

# 4W03: Child Welfare

September 3 – December 4, 2019, Tuesdays, 7:00-10:00 p.m.

Instructor: Dr. Gary Dumbrill

Office: KTH-316

Phone 905-525-9140 ext. 23791

Office Hours: by appointment

Email: dumbrill@mcmaster.ca,

Webpage: garydumbrill.com

Twitter: @garydumbrill

# Table of Contents

[Course Overview 1](#_Toc12438429)

[Course Requirements/Assignments 2](#_Toc12438430)

[Assignment Submission and Grading 3](#_Toc12438431)

[Student Responsibilities 4](#_Toc12438432)

[Course Weekly Topics and Readings 7](#_Toc12438433)

# 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 and others in the class 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
* Understand issues of disparity and disproportionality and what to do about them
* Understand Indigenous approaches to child welfare
* Understand the roles and responsibilities of the child protection worker, including responsibilities when working with Indigenous families and communities
* Name the causes and consequences of child abuse and neglect (at personal and societal levels)
* Name the primary categories of child maltreatment and know how to recognize and identify them
* Know (at a beginning level) how to conduct a child abuse investigation, family assessment
* Have an introductory understanding of Differential Response, safety planning, risk assessment, family assessment, and a beginning ability to undertake these in collaboration with parents, children, and communities
* Understand how court processes operate, including rules of evidence and burden of proof
* Understand the steps involved in taking a child protection case to court
* Complete a child protection application, an affidavit, and how to give social work evidence in court
* Be able to critique and place one’s own assumptions, work, and decisions, under the same type of scrutiny that they would face in court
* Describe the differences between types of wardship, supervision orders, voluntary agreements, and customary care
* Recognize one’s own personal values, biases and behaviour, and the ways these may shape ones work in a child welfare context
* Know how whiteness, white supremacy, and colonization shape all the above processes, 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 uses an active learning classroom with ideas presented in lectures and guest presentations that are then worked through and operationalized in small group discussions and exercises.

Note that teaching and learning in this course involves discussing child abuse & other forms of family violence, this includes viewing and analyzing video and other content related to this topic. As well, some assignments mimic the processes and conditions of real-life child welfare social work in the field. As this is a practice course, successful completion requires demonstrating the beginning ability to work with others to address these “real life” situations.

## 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>

The above text is provided online. In addition to this text, there are other weekly readings, most of which are available online 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. Readings that are not available online are provided below.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

| Description | Due | Value |
| --- | --- | --- |
| 0. Learning portfolio (not graded) | N/A | N/A |
| 1. Group Assignment part a | Start Sept 24 due Oct 4 | 30% |
| 2. Group Assignment part b | October 29 | Pass/Fail |
| 3. Learning reflection | November 4 | 35% |
| 4. In class exam | November 26 | 30% |
| 5. Participation | Ongoing | 5% |

## Requirement/Assignment Details

0. Journaling and Development of Learning Portfolio (not graded nor required)

I recommend that you journal as you go through this course, and that you develop a learning portfolio in which you set learning goals and note achievements, especially if you intend to go on and take the Preparing for Critical Practice in Child Welfare Pathway (PCPCW).

1. Group Assignment Part A: Your own Child Protection Case

A film will be shown in class of a situation of child maltreatment that requires a child protection court application. Working in groups of 3-4, 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) Three pages of typed (double-spaced) case notes about events you observe in the movie on which your social work and court application rests. Unlike real case notes, you should collaborate on this task as a group, but write the notes as if authored by one person (NEVER collaborate on notes this way in the field). Three pages is not enough space to note everything, so focus on key events that your court case rests upon.

b) An affidavit supporting your case which is a maximum of 6-pages 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)

The purpose of this assignment is for you to make a critical social work decision in a child welfare and 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 most obvious to you. 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 CFSA Part III (child protection) and CFSA Section I (paramount purpose and other purposes).

2. Group Assignment Part B: Prepared for Court

The classroom will be turned into a courtroom where you will be examined in chief and cross-examined on the materials you submitted in part A of this assignment (assignment 1 above). Lawyers specializing in child protection law will conduct the examinations; they will also provide someone to act as a judge.

Members of your assignment group should come dressed for court, and prepared 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 bring hard copies (i.e. print copies) of the documents referred to above, as you will need them when you are 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).

Time restrictions may prevent some groups from giving evidence, in which case the instructor will select the groups to give evidence. If your group is not get selected to give evidence, as long as someone from your group is present and ready to give evidence, your group will pass this assignment. If nobody from you group is present and ready to give evidence, your group will be assigned zero on both parts of this assignment (parts A & B), because in the field preparing court documents (Part A) counts for nothing unless you actually attend court (Part B). If you do not attend court in the field, your court application fails and you also fail to offer children involved any protect they need.

3. Learning reflection

Write a 5-page paper that reflects on your learning in this course. Address:

1. One or two things you learned, or that reinforced/shaped your existing learning, about how to do child welfare well. Defend the value of what you learned (i.e. how do you know what you learned is in fact something needed to do child welfare well).
2. Things you learned in the process of preparing your case for court (up to the point of submitting your court application).
3. What you learned from the court exercise, how this confirmed or challenged your ideas and your learning.

4. In class exam

This will be a multiple-choice exam based on core concepts and ideas in the course.

5. Participation

Learning in this course requires exposure to, and interaction with, ideas, media and exercises presented in the classroom. Attendance and participation are therefore essential. Participation is graded on taking part in an active and constructive manner and enabling others to do the same. It also involves engaging with literature and knowledge related to the course and sharing these with others, along with taking part in graded and non-graded group activities. If you anticipate difficulty attending and participating, please speak with the instructor.

# Assignment Submission and Grading

Form and Style

Unless otherwise stated, written assignments must be typed and double-spaced and include a front page containing the title, student name, student number, email address and date. Number all pages (except title page & do not count title page in the number count). Paper format must be in accordance with the current edition of the American Psychological Association Publication (APA) 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). You must make use of and cite appropriate sources, which can include Indigenous [oral or written], professional and social science literature, or other relevant sources etc. When submitting, you should keep a spare copy of assignments. Do not exceed the maximum space allowed (by going over the page limit, reducing font size or line spacing); such papers will automatically receive a reduced grade of 1% per line over and additionally will only be graded on the content that falls within the assignment space parameters.

## Avenue to Learn

This course relies on Avenue to Learn (<http://avenue.mcmaster.ca>). You should be familiar with this system before starting the course. When first logging into this system, please set up a “profile” and upload a profile photo. Uploading a photo is very helpful so that the instructor and others in the class can quickly learn names. If you have privacy concerns, there is no need to complete a profile or post a photo.

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.

## Submitting Assignments & Grading

Assignments are to be uploaded to the appropriate Avenue to Learn 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.

Please upload assignments in Microsoft Word or RTF format in a single file (unless otherwise specified). A 5% penalty will apply to files in the incorrect format or incorrectly named.

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 unsure how to engage with the group assignment as a result of accommodations, please meet with the instructor to discuss ways to make this possible.

Assignment 1 submission instructions

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 Avenue, have the other members of your group upload JUST a single title page for part "a/b" of your assignment (Avenue will not allow us to return feedback to a student without this upload).

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 will only upload a title page using their last name and first name as follows: “lastname-firstname-4W03-TITLE (for title page). Please underline the name of the group member submitting the full documents.

Assignment 3 submission instructions

Please upload to the A2L assignments folder. Please include a title page and include your full names and student number. Please name the uploaded file as follows using your own last name and first names, “lastname-firstname-4W03-assignment-3.” Please ensure you upload assignments in Microsoft Word or RTF format in a single file (unless otherwise specified). A 5% penalty will apply to files in the incorrect format or incorrectly named.

## Privacy Protection (grades)

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, tests and assignments must be returned directly to the student. In this course, papers will be submitted and returned, and grades communicated, in electronic format via Avenue to Learn.

## 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.

## Course modification policy

The instructors reserve the right to modify elements of the course during the term. If modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

# Student Responsibilities

Adult learning principles are employed; you are expected to think critically and be self-reflective. It is anticipated that you and other students will contribute to class learning by bringing, sharing and exploring their own ideas and by helping to make the class a place for others to do the same, and by contributing to the creation of a respectful environment conducive to learning.

You 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.

In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.

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)

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

In this course, we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the [Turnitin.com Policy](file:///C%3A%5CUsers%5CLorna%5CDocuments%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CJ07G1XFK%5Cwww.mcmaster.ca%5Cacademicintegrity)

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) 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.

## Religious, Indigenous and 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 requiring a RISO accommodation 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.

Please review the [RISO information for students in the Faculty of Social Sciences](https://socialsciences.mcmaster.ca/current-students/riso) about how to request accommodation.

## 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

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 ) or Sandra Preston, Undergraduate Chair (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.

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* *) or Sandra Preston, Undergraduate Chair (**prestosl@mcmaster.ca**).*

# Course Weekly Topics and Readings

| DATE | CONTENT |
| --- | --- |
| Sept 3 | 1/ What to do about Billy?We begin by watching a short video of Billy1, a 12-year old boy living in difficult circumstances. Are you worried about Billy? If so why? If you are worried what are you doing to do and why? Is your action, or inaction, going to do more harm than good?You will answer the above questions today (i.e. in the first class), but from then on, the entire course is about exploring answers to the questions raised above. Keep a note of your answers in this first class and compare them to your answers at the end of the course.In the second half of this first class, we move on to examine the child welfare systems that attempt to ensure the wellbeing of children like Billy and others. What is “child welfare,” where it came from, how does it conceptualize circumstances like Billy’s, and how does it respond?1 Billy videos in this course produced by and used with permission of the University of Strathclyde and the Center for Excellence for Looked after Children in Scotland.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)]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)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). No need to read this if you are already familiar with the terms and concepts listed in this glossary, but if you are not familiar read ASAP we will be referring to these terms and concepts in class.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. Read pages 0-29 as follows:* Acknowledgements
* Author Note to Reader
* The Use of Language in this Guide
* The Use of Reflection Questions
* Why this Guide is Needed
* What Will Be Achieved?
* Your Side of the Door
* The Other Side of the Door
* From Oppression to Alliance
* Considerations for Effective Interventions
* The Power Dynamic
* Before They Came: FNIM Communities Pre-Contact
* FNIM Community Diversity in Ontario
* The Evolution of FNIM and European Relations
* The Move to Domination
* The Legacy of Residential Schools
* Child Welfare in Ontario and the 60s Scoop
 |
| Sept 10 | 2/ What makes children vulnerable & what are the remedies?We examine what makes children potentially vulnerable. We review children’s attachment and developmental needs. We also move on to examine a broader range of child neglect scenarios, as well as physical and sexual abuse. We consider how to identify these and how to assess the consequences for children. Careful attention is paid to how you think these issues through and make sense of them, and how you reflect on your own thoughts and assumptions.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>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)] |
| Sept 17 | 3/ Child welfare lawWe 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 InterpretationPreambleSection 1 (1) Paramount purposeSection 1 (2) 1-7 Other purposesPART II: Children’s and Young Persons’ rightsSections 3-20PART IV: First Nations, Inuit and Métis Child and Family ServicesSections 68-73Part V: Child ProtectionSection 74 (2)(a)-(o), (3)(a)-(c), &(4)(a)-(b)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)]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. Read pages 39-43:* Obligations and Mandates when Working with FNIM Populations
 |
| Sept 24 | 4/ Your very own family case Assignment 1 begins (group assignment part a) with a movie that involves a family where children have been harmed and or are at risk of harm. Working in groups you will assess this case and complete assignment 2- part a.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>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)]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> |
| Oct 1 | 5/ Engagement, collaboration, & case planning part 1Case planning is examined along with the role engagement and collaboration play in the intervention process. A problem-centered solution-focused approach to child welfare intervention is explored, and you will have the opportunity to use this approach in classroom case simulations.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*, 456-462Dumbrill, 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. Read pages 30-38* A New Consciousness: Moving Past Colonialism
* The Colonial Legacy: Inter-generational Trauma and its Impact
* Lateral Violence
* Reorienting Child Welfare: FNIM Peoples’ and Children’s Rights
 |
| Oct 8 | 6/ Preparing for courtWe examine court processes in detail, particularly Ontario Family Court, including rules for giving evidence in chief and cross-examination.Rules of Evidence: Hearsay [[link](http://youtu.be/-4cXtOSLZC0)] 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)]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) |
| Oct 15 | READING WEEK (no class) |
| Oct 22 | 7/ Engagement, collaboration, & case planning part 2We return to case planning, engagement and collaboration.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. Read pages 44-62.* Building Positive Organizational Relationships
* Nation to Nation
* The Need for Protocols
* Reconciliation
* Governance
* Restoration: Working with Pre-mandated Agencies
* Honouring FNIM Peoples
* FNIM Worldviews
* A Reflection on Cultural Paradigms
* The Client Experience: Jumping Through Hoops
* Foundations of Practice
* Cultural Competence and Safety
* Anti-Oppressive Practice
* Practice Tips for Engaging with FNIM Families
* Wise Practices in Child Welfare
 |
| Oct 29Note date may change dependent on availability of visiting lawyers | 8/ Your day in courtAssignment 2 (group assignment part b)This week the class becomes a courtroom; come dressed and prepared for court. Be prepared to give evidence in chief and face cross-examination, where every aspect of your decision-making process and the accuracy of your notes (written for assignment 2) will be scrutinized before a Judge by practicing Ontario Lawyers specializing in child protection.Ferguson, H. (2018) How social workers reflect in action and when and why they don’t: the possibilities and limits to reflective practice in social work, *Social Work Education, 37* (4), 415-427, DOI: 10.1080/02615479.2017.1413083Lens, 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)] |
| Nov 5 | 9/ A closer look at Signs of Safety and other solution focused approachesWe continue a focus on the knowledge, skills and attitudes needed to work with families, children and communities in a child protection context, along with some of the tools and ways of thinking that inform this work. Strengths and limitations of these approaches are considered. We will also look at the strengths and limitations of the Signs of Safety model.Signs of Safety - visit the following webpage, review the text on this page and watch the two videos embedded in the pageWebpage: <https://www.signsofsafety.net/signs-of-safety/>Video: <https://youtu.be/x6WYm4F9mik>Video: <https://youtu.be/VnIU5wyBrAc>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. Read pages 64-79:* Family Services
* Customary Care
* Healing
* Spirituality
* Repatriation
* Culture Based Alternative Dispute Resolution
* FNIM Children in Care
* Identity Development
* Cultural Programming in Plans of Care
* “The Sacred Bundle”: Cultural Support to Children in Care
* Other Considerations
 |
| Nov 12 | 10/ Working with children & respecting children’s rightsUN Rights of the child in child friendly language [[PDF](https://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf)] |
| Nov 19 | 11/ Service user voices: the key to anti-oppressionThe key role service user knowledge and theory plays (or needs to play) in child welfare is examined. 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. |
| Nov 26 | 12/ ExamIn class exam, no readings |
| Dec 3 | 13. Class conclusionNo readings |