time (e.g., classroom, Zoom) and asynchronous components (podcasts, video viewing etc.). See the Weekly Schedule for additional details.

Course Website - UBC Canvas

The SOWK 442 course website (https://canvas.ubc.ca/) is accessible to all students registered in this course. It contains the course outline (syllabus), announcements, remote conferencing via Zoom, PowerPoint lecture slides, links to videos and readings, drop boxes for the submission of assignments, and assignment guidelines and other course resource material. Students can also access your assignment results on this website. It will be used extensively throughout the course.

Technology and Physical Space

Each student requires access to telecommunications technology (i.e., hardware, software) that enables you participate in real-time interactions with the instructor and your classmates. To participate fully in this course, students require the following:

- Stable high-speed internet connection

- Webcam

- Microphone

- A quiet space to take part in synchronous learning (tutorials, discussion groups, etc.).

Zoom

Zoom will be utilized for those weeks of the course when class happens on-line. Every on-line session will have a Zoom link associated with it. Zoom links are accessible through the SOWK442 Canvas site. Please be mindful of the following when using Zoom:

- Don't post group pictures of your meeting on social media without getting consent from each participant;
- Be mindful of what's in your background during the session;
- Be aware of who can listen to your meeting;
- When sharing screens, ensure no private information is open on your desktop.

Learning Outcomes

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 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)

http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=8925065

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) I*magining 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 442 UBC Canvas website.

Course Schedule

Session 1:	September 9, 2022
Topic:	Course Overview Unit 1 - Welcome and Introductions
Read/Due:	Reading: 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). *Transforming child welfare: Interdisciplinary practices, field education, and research.* Regina, SK: URegina Press.
September 14	**Intro Posting**
Session 2:	September 16, 2022
Topic:	Lecture 1 Child Welfare Histories and Theory
Read/Due:	Unit 2 readings available on Canvas
September 21	**Journal 1 (Journal #1 begins September 21)**
Session 3:	September 23, 2022
Topic:	Lecture 2 Child Welfare Functions - Stewardship
Read/Due:	Unit 3 readings available on Canvas
September 28	**Journal 2**
Session 4:	September 30, 2022 – NO LECTURE NATIONAL DAY FOR TRUTH & RECONCILIATION
Topic:	Child Welfare Functions – Prevention
Read/Due:	Unit 4 readings available on Canvas
October 5	**Journal 3**
Session 5:	October 7, 2022

Topic:	Zoom Lecture 3 Child Welfare Functions - Protection
Read/Due:	Unit 5 readings available on Canvas
October 12	**Journal 4**
Session 6:	**October 14, 2022**
Topic:	Lecture 4 Legislation, Regulations and Court
Read/Due:	Unit 6 readings available on Canvas
October 19	**Journal 5 (Journal #1 concludes October 19)**
Session 7:	**October 21, 2022**
Topic:	Lecture 5 Recognizing Abuse and Neglect
Read/Due:	Unit 7 readings available on Canvas
October 26	**Journal 6 (Journal #2 begins)**
Session 8:	**October 28, 2022**
Topic:	Lecture 6 Risk Assessment & Safety Planning
Read/Due:	Unit 8 readings available on Canvas
November 2	**Journal 7**
Session 9:	**November 4, 2022**
Topic:	Lecture 7 Documentation and Supervision
Read/Due:	Unit 9 readings available on Canvas
November 9	**Journal 8**

Session 10:	November 11, 2022 – NO LECTURE REMEMBRANCE DAY
Topic:	Child Welfare Functions - Guardianship
Read/Due:	Unit 10 readings available on Canvas
November 11	Assignment 2 due
November 16	Journal 9
Session 11:	November 18, 2022
Topic:	Lecture 8 Out of Home Care
Read/Due:	Unit 11 readings available on Canvas
November 23	Journal 10 (Journal #2 concludes November 23)
Session 12:	November 25, 2022
Topic:	Lecture 9 Authentic Youth Engagement
Read:	Unit 12 readings available on Canvas
Session 13:	December 2, 2022
Topic:	Lecture 10 Newcomer and Indigenous Communities
Read/Due:	Unit 13 readings available on Canvas
December 5	Assignment 3 due

Assignments

Assignment 1:   **Weekly discussion groupwork**

Grade: 30% of total grade
Due date: Wednesday (23:55pm) - September 16 - December 03
Length: 10 weekly submissions of no more than 500 words each.

The personal reading journal is worth 30% of the entire course grade, however the assignment is

graded as two separate components. Journal Assignment #1 is worth 15% of the final course grade and will be marked following the Week 5 submission deadline. Journal Assignment #2 is worth the remaining 15% of the course grade and will be evaluated following the Week 12 submission deadline.

The personal reading journal is designed to provide a safe place for you to explore your personal feelings and perceptions in writing. For this assignment you will be required to enter one weekly journal entry into a UBC Canvas SOWK442 Discussion Board. A private forum (i.e., limited access to you and the instructor only) in your name will be accessible by you in Week 2 of the course, and the instructor will only review your journal entries forum after the dates indicated as marking points for the assignment (i.e., Week 5 and Week 12).

As is consistent with Social Work principles of Anti-Oppressive Practice, an initial note uploaded during Week 2 should indicate your ethnicity and begin a process by which you locate yourself in terms of various aspects of your identity and experience (e.g. race, class, gender, family of origin structure, age). This entry should comprise less than 300 words, and should be listed separately from your regular weekly journal entry for Week 2 of the course.

For Weeks 2-12 of the course, you are to read, analyse and comment on the readings associated with the child welfare topic of the week. For every journal entry, note the authors of the articles, record your feelings and observations that arise from the reading, and provide an analytical response to the ideas put forth by the authors.

Your journal should include a critical and thoughtful analysis of the key issues put forth in the readings. For example, by the time you are finished with the journal assignment you should be able to provide an informed viewpoint on child protection policy and practice and be able to articulate your reasoning and analysis behind that viewpoint.

Assignment 1 Grading Criteria

- Appropriate Referencing of articles in formulating response (e.g., citing articles to support your point). There should be a clear indication in your journal that you have considered the readings in building upon your own reflection and analysis. Please do not simply list the key points.

- Reflective Thoughts: Personal reflections on the articles. (e.g., What did you think about what the author was saying? Was this new information to you? What implications does this have for your practice?)

- Analytical Stance: Comparative Analysis of your own views/ideology in contrast to the author's. (e.g., Why do you believe what you do about the issue? What has shaped your perspective on your position? Do you agree with what the author is writing?) Your view and the author's may be similar or different – the key is to explain why.

- Clear organization and quality of writing.

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 lectures, 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/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 idemonstrate 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 is 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: 30% of total grade
Due date: Monday December 5 (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.

Assignment 3 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.

SCHOOL/COURSE POLICIES

COVID-19

The School follows UBC health and safety guidelines. Please see https://covid19.ubc.ca/ for current information and guidance.

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.

Assignment Policies

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.

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).

Late Assignments

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

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)

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 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.

Students may not record class or group discussions without prior permission of all individuals in attendance.

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

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.

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Details of the policies and how to access support are available on **the UBC Senate website.**

Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need

assistance. In addition, I may identify concerns using the UBC Early Alert system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see earlyalert.ubc.ca).

GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.