

# SW 4W03: Child Welfare

* January 12th – April 13, 2021, Tuesdays, 2:30—5:20 p.m.
* Gary Dumbrill
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# Course Overview

## Course Description:

This course examines Canadian child welfare systems, policies and programs, and teaches skills for working with children, families and substitute caregivers.

## Course Objectives:

This course focuses on child protection social work in a manner that emphasizes the integration of theory and practice, and an understanding of the social and political contexts in which child welfare issues arise and systems operate. The course troubles “child welfare" by examining ideologies that shape the way services are imagined and delivered. Although the course keeps these realities in mind, the course also has a strong practice focus—in this course you will puzzle over the best ways to practice anti-oppressively when intervening in cases of child maltreatment. Emphasis is placed on developing the knowledge, skills and attitudes needed to address issues of child abuse and neglect with families, along with the knowledge and skills needed to address the broader troubles children, families and communities face that cause or compound such problems. By the end of this course, you should be able to:

* Describe child welfare policy and practice in a historical and political context
* Describe the ways today’s child welfare and child protection services are conceptualized and delivered in Ontario, Canada, and beyond, along with the strengths and limitations of these services
* Have a working familiarity of child welfare law
* Understand the roles and responsibilities of the child protection worker, including responsibilities when working with Indigenous families and communities
* Have a basic understanding of child abuse and neglect along with its causes and consequences
* Know how whiteness, white supremacy, and colonization shape child welfare and know how to use critical thinking capacity to incorporate anti-oppression in child welfare work

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

## This course is synchronous and held online via Zoom in scheduled class time. To take part in this course you will need to be available to participate in the Zoom classes during the scheduled class time. You will also need a computer, internet connection capable of streaming video, a microphone, and a webcam. The course will also make use of Avenue to Learn (A2L), so please be familiar with A2L before the course begins. A link to the Zoom class will be made available on A2L before the class starts on Avenue to Learn (A2L).

## Expect to spend 7-10 hours a week completing this course, 2-3 hours per week will be in the scheduled Zoom class starting weekly during class time at 2:30pm, the remaining time will involve engaging with readings and A2L(A2L will be used to provide you with essential class updates, detailed descriptions of weekly content, links to all reading, copies of any PowerPoint slides and handouts used in each class, additional details about how to complete assignments, a place for you to coordinate your group assignments, as well as a place to upload and receive assignments on all assignments).

Office hours are available by Zoom or Skype by appointment.

## Required Texts:

Richard, K. (2014). *The Other side of the Door: A Practice Guide for Child Welfare Professionals Working with First Nations, Inuit and Métis Peoples.* OACAS, Toronto, Canada.

<http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.pdf>

Plus additional readings available on A2L or through the McMaster Library and accessible by clicking the links on an electronic copy of this course outline. To access these online readings, follow login instructions after clicking the link. Note—efforts have been made to provide you with permanent links to the articles through the library system, but given the dynamic nature of the Internet, it is likely that some of these PDF links will expire during the course, in which case please locate and access the relevant online journal through the McMaster Library and obtain an updated link.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

Undertake the following 3 assignments that comprise 40% of the final grade:

1. 30% | Group court assignment part A—starts Feb 9 due Feb 25, 2021
2. Pass/Fail | Group court assignment part B—your day in court, March 16, 2021
3. 10% | Course engagement & participation—ongoing

For the remainder of your grade please choose one or two from the list below. If choosing two from the list you have choices on how to weight these assignments, please select from the options given so that together they add up to 60%, which when combined with assignments 1-3 will equal 100% of your grade.

When selecting, if you choose to do one assignment, this assignment is due between March 15-27. If you choose two assignments, submit in any order, one between March 5-12, and the other between March 12-29.

If selecting one from the list submit between March 15-27, if selecting two submit in any order, one between March 5-12 and the other between March 12-29. Please email which option and weights you are choosing before March 5, 2021.

1. 20% | Casework problem statement & engagement video
2. 30% or 40% or 60% | Creative assignment
3. 30% or 40% or 60% | Paper—2000-2500 words + references

## Further details of the above are as follows:

1. Group assignment Part A—your own child protection case. A film will be shown in class involving child maltreatment—although most child welfare cases do not go to court—this one does. Working in groups, imagine that you are the child protection worker responsible for this case and decide the type of court application you will bring and why. Your group is to prepare the following documents:

a) A 1000-word sample of your case notes typed single-spaced. Please draw your sample from what you believe to be the most significant moments/events in the case (i.e. moments with details that cause you to take this case to court, and perhaps also moments that make the case for you not going to court too). You can sample case notes from different moments in your timeline, just be sure to add a heading so that the reader can make sense of the sequence of events. Unlike real case notes, you should collaborate on this task as a group, but write the notes as if authored by one person.

b) An affidavit supporting your case which is a maximum of 2000 words double-spaced (write as if the evidence is given by one person).

c) A protection application using court forms FLR-08B (use default settings and fonts, do not go over the default 7-pages, and do not let any pre-set sections run over to a new page)

d) A plan of care for court purposes using forms FLR-33B (use default settings and fonts, do not go over the default 7-pages, and do not let any pre-set sections run over to new pages)

Note that the purpose of this assignment is for you to make a critical child social work decision in a legal context. Evaluation will be on your clarity of thought, the viability of your conclusions and decisions along with your ability to support these based on the known facts in the case. You are to consider all available facts, not just the ones that support the position you take, which means that you must consider alternate explanations for events in the case other than those that seem obvious to you. As well, you must get the facts right and must ensure your decisions and the reasons for them are informed by the knowledge taught in this course. You are also expected to ensure that your decisions are congruent with the Ontario CYFSA 2017 and related legislation addressed in this class.

2. Group Assignment Part B: Your day in court—using Zoom we will create a virtual courtroom where you will be examined in chief and cross-examined on the materials you submitted in part A of this assignment. Members of your assignment group should attend the virtual hearing dressed and prepared for court with HARD COPIES of your assignment (case notes, protection application and plan of care), and be ready to give evidence. Note it is essential that you have access to a hard copy of your court documents because you will be asked to refer to them when giving evidence.

This assignment mirrors the field of social work where there is no ability to opt-out of giving evidence in court when required to do so. Note, however, that although the assignment requires all members of your group to come prepared for court, only one member needs to give evidence, your group can decide who that will be (if your group is unable to reach a decision about who from your group will give evidence the instructor will decide). In this assignment you will need a Webcam.

3. Course engagement & participation— this grade is based on level of engagement with the course and contributions to your group project.

4. Casework problem statement & engagement video—in this assignment you make a 5-10-minute video of a monologue in which you explain reasons for child welfare involvement to one of the parents from the group assignment movie. In real life you would never engage in a monologue with a client, your conversation would always be interactive and will involve lots of listening, but you might practice what you plan to say in front of a mirror. This assignment mimics that process.

When you create this video imagine that the camera is the face of your client and speak facing the camera (your client). Afterward, view your video to catch a glimpse of the way your client may see and experience you and your work. Write a 2-page paper evaluating yourself in this process. You will be graded on your ability to *articulate the child welfare issues* you are addressing in this video and also on your *use of self*, *your affect*, and *your insights* into the ways the client is likely to experience you.

5. Creative assignment—create your own assignment on the theme of “doing child welfare well.” This assignment is designed to be creative and can use video, poetry, art, or some other medium or activity. You can think outside the box when creating this assignment—the only requirements are that this work must address how to do child welfare well and it must draw on or speak to course content. To opt for this assignment please email the instructor with your idea or set up a Zoom meeting or phone call to discuss the idea before you start work on the project.

6. Paper—write a 2500-word academic style paper on a child welfare topic that has been addressed in this class. Begin with content from the class, which can be an article, podcast, or some other child welfare issue that we have addressed. Do a literature review on that topic and expand, deepen, critique or develop that topic, and explore the implications for child welfare policy and practice. In doing this is essential that you begin with and refer back to the content used in this class. More details will be given in class.

Requirements for visibility: This course will involve case simulations and a court exercise in which students will need to be visible by Webcam. The policy, and contacts for further information and support, is available [here](https://macdrive.mcmaster.ca/f/fd70550cf5b0441fac49/)

# Assignment Submission and Grading

## Form and Style

Unless stated otherwise, assignments should:

* Be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Be uploaded as in Microsoft Word or RTF format and uploaded as a single file named with the student’s lastname–firstname–assignment number, so for example the file for assignment 6 would be your lastname-firstname-6.doc (or docx or RTF).
* Make use of relevant professional and social science literature and other bodies of knowledge.
* Be referenced and formatted in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page)

### Submitting Assignments & Grading

Assignments are to be uploaded to the appropriate A2L drop box before midnight on the date specified for submission. If you experience technical difficulties uploading, contact McMaster e-support, if still unable to upload, e-mail a copy of the completed assignment to the instructor *before* the deadline to avoid late penalties. Late assignments will be penalized 5% of the grade for that assignment per day (or part thereof) for which they are late.

Group assignments will receive a common grade for all group members (i.e. all members of that group will receive the same grade). It is the entire group’s responsibility to facilitate and ensure the full participation of all members, assignments that are incomplete or compromised because of a lack of participation, or because of groups disbanding, will be the responsibility of the entire group. In very rare circumstances, the instructor may adjust the grade of individuals in a group based on a member’s lack of participation in the group process or based on the group excluding someone in the group from full participation.

If you have accommodations related to group assignments, please contact the instructor to discuss ways we can support your participation in this aspect of the course.

Assignment 1 A submission instructions

Assignment 1 is submitted to A2L and comprised of 4 parts as follows:

a/ A 1000-word sample of your case notes

b/ An affidavit

c/ A protection application

d/ A plan of care

To submit, combine parts a & b above in a single Word document. Complete parts c & d as separate documents. Have ONE person from your group upload the three assignment documents to A2L, have the other members of your group upload a single title page for part "a/b" of your assignment (because A2L will not allow assignment feedback to a student without an upload in the assignment drop box).

On the title page for the word document forming part a/b of this assignment, include the full names and student numbers of the people in your group and underline the name of the person uploading the full assignment documents. The person uploading the full assignment documents should name the files as follows, using their own last name and first name:

“lastname-firstname-4W03-ab” (for case notes and affidavit)

“lastname-firstname-4W03-c” (for protection application FLR-08B)

“lastname-firstname-4W03-d (for plan of care FLR-33B)

Other members of each group who are only uploading a title page should use their last name and first name as follows: “lastname-firstname-4W03-TITLE (for title page), on the title page they should list all the group members and underline the name of the group member submitting the full assignment documents.

Assignment 2 group assignment Part B

Be sure someone from your group is ready and available to give evidence in court, be sure they have hard copies of the required documents with them. Ensure you have a backup person to take their place if needed.

Assignment 3 participation & engagement

Graded by instructor at the end of course based on participation & engagement.

Assignment 4 Casework problem statement & engagement

Upload video and paper to A2L. If unable to upload email the instructor who will provide you with an upload link to a secure cloud.

Assignment 5 proposal and submission instructions

Please discuss this assignment and a means of submission with the instructor beforehand.

Assignment 6 submission instructions

Please upload to the A2L assignments folder.

### Privacy Protection

In this course, we will be using A2L and Zoom. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor. All assignment submissions and grades will be managed electronically via A2L.

### Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

Students are expected to contribute to the creation of a respectful and constructive learning environment.

Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.

Please check with the instructor before using any audio or video recording devices in the classroom.

### Attendance

Students are expected to attend all classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

### Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf) Print URL <https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

Authenticity/Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

## Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [**www.mcmaster.ca/academicintegrity**](http://www.mcmaster.ca/academicintegrity) .

### Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

### Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

### Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

### E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

### Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator ([millet@mcmaster.ca](mailto:millet@mcmaster.ca) ) or Sandra Preston, Undergraduate Chair ([prestosl@mcmaster.ca](mailto:prestosl@mcmaster.ca) ). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/general-school-policies/policy-on-extensions-and-incompletes-october-2017.pdf) for more details. Print URL <https://socialwork.mcmaster.ca/resources/general-school-policies/policy-on-extensions-and-incompletes-october-2017.pdf>

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (*[*millet@mcmaster.ca*](mailto:millet@mcmaster.ca) *) or Sandra Preston, Undergraduate Chair (*[*prestosl@mcmaster.ca*](mailto:prestosl@mcmaster.ca)*).*

# Course Weekly Topics and Readings

WEEK 1: January 12, 2021

What is child welfare?

You are provided with an overview of the course and content that introduces you to the work of child welfare and to each other. By the end of the week you will know how “child welfare” policy and practice are conceptualized in Western societies and how such services are delivered, you will also have a chance to introduce yourself to each other and to the group you will be working with in this class.

Readings:

Hand, C. (2005). An Ojibwe perspective on the welfare of children: Lessons of the past and visions for the future. *Children and Youth Services Review, 28*(1), 20-46. [[PDF]](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/01907409/v28i0001/20_aopotwpavftf.xml)

Richard, K. (2014). *The Other side of the Door: A Practice Guide for Child Welfare Professionals Working with First Nations, Inuit and Métis Peoples.* OACAS, Toronto, Canada [[LINK](http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.pdf)]. (read the first 29-pages).

Sturtridge, Michelle. (2013) *Glossary of Social Work Terms and Child Maltreatment Related Concepts*. [[PDF]](http://cwrp.ca/sites/default/files/publications/en/Glossary_of_Social_Work_Terms_February_2013_EN.pdf).

WEEK 2: January 19, 2021

What makes children vulnerable?

This week we examine the harms that may befall children. We review theories about children’s attachment and developmental needs, and we also consider the nature and consequences of various types of child abuse and neglect. We also consider the potential harms that you (as a social worker) and the child protection system pose to children, their families, and communities, and the help you might give.

Avalos, C., Baibomcowai-Dell, L., Anderson, K, B., Ense, L., Gonneville, S., Kennedy, B., McGinnis, L., Morris, T., Sky, K., Swan, T. (2012). Working with First Nations, Inuit and Métis Families who have Experienced Family Violence: A Practice Guide for Child Welfare Professionals. OACAS, Toronto, Canada. Read: 33-36, identity, attachment & resiliency.

<http://www.oacas.org/wp-content/uploads/2015/08/fn_eng_guide.pdf>

Gourdine, R. M. (2019). *We treat everybody the same: Race equity in child welfare. Social Work in Public Health, 34*(1), 75-85. doi:10.1080/19371918.2018.1562400 [[PDF](http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/19371918/v34i0001/75_wtetsreicw.xml)]

Guide for Child Welfare Professionals. OACAS, Toronto, Canada. Read: 33-36, identity, attachment & resiliency. [[PDF](http://www.oacas.org/wp-content/uploads/2015/08/fn_eng_guide.pdf)]

Keddell, E. (2017). Interpreting children’s best interests: Needs, attachment and decision-making. Journal of Social Work, 17(3), 324-342. [[PDF](http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/14680173/v17i0003/324_icbinaad.xml)]

Walsh, C. R., Conradi, L., & Pauter, S. (2019). Trauma-informed child welfare: From training to practice and policy change. *Journal of Aggression, Maltreatment & Trauma, 28*(4), 407-424. doi:10.1080/10926771.2018.1468372 [[PDF](http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/10926771/v28i0004/407_tcwfttpapc.xml)]

WEEK 3: January 26, 2021

Child Welfare Law

We examine the legal contexts child welfare systems operate within, using Ontario as an example, we examine the Ontario’s Child, Youth and Family Services Act (CYFSA). We pay special attention to *your* responsibilities as a social worker, and to the way legislation (and ethics) need to hold *you* accountable for the ways you act or do not act.

Read the following sections in the Ontario Child, Youth and Family Services Act (CYFSA) <https://www.ontario.ca/laws/statute/17c14>. Also note, in assignment \* you may wish to consult other sections of this Act as needed.

PART I: Purposes and Interpretation

Preamble

Section 1 (1) Paramount purpose

Section 1 (2) 1-7 Other purposes

PART II: Children’s and Young Persons’ rights

Sections 3-20

PART IV: First Nations, Inuit and Métis Child and Family Services

Sections 68-73

Part V: Child Protection

Section 74 (2)(a)-(o), (3)(a)-(c), &(4)(a)-(b)

Lens, V. (2019). Judging the other: The intersection of race, gender, and class in family court. Family Court Review, 57(1), 72-87. doi:10.1111/fcre.12397 [[PDF](http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/15312445/v57i0001/72_jtotiogacifc.xml)]

Richard, K. (2014). *The Other side of the Door: A Practice Guide for Child Welfare Professionals Working with First Nations, Inuit and Métis Peoples.* OACAS, Toronto, Canada, 39-47. [[LINK](http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.pdf)].

UN Rights of the child in child friendly language [[PDF](https://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf)]

Jordan’s Principle (content provided online via A2L)

WEEK 4: February 2, 2021

Getting it right, or getting it wrong

How do you get child welfare right at both a policy and practice level, and what are the consequences of getting it wrong?

Broadhurst, K., White, S., Fish, S., Munro, E., Fletcher, K., Lincoln, H. (2010). *Ten pitfalls and how to avoid them*. NSPCC, London, UK.

<https://www.nspcc.org.uk/globalassets/documents/research-reports/10-pitfalls-initial-assessments-report.pdf>

Choate, P. (2017) Jeffrey Baldwin: A thematic analysis of media coverage and implications for social work practice. *Child Care in Practice, 23(1)*, 21-33, DOI: [10.1080/13575279.2015.1126225](https://doi.org/10.1080/13575279.2015.1126225) [PDF]

Dumbrill, G. C. (2006). Ontario's child welfare transformation: Another swing of the pendulum? The Canadian Social Work Review, 23 (1-2), p. 5-19. [[PDF](http://libaccess.mcmaster.ca/login?url=http://www.jstor.org.libaccess.lib.mcmaster.ca/stable/pdfplus/41669842.pdf)]

Munro, E. (1996) Avoidable and unavoidable mistakes in child protection work. British Journal of Social Work, 26(6), 793-808. [[PDF](http://libaccess.mcmaster.ca/login?url=http://journals1.scholarsportal.info/pdf/00453102/v26i0006/793_aaumicpw.xml)]

WEEK 5: February 9, 2021

Your own child protection case

Assignment 1 begins (group assignment part a) with a movie that involves a family where a child has been harmed and/or is perhaps at risk of future harm. Working in groups you will assess this case and complete assignment 1- part a.

No readings—this week focus on group work.

READING WEEK February 16, 2021

Enjoy!

WEEK 6: February 23, 2021

Group work to finalize assignment in class—assignment due March 25

WEEK 7: March 2, 2021

Engagement and action

In this class we focus on how to engage and work with children and families.

Damiani-Taraba, G., Dumbrill, G., Gladstone, J., Andrew, Koster, A., Leslie, B., Charles, M., (2017). The evolving relationship between casework skills, engagement, and positive case outcomes in Child Protection: A structural equation model. *Children & Youth Services Review, 79*, 456-462

Dumbrill, G. (2017). Emic and alliance: Anti-oppressive social work in child protection. In D. Bains (Ed.), *Doing anti-oppressive practice: Social justice social work* (3rd ed., pp. 57-69). Halifax, Canada: Fernwood Publishing.

Richard, K. (2014). *The Other side of the Door: A Practice Guide for Child Welfare Professionals Working with First Nations, Inuit and Métis Peoples.* OACAS, Toronto, Canada, 49-76. [[LINK](http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.pdf)].

WEEK 8: March 9, 2021

Working with parents & communities

Throughout this course we have been placing an emphasis on listening to what voices from the margins have to say about getting child welfare right. This week we take a close look at child welfare through the lens of poverty, from a feminist perspective, and from the perspective of refugees.

Dunkerley, Stacy. (2017). Mothers matter: A feminist perspective on child welfare-involved women. *Journal of Family Social Work, 20*(3), 251-265. doi: 10.1080/10522158.2017.1322163 [[PDF]](http://libaccess.mcmaster.ca/login?url=https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/10522158/v20i0003/251_mmafpocww.xml)

Russell, M., Harris, B., & Gockel, A. (2008). Parenting in poverty: Perspectives of high-risk parents. *Journal of Children and Poverty, 14*(1), 83-98. doi: 10.1080/10796120701871322 [[PDF](http://libaccess.mcmaster.ca/login?url=http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/10796126/v14i0001/83_pippohp.xml)]

Yoryor, I. (2018). How We Can “Bell the Cat”: African Canadian Perspectives of the Canadian Child Welfare System (Part II). *Journal of Law and Social Policy* (28) 97-105. <https://digitalcommons.osgoode.yorku.ca/jlsp/vol28/iss1/16>

WEEK 9: March 16, 2021

Working with children and youth

This week we listen to what children and youth have to say about how to get it right when working with them.

Provincial Advocate for Children and Youth. (2013). *The Girls Who*. Provincial Advocate, Toronto, Canada. [[PDF](https://ocaarchives.files.wordpress.com/2019/01/thegirlswhoen.pdf)]

Provincial Advocate for Children and Youth. (2017). *Moving Home*. Provincial Advocate, Toronto, Canada. [[PDF](https://ocaarchives.files.wordpress.com/2019/01/moving-home-webzine.pdf)]

Provincial Advocate for Children and Youth. (2015). *Children’s Rights Matter to Us: Over 400 Children and Youth Speak Out*. Provincial Advocate, Toronto, Canada. [[PDF](https://ocaarchives.files.wordpress.com/2019/01/childrensrightsmatter_en.pdf)]

Provincial Advocate for Children and Youth. (2011). *Our Dreams Matter Too: Frist Nation’s Children’s Rights and Education*. Provincial Advocate, Toronto, Canada. [[PDF](https://ocaarchives.files.wordpress.com/2019/01/ourdreams-1.pdf)]

Provincial Advocate for Children and Youth. (2011). *My REAL Lifebook*. Provincial Advocate, Toronto, Canada. [[PDF](https://ocaarchives.files.wordpress.com/2019/01/ylc_report_eng.pdf)]

WEEK 10: March 23, 2021

Your day in court

This week the Zoom class becomes an online courtroom; come dressed and prepared for court. Be prepared to give evidence in chief and face cross-examination in which every aspect of your thinking and decision-making process, and the accuracy of your notes and observations, will be scrutinized.

There are no readings nor online content this week-use this week as a break to catch up with past readings and to work on assignments.

WEEK 11: March 30, 2021

Service user voices

We have been paying attention to service users’ theory and knowledge throughout this course, this week we take a deeper dive into this theory and knowledge, and also explore why listening to service users both individually and collectively is crucial in getting child welfare right.

Dumbrill, G. (2012). Anti-oppressive child welfare: How do we get there from here? *The Ontario Association of Children’s Aid Societies Journal, 57*(1), 2-8.

Dumbrill, G. C. (2010). Power and child protection: The need for a child welfare service users' union or association. *Australian Social Work, 63*(2), 194-206. doi: 10.1080/03124071003717655 [[PDF](http://libaccess.mcmaster.ca/login?url=http://journals1.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/0312407x/v63i0002/194_pacptnwsuuoa.xml)]

Dumbrill, G. C., & Lo, W. (2015). Adjusting a power imbalance: There is no anti-oppression without service users' voice. In Esquao Sohki Aski [Jeannine Carriere] & S. Strega (Eds.), *Walking this path together: Anti-oppressive child welfare practice* (2nd ed., pp. 124–138). Halifax, Canada: Fernwood Publishing.

WEEK 12: April 6, 2021

Pulling it all together, or pulling it all apart?

This week we spend time pulling together all we have learned so far, and exploring how will you get child welfare right in a system that some say is not simply broken, but was never designed in the first place to serve children, families and communities on the social margins. What does this mean for your practice? Should we defund and dismantle child welfare altogether? You decide!

Dettlaff, A., J., Weber, K., Pendleton, M., Boyd, R., Bettencourt, B., Burton, L. (2020). It is not a broken system, it is a system that needs to be broken: the upEND movement to abolish the child welfare system. *Journal of Public Child Welfare (14)*20, p. 500-517. DOI: 10.1080/15548732.2020.1814542 [ [PDF](https://doi-org.libaccess.lib.mcmaster.ca/10.1080/15548732.2020.1814542) ]

WK13: April 13, 2021

Course conclusion

We conclude the course with a child welfare Q&A and a look at the future.

Alphabetical list of readings

Avalos, C., Baibomcowai-Dell, L., Anderson, K, B., Ense, L., Gonneville, S., Kennedy, B., McGinnis, L., Morris, T., Sky, K., Swan, T. (2012). Working with First Nations, Inuit and Métis Families who have Experienced Family Violence: A Practice Guide for Child Welfare Professionals. OACAS, Toronto, Canada. Read: 33-36, identity, attachment & resiliency.

<http://www.oacas.org/wp-content/uploads/2015/08/fn_eng_guide.pdf>

Broadhurst, K., White, S., Fish, S., Munro, E., Fletcher, K., Lincoln, H. (2010). *Ten pitfalls and how to avoid them*. NSPCC, London, UK.

<https://www.nspcc.org.uk/globalassets/documents/research-reports/10-pitfalls-initial-assessments-report.pdf>

Choate, P. (2017) Jeffrey Baldwin: A thematic analysis of media coverage and implications for social work practice. *Child Care in Practice, 23(1)*, 21-33, DOI: [10.1080/13575279.2015.1126225](https://doi.org/10.1080/13575279.2015.1126225) [PDF]

Damiani-Taraba, G., Dumbrill, G., Gladstone, J., Andrew, Koster, A., Leslie, B., Charles, M., (2017). The evolving relationship between casework skills, engagement, and positive case outcomes in Child Protection: A structural equation model. *Children & Youth Services Review, 79*, 456-462

Dettlaff, A., J., Weber, K., Pendleton, M., Boyd, R., Bettencourt, B., Burton, L. (2020). It is not a broken system, it is a system that needs to be broken: the upEND movement to abolish the child welfare system. *Journal of Public Child Welfare (14)*20, p. 500-517. DOI: 10.1080/15548732.2020.1814542 [ [PDF](https://doi-org.libaccess.lib.mcmaster.ca/10.1080/15548732.2020.1814542) ]

Dumbrill, G. C. (2006). Ontario's child welfare transformation: Another swing of the pendulum? The Canadian Social Work Review, 23 (1-2), p. 5-19. [[PDF](http://libaccess.mcmaster.ca/login?url=http://www.jstor.org.libaccess.lib.mcmaster.ca/stable/pdfplus/41669842.pdf)]

Dumbrill, G. C. (2010). Power and child protection: The need for a child welfare service users' union or association. *Australian Social Work, 63*(2), 194-206. doi: 10.1080/03124071003717655 [[PDF](http://libaccess.mcmaster.ca/login?url=http://journals1.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/0312407x/v63i0002/194_pacptnwsuuoa.xml)]

Dumbrill, G. (2012). Anti-oppressive child welfare: How do we get there from here? *The Ontario Association of Children’s Aid Societies Journal, 57*(1), 2-8.

Dumbrill, G. C., & Lo, W. (2015). Adjusting a power imbalance: There is no anti-oppression without service users' voice. In Esquao Sohki Aski [Jeannine Carriere] & S. Strega (Eds.), *Walking this path together: Anti-oppressive child welfare practice* (2nd ed., pp. 124–138). Halifax, Canada: Fernwood Publishing.

Dumbrill, G. (2017). Emic and alliance: Anti-oppressive social work in child protection. In D. Bains (Ed.), *Doing anti-oppressive practice: Social justice social work* (3rd ed., pp. 57-69). Halifax, Canada: Fernwood Publishing.

Dunkerley, Stacy. (2017). Mothers matter: A feminist perspective on child welfare-involved women. *Journal of Family Social Work, 20*(3), 251-265. doi: 10.1080/10522158.2017.1322163 [[PDF]](http://libaccess.mcmaster.ca/login?url=https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/10522158/v20i0003/251_mmafpocww.xml)

Gourdine, R. M. (2019). *We treat everybody the same: Race equity in child welfare. Social Work in Public Health, 34*(1), 75-85. doi:10.1080/19371918.2018.1562400 [[PDF](http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/19371918/v34i0001/75_wtetsreicw.xml)]

Guide for Child Welfare Professionals. OACAS, Toronto, Canada. Read: 33-36, identity, attachment & resiliency. [[PDF](http://www.oacas.org/wp-content/uploads/2015/08/fn_eng_guide.pdf)]

Keddell, E. (2017). Interpreting children’s best interests: Needs, attachment and decision-making. Journal of Social Work, 17(3), 324-342. [[PDF](http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/14680173/v17i0003/324_icbinaad.xml)]

Munro, E. (1996) Avoidable and unavoidable mistakes in child protection work. British Journal of Social Work, 26(6), 793-808. [[PDF](http://libaccess.mcmaster.ca/login?url=http://journals1.scholarsportal.info/pdf/00453102/v26i0006/793_aaumicpw.xml)]

Provincial Advocate for Children and Youth. (2013). *The Girls Who*. Provincial Advocate, Toronto, Canada. [[PDF](https://ocaarchives.files.wordpress.com/2019/01/thegirlswhoen.pdf)]

Provincial Advocate for Children and Youth. (2017). *Moving Home*. Provincial Advocate, Toronto, Canada. [[PDF](https://ocaarchives.files.wordpress.com/2019/01/moving-home-webzine.pdf)]

Provincial Advocate for Children and Youth. (2015). *Children’s Rights Matter to Us: Over 400 Children and Youth Speak Out*. Provincial Advocate, Toronto, Canada. [[PDF](https://ocaarchives.files.wordpress.com/2019/01/childrensrightsmatter_en.pdf)]

Provincial Advocate for Children and Youth. (2011). *Our Dreams Matter Too: Frist Nation’s Children’s Rights and Education*. Provincial Advocate, Toronto, Canada. [[PDF](https://ocaarchives.files.wordpress.com/2019/01/ourdreams-1.pdf)]

Provincial Advocate for Children and Youth. (2011). *My REAL Lifebook*. Provincial Advocate, Toronto, Canada. [[PDF](https://ocaarchives.files.wordpress.com/2019/01/ylc_report_eng.pdf)]

Richard, K. (2014). *The Other side of the Door: A Practice Guide for Child Welfare Professionals Working with First Nations, Inuit and Métis Peoples.* OACAS, Toronto, Canada, 49-76. [[LINK](http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.pdf)].

Russell, M., Harris, B., & Gockel, A. (2008). Parenting in poverty: Perspectives of high-risk parents. *Journal of Children and Poverty, 14*(1), 83-98. doi: 10.1080/10796120701871322 [[PDF](http://libaccess.mcmaster.ca/login?url=http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/10796126/v14i0001/83_pippohp.xml)]

Yoryor, I. (2018). How We Can “Bell the Cat”: African Canadian Perspectives of the Canadian Child Welfare System (Part II). *Journal of Law and Social Policy* (28) 97-105. <https://digitalcommons.osgoode.yorku.ca/jlsp/vol28/iss1/16>

Walsh, C. R., Conradi, L., & Pauter, S. (2019). Trauma-informed child welfare: From training to practice and policy change. *Journal of Aggression, Maltreatment & Trauma, 28*(4), 407-424. doi:10.1080/10926771.2018.1468372 [[PDF](http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/10926771/v28i0004/407_tcwfttpapc.xml)]