

# SW 4W03 CHILD WELFARE (incomplete draft)

* January 9 – April 12, 2023, Thursdays, 7:00—9:50 p.m.
* Gary C. Dumbrill
* Office hours by appointment (available in person, Zoom or phone)
* Email [dumbrill@mcmaster.ca](mailto:dumbrill@mcmaster.ca)

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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 developing an understanding of the social and political contexts in which child welfare issues arise and systems to address these issues are designed and 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 has a strong practice focus and puzzles over the best ways to practice ethically and anti-oppressively when addressing child abuse and neglect. Emphasis is placed on developing the knowledge, skills and attitudes needed to address such issues in partnership with families and communities, and also addressing the broader troubles 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 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 create disproportionalities, and know how to address through anti-oppressive approached to child welfare policy and practice.

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 is an on-campus in-classroom course. Information will be presented through lectures, case studies, exercises, and discussion. Because learning and assignments involve working in groups and engaging with classroom group activities, to take part in this course you need to be available to physically attend and participate in class during the scheduled class time.

## Required Texts

All readings are available electronically. To access readings, click the reading links on an electronic copy of the course outline, if there is an A2L designation on the outline rather than a link, access the reading in the A2L class schedule. Efforts have been made to provide you with permanent links, but sometimes links to articles in the library system expire, in which case please use the McMaster Library website to search for the reading and obtain an updated link.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

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

1. 35% | Group court assignment—starts February 2 due February 15
2. Pass/Fail | Your day in court—March 16
3. 5% | Course engagement & participation—ongoing

Mix and match one or two of the following assignments and select from the weighting options below to comprise 60% of your final grade:

1. 30% | Casework problem statement & engagement video due March 5 or 26
2. 30% or 60% | Creative assignment due March 5 or 26
3. 30% or 60% | Paper—2000-4000 words + references due March 5 or 26

If selecting two assignments from 4, 5 or 6, please submit one on or before March 5 and the other on or before March 26, if selecting only one assignment please submit on or before March 26. You can submit these assignments in any order, but if you select assignment 4, you are advised (but not required) to make this your last assignment so that you can make use of as much class content as possible in the assignment before completing. Keep in mind that assignments can be submitted before the date due, if selecting two assignments from the 4,5,6 options, the earlier you submit the first assignments the earlier you will get feedback that may help you prepare for your final assignment.

When submitting assignments please indicate which options and weighting you have chosen. It is anticipated that a 60% assignment will involve approximately twice as much content and work as a 30%

*Note that assignment 4 has one value at 30%, if you opt for this assignment you have to also select assignment 5 or 6 at 30% to comprise a total of 60%.*

Note that the due dates on assignments 4, 5 and 6 are the last dates for submitting, ideally you will submit earlier than these dates as best fits your schedule.

Assignment dates to keep in mind (listed in date sequence):

* February 2: Watch movie in class
* February 15: Assignment 1 due based on movie (value 35%)
* March 5: Assignment 4, 5 or 6 due if selecting a 30% value
* March 16: Assignment 2 your day in court (pass fail)
* March 26: Assignment 4, 5 or 6 due at 30% or 60% depending on your selected option.
* April 6: Assignment 3 participation grade assigned.

## Requirement/Assignment Details

1. Group court assignment—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 1000–1500-word sample of your case notes typed single-spaced. Please draw your sample from what you believe are the most significant moments/events in the case. 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). Ordinarily a Plan of Care may not be submitted to the court at this stage but doing so in this exercise gives you the opportunity to think through your plan.

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 facts that do not support your case and also alternate explanations for events than those that fit your narrative.

2. Your day in court—the class becomes a courtroom where you will be examined in chief and cross-examined on the materials you submitted in part A of this assignment. You should attend class 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 (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. Although the assignment requires all members of your group to come prepared for court, only one member of your group 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).

3. Course engagement & participation— this grade is based on level of engagement with the course and your individual 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 4-page paper evaluating yourself in this process. You will be graded partly 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 most of all you will be graded on *your insights* into the ways the client is likely to experience you and what you need to improve on and why.

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, writing 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 and also the assignment objectives and related grading criteria before you start work on the project.

6. Paper—write an academic style paper on a child welfare topic that has been addressed in this class. Begin with content from the class, which can be readings 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.

# 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, your name, student number, and the date. Number all pages (except title page).
* 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).
* Make use of relevant professional and social science literature and other bodies of knowledge where appropriate.
* Only submit in Microsoft Word or RTF format. Upload as a single file named with your lastname–firstname–assignment number, so for example the file for assignment 6 would be your lastname-firstname-6.doc (or docx or RTF).

## Avenue to Learn (A2L)

This course uses Avenue to Learn (A2L). 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.

Note: Please do not use the A2L email system to communicate with the instructor, as that system does not alert the instructor of incoming email and you may not get a reply, please use the regular McMaster system instead, contact the instructor at [dumbrill@mcmaster.ca](mailto:dumbrill@mcmaster.ca).

### 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) Group court assignment

This assignment is submitted to A2L in 4 parts as follows:

a/ A 1000-1500 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) Your day in Court

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 accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms. All assignment in this course are submitted and returned 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.

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**

## 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. In regards recording, 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.

## Confidentiality

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities, and other professionals by protecting the privacy of client information and respecting the client’s right to control when or whether this information will be shared with third parties (CASW Code of Ethics, 2005).

In this course there may be times when guests teach, and students learn by discussing their lived experiences. In such circumstances it is important to respect the confidentiality of those sharing personal experiences.

### 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 Jennie Vengris, Undergraduate Chair ([vengris@mcmaster.ca](mailto:vengris@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/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) 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*](mailto:millet@mcmaster.ca) *) or* *Jennie Vengris, Undergraduate Chair (*[*vengris@mcmaster.ca*](mailto:vengris@mcmaster.ca)*).*

# Course Weekly Topics and Readings

## WEEK 1: January 12, 2023

What is child welfare?

Topics:

* What is child welfare & child welfare social work?
* What beliefs & attitudes do you bring to child welfare work?
* What social work knowledge, skills & attitudes do you need in child welfare work?
* How does anti-oppression for with child welfare?

Learning outcomes:

By the end of this class, you will be able to describe the ways child welfare and child welfare services are conceptualized and delivered in Ontario, Canada, and beyond, & will be able to outline the history, strengths & limitations of current child welfare systems. You will also have an opportunity to reflect on your attitudes, beliefs, and biases about families, children, and child welfare work, and will consider if and how anti-oppressive social work is possible in child welfare.

Readings:

Dumbrill, G. C., & Yee, J., Y. (2018). *Anti-Oppressive Social Work: Ways of Knowing, Talking, and Doing*. Oxford University Press. Chapter 9, Doing Anti-Oppression: The Social Work Dream, p. 227-252. (Available on A2L)

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, 2nd. Edition.* OACAS, Canada. Read sections from “the other side of the door” through “the legacy of residential schools” 10-29 [[LINK](http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.pdf)]

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, 2023

What makes children vulnerable?

Topics:

* What is child abuse & neglect & how do we make sense of it?
* What are the potential consequences of child abuse & neglect?
* What are the potential positive and negative consequences of child welfare intervention?

Learning outcomes:

By the end of this class, you will have a basic understanding of the causes and consequences of child abuse and neglect, along with the related emotional, developmental, physical, social, economic, and other harms that may befall children as a result. Using real case examples, you will have the opportunity to develop & test your ability to think through situations that may or may not warrant child welfare intervention, and to also think through the potential consequences of intervening or not intervening.

Readings:

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)]

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)]

Richard, K. (2014). *The Other side of the Door: A Practice Guide for Child Welfare Professionals Working with First Nations, Inuit and Métis Peoples, 2nd. Edition.* OACAS, Canada. Read “the colonial legacy: Intergenerational trauma and its impact” 31-33 [[LINK](http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.pdf)]

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, 2023

Child welfare law

Topics:

* How does child welfare law protect children from abuse & neglect?
* How does child welfare law protect children, families & communities from you?

Learning outcomes:

By the end of this class, you will understand the purposes of Ontario’s Child, Youth and Family Services Act (CYFSA) along with the grounds for a child being in need of protection. You will also understand your responsibilities under this legislation, how this legislation holds you and your agency accountable for what you do and do not do as a social worker, and the ways the legislation attempts to not only protect children from abuse and neglect but also attempts to protect children, families & communities from the harm you may cause them.

Readings:

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, 2nd. Edition.* OACAS, Canada. Read sections on topics that relate to restoring rights and power to FNIM peoples & moving past colonialization p. 34-48 [[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 ([LINK](https://www.sac-isc.gc.ca/eng/1568396042341/1568396159824))

## WEEK 4: February 2, 2023

Your own child protection case

Topic:

* Working with a family in a case of child abuse and neglect

Learning outcomes:

By the end of this class, you will have witnessed a case where there are various forms of child abuse and neglect, you will gain insights and experience in identifying and naming specific child protection issues, deciding whether they require intervention and if they do, deciding the grounds that allow you to intervene. You will also gain experience working in a team to think these issues through and develop a plan.

Readings:

Broadhurst, K., White, S., Fish, S., Munro, E., Fletcher, K., Lincoln, H. (2010). *Ten pitfalls and how to avoid them*. NSPCC, London, UK. [[PDF](https://www.research.manchester.ac.uk/portal/files/32799712/FULL_TEXT.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](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/13575279/v23i0001/21_jbataoaifswp.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)]

Richard, K. (2014). *The Other side of the Door: A Practice Guide for Child Welfare Professionals Working with First Nations, Inuit and Métis Peoples, 2nd. Edition.* OACAS, Canada. Read sections on the foundations of practice and related topics p. 58-77 [[LINK](http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.pdf)].

WEEK 5: February 9, 2023

Working in groups to finalize your assignment

Topic:

Continues from last week.

Learning outcomes:

Learning outcomes continues from last week - class time will be used for you to work in groups on your court assignment.

Readings:

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)]

Grant, D. (2020): Navigating Two Worlds: Understanding the Complexities and Health Implications of Black Fatherhood in Toronto, Journal of Progressive Human Services, 31(3), 245-259 DOI: 10.1080/10428232.2020.1794497 [[PDF](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/10428232/v31i0003/245_ntwutciobfit.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, 2nd. Edition.* OACAS, Canada. Read sections on cultural understanding and the experience of receiving child welfare intervention p. 49-57 [[LINK](http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.pdf)]

WEEK 6: February 16, 2023

Where do I begin when offering help?

Topics:

* The skills, knowledge & attitudes need to help children & families in a child welfare setting
* How do you apply those skills, knowledge & attitudes

Learning outcomes:

By the end of this class, you will understand some of the skills, knowledge and attitudes needed to do child welfare work well, you will have viable ideas about where to start and what to do in a case, and ideas about what mistakes to avoid.

Readings:

Bekaert, S., Paavilainen, E., Schecke, H., Baldacchino, A., Jouet, E., Zabłocka – Żytka, L., Bachi, B., Bartoli, F., Carrà, G., Cioni, R.M., Crocamo, C., Appleton, J. V. (2021). Family members’ perspectives of child protection services, a metasynthesis of the literature. *Children and Youth Services Review*, 128 (1-11). [[WEB PAGE](https://www.sciencedirect.com/science/article/pii/S0190740921001705)] [[PDF](https://www.sciencedirect.com/science/article/pii/S0190740921001705/pdfft?md5=4b829b7e3a46f3e442dad917dec3a8df&pid=1-s2.0-S0190740921001705-main.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 [[PDF](https://www-sciencedirect-com.libaccess.lib.mcmaster.ca/science/article/pii/S0190740916305278)]

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. [available on A2L]

READING WEEK February 23, 2023

Enjoy!

WEEK 7: March 2, 2023

Working with parents & communities

Topics:

* How do communities, parents, and children experience child welfare?
* What do communities, parents and children say about how to do child welfare well?

Learning outcomes:

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 you will gain deeper insights into those perspectives and will learn how to incorporate these lessons into your own practice.

Readings:

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. [available on A2L]

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)]

WEEK 8: March 9, 2023

Preparing for court

Topics:

* Preparing for court.

Learning outcomes:

By the end of this class, you will be familiar with the court process and how to prepare for it.

Readings:

Watch the following vides. Some of the advice does not apply to Canadian courts, for instance you cannot take cue cards into a courtroom in Canada, but overall, these videos give good and helpful advice.

VIDEO: Getting Ready for Court Part 1: "Tips for Child Welfare Professionals" <https://youtu.be/kCkVArsby5g>

VIDEO: Getting Ready for Court Part 2: "Tips for New Social Workers" <https://youtu.be/nV6Wjr-qoFI>

VIDEO: An attorney's view on Child Protection Social Workers in court <https://youtu.be/_s-eUoLX_LA>

WEEK 9: March 16, 2023

Your day in court (assignment)

Topic:

* The court process (this week your case is due for trial)

Learning outcomes:

By the end of this class, you will have learned by experience how the court process works. Also, by presenting your case in court and being cross-examined, you will have the opportunity to critically examine your own attitudes, beliefs, approach to social work, and how these shape the way you approach your work and what you decide to do or not do in a case.

Instructions:

Come to class dressed and prepared for court. Be prepared to give evidence in chief and face cross-examination. Remember to bring a hard copy (not an electronic copy) of your group case notes, affidavit, protection application and plan of care. Review these in detail beforehand and be prepared for every aspect of your thinking, decision-making process, and the accuracy of your notes and observations, to be scrutinized.

Readings:

No readings this week

WEEK 10: March 23, 2023

Working with children and youth in care

Topic:

* What children & youth have to say about working with them
* What resources have children & youth have developed to help you do your job?

Learning outcomes:

By the end of this class, you will gain insights into the nature of work undertaken with children and youth in care and will develop an understanding about what they have to say about how to do this work well.

Readings:

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 11: March 30, 2023

Anti-oppression in child welfare

Topic:

* Anti-oppression in child welfare

Learning outcomes:

You will already be familiar with anti-oppression from other courses, and it has been imbedded throughout this course from the start. In this class, we consolidate that learning. Please come to class with questions and puzzles about how to do AOP in child welfare and also questions about if AOP is possible in this setting.

Readings:

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. (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. [available on A2L]

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 12: April 6, 2023

Pulling it all together, or pulling it all apart

Topic:

* Consolidation learning from course

Learning outcomes:

This week you have an opportunity to pause and revisit the ideas about child welfare you began the course with. Have those ideas changed or stayed the same? By now you should be able to name (or better name) the strengths and limitations of the current system and have ideas about the processes needed to build the former and eradicate the latter, or perhaps you have ideas about scrapping the entire system and starting again. Pausing in this last class to take stock of your ideas and hearing any conflicting of different ideas from others in the class, gives you the opportunity to consolidate what you know about child welfare and identify what else you need to learn in the future if you are going to interact with or one day work within that system as social workers.

Readings:

No readings this week

Alphabetical list of readings

Bekaert, S., Paavilainen, E., Schecke, H., Baldacchino, A., Jouet, E., Zabłocka – Żytka, L., Bachi, B., Bartoli, F., Carrà, G., Cioni, R.M., Crocamo, C., Appleton, J. V. (2021). Family members’ perspectives of child protection services, a metasynthesis of the literature. *Children and Youth Services Review*, 128 (1-11). [[WEB PAGE](https://www.sciencedirect.com/science/article/pii/S0190740921001705)] [[PDF](https://www.sciencedirect.com/science/article/pii/S0190740921001705/pdfft?md5=4b829b7e3a46f3e442dad917dec3a8df&pid=1-s2.0-S0190740921001705-main.pdf)]

Broadhurst, K., White, S., Fish, S., Munro, E., Fletcher, K., Lincoln, H. (2010). *Ten pitfalls and how to avoid them*. NSPCC, London, UK. [[PDF](https://www.research.manchester.ac.uk/portal/files/32799712/FULL_TEXT.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](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/13575279/v23i0001/21_jbataoaifswp.xml)]

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 [[PDF](https://www-sciencedirect-com.libaccess.lib.mcmaster.ca/science/article/pii/S0190740916305278)]

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. (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. [available on A2L]

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. [available on A2L]

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. 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. [available on A2L]

Dumbrill, G. C., & Yee, J., Y. (2018). *Anti-Oppressive Social Work: Ways of Knowing, Talking, and Doing*. Oxford University Press. Chapter 9, Doing Anti-Oppression: The Social Work Dream, p. 227-252.

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)]

Grant, D. (2020): Navigating Two Worlds: Understanding the Complexities and Health Implications of Black Fatherhood in Toronto, Journal of Progressive Human Services, 31(3), 245-259 DOI: 10.1080/10428232.2020.1794497 [[PDF](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/10428232/v31i0003/245_ntwutciobfit.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)

Jordan’s Principle ([LINK](https://www.sac-isc.gc.ca/eng/1568396042341/1568396159824))

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)].

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)]

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)]

Ontario Child, Youth and Family Services Act (CYFSA) <https://www.ontario.ca/laws/statute/17c14>.

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)]

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. (2013). *The Girls Who*. Provincial Advocate, Toronto, Canada. [[PDF](https://ocaarchives.files.wordpress.com/2019/01/thegirlswhoen.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. (2017). *Moving Home*. Provincial Advocate, Toronto, Canada. [[PDF](https://ocaarchives.files.wordpress.com/2019/01/moving-home-webzine.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, 2nd. Edition.* OACAS, Canada. Read sections on cultural understanding and the experience of receiving child welfare intervention p. 49-57 [[LINK](http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.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, 2nd. Edition.* OACAS, Canada. Read sections on the foundations of practice and related topics p. 58-77 [[LINK](http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.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, 2nd. Edition.* OACAS, Canada. Read sections on topics that relate to restoring rights and power to FNIM peoples & moving past colonialization p. 34-48 [[LINK](http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.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, 2nd. Edition.* OACAS, Canada. Read “the colonial legacy: Intergenerational trauma and its impact” 31-33 [[LINK](http://www.oacas.org/wp-content/uploads/2017/09/1114-Other-Side-of-the-Door_web_2017.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, 2nd. Edition.* OACAS, Canada. Read sections from “the other side of the door” through “the legacy of residential schools” 10-29 [[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)]

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)

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

VIDEO: An attorney's view on Child Protection Social Workers in court <https://youtu.be/_s-eUoLX_LA>

VIDEO: Getting Ready for Court Part 1: "Tips for Child Welfare Professionals" <https://youtu.be/kCkVArsby5g>

VIDEO: Getting Ready for Court Part 2: "Tips for New Social Workers" <https://youtu.be/nV6Wjr-qoFI>

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)]

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>