



McMaster School of Social Work

SW 4W03: Child Welfare

Tuesdays, January 6–April 7, 2015, 7:00-10:00 p.m.

Instructor

Gary C. Dumbrill
KTH 316 (by appointment)
dumbrill@mcmaster.ca (email)
garydumbrill.com (webpage)
@garydumbrill (twitter)
905-525-9140 ext. 23791 (phone)

Tutorial Assistant

Julie Huynh-Lauesen
KTH 301 (by appointment)
huynhldk@mcmaster.ca

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

The 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 systems operate. The course troubles "child welfare" by examining the ideologies that shape the way services are imagined and delivered. With these realities in mind, students will puzzle over the best ways to practice anti-oppressively when intervening in cases of child abuse and neglect. Emphasis will be placed on developing the knowledge, skills and attitudes needed to work with families when addressing child abuse and neglect, along with the ability to understand and address the broader troubles children, families and communities face that cause or compound such problems. The course perspective emerges from the school mission statement:

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.

By the end of this course students should:

- ✓ Know how child welfare services operate in Canada and beyond
- ✓ Understand child welfare policy and practice in a historical and political context
- ✓ Understand the ways child welfare services are conceptualized and delivered
- ✓ Understand the causes and consequences of child abuse and neglect
- ✓ Recognize major indicators of child abuse and neglect
- ✓ Understand the basics of child abuse investigation
- ✓ Assess and enhance their own safety when undertaking social work
- ✓ Identify risk and need, and develop a safety plan with children, parents & communities
- ✓ Undertake a comprehensive assessment in a case of child abuse and neglect
- ✓ Understand ways to engage families in addressing issues of child abuse and neglect
- ✓ Understand one's own personal values, biases and behaviour, and the ways these may shape work in a child welfare context
- ✓ Understand law, ethics, power and authority in a child welfare context
- ✓ Understand court processes and how to give evidence as a social worker
- ✓ Take appropriate case notes
- ✓ Know how to incorporate anti-oppression in child welfare work

(Note: Teaching and learning in this course involves discussing child abuse & other forms of family violence, this includes viewing and analysing video and other content related to this topic).

Course Texts

This course requires a course pack available at the university bookstore. In addition, the course uses online readings available through the McMaster Library, which are accessible by clicking the PDF links on an electronic copy of this course outline (follow login instructions after clicking the link if accessed off campus). 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.

Assignments & Course Requirements

No	Description	Value	Due	WK
1	Attendance	Pass/Fail	Ongoing	1-13
2	Journal & Learning Portfolio	05% - 15%	Ongoing	1-13
3	Group Assignment Part One	30%	Starts February 3 due February 13	5-7
4	Group Assignment Part Two	05% - 15%	March 3	8
5	Individual (Final) Assignment	40% - 60%	March 23	11

1. Attendance

Learning in this course requires exposure to and interaction with ideas, media and exercises presented in the classroom. Class attendance, therefore, is compulsory. Students attending less than 80% of classes will receive an automatic F grade. If non-attendance is for medical or other reasons approved by the Associate Dean's office, where possible and practical, efforts will be made to assign additional work to make up the missed learning. *Note: It is your responsibility to track your attendance; the instructor will only calculate attendance at the end of the course.*

2. Journaling & Learning Portfolio

This course involves journaling and creating a learning portfolio. Your journaling is private and not graded, your learning portfolio emerges from your journaling is shared and graded. Details of this assignment will be provided when the course begins.

3. Group Assignment Part One: Your Own Protection Case

A film will be shown in class of a child abuse and neglect case that requires a protection application. In class we will fully consider steps that might be taken to avoid a protection application, but we will conclude (as shown in the film) that some form of court action is needed. Your assignment is to work in groups of 3-4, to imagine that you are the child protection worker in 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 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).
- 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 new pages)
- 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 you conclude. 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 CFSA Part III (child protection) and CFSA Section 1 (paramount purpose and other purposes).

Assignment 3 uploading 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-4W03-03-ab" (for case notes and affidavit)
- "lastname-firstname-4W03-03-c" (for protection application FLR-08B)
- "lastname-firstname-4W03-03-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-4W03-03-TITLE (for title page). Please underline the name of the group member submitting the full documents.

4. Group Assignment Part Two: Prepared for Court

Based on assignment 3, come prepared to defend your position in court (see assignment schedule for the court date). All members of your assignment group should come dressed for court, prepared with hard copies of your assignment (case notes, protection application and plan of care), and be ready to give evidence. This assignment mirrors the field of social work where there is no ability to opt-out of court or giving evidence when required to do so. Note, however, that although *all* members of your group are to come prepared for court, in this assignment 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).

Notes: We anticipate that lawyers specializing in child protection will be conducting the examinations; students should expect to give evidence in chief, followed by cross-examination by either the children's and/or parent's lawyer. We may hold this class in a courtroom or courtroom-like setting for this assignment. Time restrictions may prevent some groups from giving evidence in which case the instructor will select the groups to give evidence, which means the grade of some groups will be based on readiness to give evidence rather than the actuality of doing so. The weight of this assignment will be the same for all groups and will be 5% if there is not time for all groups to give evidence, but raised to 15% if a means can be devised for all groups to participate in evidence going in the same way (i.e. running several courts at the same time). Other modifications may be made to this assignment, if this occurs students will be informed in advance.

5. Individual Assignment: Full Case Assessment

In class you will be presented with a film (different to the previous film) of a family in which child abuse has occurred (see class schedule). Imagine you are a child protection worker assigned

to this case; your assignment is to complete a comprehensive family assessment and formulate an intervention plan for this case. Your plan should address:

- a) An assessment of what is occurring in this family (include strengths and needs)
- b) An assessment of risk to each of the children involved
- c) An immediate safety plan and a longer-term risk reduction plan (along with potential risks and benefits of these plans)
- d) Identification of the social issues and dominant attitudes that may be causing or compounding this family's troubles, and the ways you will address and avoid replicating these

Your assignment will be graded on your ability to address the points above and your ability to justify your assessment and plan with reference to the course materials. This assignment should be twelve pages double-spaced (excluding references and cover page).

Assignment 5 uploading instructions

Upload to Avenue using your last name and first name as follows: "lastname-firstname-4W03-FINAL"

Assignment Form and Style

All written assignments must be typed and double-spaced (unless otherwise stated) and include a front page containing title, your full name, student number, email address and date. Number all pages (except title page & do not count title page in the number count). Unless otherwise stated, 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). Students are expected to make use of and cite appropriate sources, which can include Indigenous [oral or written], professional and social science literature, or other relevant sources. 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 the limit, and additionally will only be graded on the content that falls within the assignment space parameters.

Privacy Protection

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.

Assignment Submission & 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 an explanation of the problem and 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, which are the only formats we are equipped to open. Assignments uploaded in alternate formats are not considered "submitted" (a submitted assignment is one we can open).

Be especially sure to follow file naming conventions described in assignment details provided above. A 5% penalty will apply to files incorrectly named.

Group assignments will receive a common grade for all the group members (i.e. all members of that group will receive the same group grade). It is the entire group's responsibility to facilitate and ensure the full participation of all members. Grades compromised because of conflict or a lack of participation within a group are the responsibility of the entire group. In very rare circumstances, the instructor may adjust the grade of individual group members based on a lack of participation, disruption of the group process, or based on their excluding someone in the group from full participation.

Student Responsibilities

It is a student's responsibility to submit assignments on time. Extensions are not given on assignments, although attempts will be made to accommodate students who present in *advance* formal written requests from Student Accessibility Services for accommodation, as well as formal written requests from the Associate Dean's Office that result from extended illness or other exceptional circumstances.

Adult learning principles are employed in this course, which means that students are expected to think critically and be self-reflective. It is anticipated that 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.

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 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. Audio or video recording in the classroom without permission of the instructor is strictly prohibited. If audio recording is needed for accommodation purposes please discuss with the instructor *in advance* of recording.

Academic Integrity

Students are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials students 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 the student's responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>. 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

The instructor reserves the right to use a software service designed to reveal plagiarism. Students may be asked permission for their work to be submitted electronically to this service so that it can

be checked for academic dishonesty. In addition, the instructor reserves the right to request a student undertake a viva examination of a paper in circumstances where the paper appears to be written by someone other than the student themselves (i.e. papers written by custom essay writing services). Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

E-mail policy

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 or Avenue to Learn. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent from one of these McMaster accounts. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contact by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Course Calendar

Wk	Date	Topic & Readings
1	January 6	<p>Child welfare history, yesterday & today</p> <p>The course begins with a reflective exercise that gives you the opportunity to imagine the knowledge, skills and attitudes needed to undertake child protection social work; you will have the opportunity to select and map these onto your own learning portfolio.</p> <p>The class moves on to critically review child welfare history and the way this and other factors shape the conceptualization, design and delivery of modern child protection. The nature and prevalence of child abuse and neglect are examined along with child welfare outcomes, including the issue of disproportionality.</p> <p>Bell, S. (2011). Through a Foucauldian lens: A genealogy of child abuse. <i>Journal of Family Violence</i>, 26(2), 101-108. doi: 10.1007/s10896-010-9347-z [PDF]</p> <p>Contenta, S., Monsebraaten, L., & Rankin, J. (2014, December 11). Just 8% of Toronto kids are black But 41% of kids in care are black; The stunning disparity is being called 'a modern-day residential schools system.' Critics believe that poverty, cultural misunderstanding and racism are to blame, <i>Toronto Star</i>, p. A1. [link]</p> <p>Gough, P., Schlonsky, A., & Dudding, P. (2009). An overview of the child welfare systems in Canada. <i>International Journal of Child Health and Human Development</i> 2(3), 357-372. [PDF]</p>

		<p>Hand, C. (2005). An Ojibwe perspective on the welfare of children: Lessons of the past and visions for the future. <i>Children and Youth Services Review</i>, 28(1), 20-46. [PDF] [mirror]</p> <p>Sinha, V., & Kozlowski, A. (2012). The structure of Aboriginal child welfare in Canada. <i>The International Indigenous Policy Journal</i>, 4(2), pages 1-21. [PDF] [webpage]</p> <p>Wegner-Lohin, J., Kyte, A. & Trocmé, N. (2014). Ontario's Child Welfare System. CWRP Information Sheet #138E. Montreal, QC: Centre for Research on Children and Families. [PDF]</p> <p><i>Optional reading & reference materials:</i></p> <p>Cooper, A. (2014). A Short Psychosocial History of British Child Abuse and Protection: Case Studies in Problems of Mourning in the Public Sphere. <i>Journal of Social Work Practice</i>, 28(3), 271-285. doi: 10.1080/02650533.2014.927842 [PDF]</p> <p>Jalongo, M. R. (2006). The Story of Mary Ellen Wilson: Tracing the origins of child protection in America. <i>Early Childhood Education Journal</i>, 34(1)., p. 1-4. [PDF] [mirror]</p> <p>Jonson-Reid, M., Drake, B., & Kohl, P. L. (2009). Is the overrepresentation of the poor in child welfare caseloads due to bias or need? <i>Children and Youth Services Review</i>, 31(3), 422-427. [PDF]</p> <p>Murdoch, L. (2006). <i>Imagined Orphans: Poor Families, Child Welfare, and Contested Citizenship in London</i>. New Brunswick: Rutgers University Press. [online book]</p> <p>Trocmé, N., Knoke, D., & Blackstock, C., (2004). Pathways to the Overrepresentation of Aboriginal Children in Canada's Child Welfare System. <i>Social Service Review</i>, 78(4), 577-600. [PDF]</p>
2	January 13	<p>The confluence of child welfare discourse & law</p> <p>In this class, you will examine the legal framework that governs child protection intervention along with the discourses and competing ideas that shape policy and practice. You will also have an opportunity to examine your own values and beliefs about children and families that may influence your work. In addition, you will explore your own attitudes toward power and authority, and consider the implications for the way you might work in a child protection setting.</p> <p>Lawrence, A. (2004). The child protection discourse. In <i>Principles of child protection: Management and practice</i>. (pp. 66-83). Maidenhead, England: Open University Press. [in reader]</p> <p>Rock, N. (2005). The Child and family services Act. In <i>Child protection and Canadian law</i>. (pp. 99-130). Toronto: Emond</p>

		<p>Montgomery Publications Limited. [in reader]</p> <p>Sturtridge, Michelle. (2013) Glossary of Social Work Terms and Child Maltreatment Related Concepts. [PDF]</p> <p>The Child and Family Service Act Section 37. (1) & (2). [link]</p>
3	January 20	<p>Investigating & assessing child abuse and neglect</p> <p>Investigative and assessment processes are explored along with theories that inform the understanding of child abuse and neglect. Also examined is safety planning, risk assessment, ongoing child protection planning, and ways to support children and families. Attention is paid to understanding and addressing the personal & family troubles that lead to child abuse and neglect in the context of a larger political analysis of structural problems and societal inequalities. The way inequality impacts child welfare intervention and outcome is examined.</p> <p>Bowdry, C. (1990). Toward a treatment-relevant typology of child abuse families. <i>Child Welfare</i>, 69(4), 333-340. [in reader]</p> <p>Corby, B. (2006). The causation of child abuse. In B. Corby. In <i>Child abuse: Towards a knowledge base</i> (3 ed., pp. 154-180). Maidenhead, England: Open University Press. [in reader]</p> <p>Corby, B. (2006). The consequences of child abuse. In <i>Child abuse: Towards a knowledge base</i> (3 ed., pp. 182-209). Maidenhead, England: Open University Press. [in reader]</p> <p>Dumbrill, G. C. (2006). Ontario's child welfare transformation: Another swing of the pendulum? <i>The Canadian Social Work Review</i>, 23 (1-2), p. 5-19. [PDF]</p> <p>Forrester, D., McCambridge, J., Waissbein, C., & Rollnick, S. (2008). How do child and family social workers talk to parents about child welfare concerns? <i>Child Abuse Review</i>, 17(1), 23-35. doi: 10.1002/car.981 [PDF]</p> <p>When CAS comes knocking. (2014, December 11). <i>Toronto Star</i> [Toronto, Ontario], p. A33. Retrieved from [link]</p> <p>Optional reading:</p> <p>Platt, D. (2008). Care or control? The effects of investigations and initial assessments on the social worker-parent relationship. <i>Journal of Social Work Practice</i>, 22(3), 301-315. doi: 10.1080/02650530802396643 [PDF]</p>
4	January 27	<p>Engagement, collaboration, & case planning part 1</p> <p>Case planning is examined along with the key 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 case simulations.</p>

		<p>Choate, P. W., & Engstrom, S. (2014). The “Good Enough” Parent: Implications for Child Protection. <i>Child Care in Practice</i>, 20(4), 368-382. doi: 10.1080/13575279.2014.915794 [PDF]</p> <p>Featherstone, B., Broadhurst, K., & Holt, K. (2012). Thinking systemically—thinking politically: Building strong partnerships with children and families in the context of rising inequality. <i>British Journal of Social Work</i>, 42(4), 618-633. doi: 10.1093/bjsw/bcr080 [PDF]</p> <p>Riggs, J. (2012) Working with First Nations, Inuit and Métis Families who have Experienced Family Violence: A Practice Guide for Child Welfare Professionals. OACAS. [PDF]</p> <p>Robinson, K, R. (2012). Awakening to the spirit of family: The family group conference as a strengths-based assessment process. In D. Fuchs, S. McKay & I. Brown (Eds.), <i>Awakening the spirit: Moving forward in child welfare voices from the prairies</i> (pp. 71-91). Regina, SK: Canadian Plains Research Center. [in course reader]</p> <p><i>Optional readings</i></p> <p>Gladstone, J., Dumbrill, G., Leslie, B., Koster, A., Young, M., & Ismaila, A. A. (2014). Understanding worker-parent engagement in child protection casework. <i>Children and Youth Services Review</i>, 44, 56-64. 10.1016/j.chilyouth.2014.06.002 [PDF]</p> <p>Gladstone, J., Dumbrill, G., Leslie, B., Koster, A., Young, M., & Ismaila, A. A. (2012). Looking at engagement and outcome from the perspectives of child protection workers and parents. <i>Children and Youth Services Review</i>, 34(1), 112-118. doi: 10.1016/j.chilyouth.2011.09.003 [PDF]</p> <p>Pietrantonio, A. M., Wright, E., Gibson, K. N., Alldred, T., Jacobson, D., & Niec, A. (2013). Mandatory reporting of child abuse and neglect: Crafting a positive process for health professionals and caregivers. <i>Child Abuse & Neglect</i>, 37(2-3), 102-109. doi: 10.1016/j.chiabu.2012.12.007 [PDF]</p>
5	February 3 Assignment 3 begins	<p>Your very own family case (assignment 3 begins)</p> <p>A film of a child protection case is shown. At various points the video will be stopped to consider what is occurring, the protection issues (if any) that are emerging, the opportunities to engage the family in an immediate safety plan, the family strengths and limitations that are becoming apparent. Working in groups you will make case notes (please review 2A06 content on note taking) and begin to formulate a case plan. This in-class process is the beginning of assignment 3.</p> <p>MacMillan, HL, Wathen, CN. <i>Research Brief: Interventions to Prevent Child Maltreatment. PreVAiL: Preventing Violence</i></p>

		<p><i>Across the Lifespan Research Network</i>. London, ON. 2014. [PDF]</p> <p>Navid, C. (2012). Fathers in the frame: Protecting children by engaging fathers when violence against mothers is present. In D. Fuchs, S. McKay, & L. Brown (Eds.), <i>Awakening the spirit, moving forward in child welfare; voices from the Prairies</i> (pp. 135-156). [in reader].</p> <p>Smith, N. A. (2006). Empowering the "unfit" mother: Increasing empathy, redefining the label. <i>Affilia</i>, 21(4), 448-457. [PDF]</p> <p>Russell, M., Harris, B., & Gockel, A. (2008). Parenting in poverty: Perspectives of high-risk parents. <i>Journal of Children and Poverty</i>, 14(1), 83-98. doi: 10.1080/10796120701871322 [PDF]</p> <p>Tobis, D. (1013, May 29). We need to rethink 'bad' parents. Time. [link]</p>
6	February 10	<p>Engagement, collaboration, & case planning part 2 Case planning, engagement and collaboration continue to be explored, including narrative approaches, “signs of safety,” and family group conferencing. British child protection case conferencing systems are also explored. In addition, assessing and ensuring your own safety as a worker when undertaking child protection work is addressed.</p> <p>Dumbrill, G. C. (1998). Carols in the trenches. In T. S. Nelson & T. S. Trepper (Eds.), <i>101 more interventions in family therapy</i> (pp. 397-401). New York: The Haworth Press. [in reader]</p> <p>Flemons, D., Liscio, M., Gordon, A. B., Hibel, J., Gutierrez-Hersh, A., & Rebholz, C. L. (2010). Fostering solutions: Bringing brief-therapy principles and practices to the child welfare system. <i>Journal of Marital and Family Therapy</i>, 36(1), 80-95. doi: 10.1111/j.1752-0606.2009.00181.x [PDF]</p> <p>Milliken, E. (2012). Cultural safety and child welfare systems. In D. Fuchs, S. McKay, I. Brown (eds.). <i>Awakening the spirit: Moving forward in child welfare, voices from the Prairies</i> (pp. 93-116). Regina, SK: Canadian Plains Research Center. [in reader]</p> <p>Singer, J. B. (Host). (2008, March 3). Client violence: Interview with Dr. Christina Newhill [Episode 35]. <i>Social Work Podcast</i>. Podcast [link]</p> <p>Turnell, A., & Edwards, S. (1997). Aspiring to partnership. The signs of safety approach to child protection. <i>Child Abuse Review</i>, 6(3), 179-190 doi: 10.1002/(SICI)1099-0852(199708)6:3<179::AID-CAR324>3.0.CO;2-J [PDF]</p>

N/A	February 17	<p>Reading week - enjoy! NOTE first assignment is due prior to reading week on February 13</p>
7	February 24	<p>Preparing for court In this class we will examine court processes, particularly family court, including rules for giving evidence and the process of facing cross-examination.</p> <p>Dumbrill, G. C. (1992). Foster parent notes. <i>The Ontario Association of Children's Aid Societies Journal</i>, 36(7), 12-16. [in reader]</p> <p>Singer, J. B. (Host). (2012, December 18). Social workers in court: Interview with Allan Barsky, JD, MSW, PhD [Episode 76]. <i>Social Work Podcast</i>. Podcast retrieved November 1, 2014 from [link]</p>
8	March 3 Assignment 8 takes place	<p>Your very own court case 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 will be scrutinized.</p> <p>Quan, D. (2014, May 6). Police interviewing children tend to ask 'largely inappropriate' questions which could lead to wrongful convictions: study. <i>The National Post</i> [link]</p> <p>Angie Stephenson, Assistant Attorney NC Department of Justice, with basic information about how new child protection workers can prepare for court: Part 1, Part 2, Part 3</p> <p>Rules of Evidence: Hearsay [link]</p>
9	March 10 Film shown that provides the basis of final assignment	<p>Your very own comprehensive case assessment (and your final assignment) You are presented with detailed case information (in a film) from which you will undertake a comprehensive written assessment and intervention plan. This assessment is your final assignment.</p> <p>Eheart, B. K., Hopping, D., Power, M. B., Mitchell, E. T., & Racine, D. (2009). Generations of Hope Communities: An intergenerational neighborhood model of support and service. <i>Children and Youth Services Review</i>, 31(1), 47-52. [PDF]</p> <p>Singer, J. B. (Host). (2007, January 22). DSM diagnosis for social workers [Episode 1]. <i>Social Work Podcast</i>. Podcast [link]</p> <p>Singer, J. B. (Host). (2007, January 22). Bio-psychosocial-Spiritual (BPSS) assessment and Mental Status Exam (MSE) [Episode 2]. <i>Social Work Podcast</i>. Podcast [link]</p> <p>Turney, D., Platt, D., Selwyn, J., & farmer, E. (2012). Analysis, critical thinking and reflection in assessment. In <i>Improving child</i></p>

		<p><i>and family assessments: Turning research into practice.</i> Jessica Kingsley Publishers, London. [in reader]</p> <p><i>Optional reading: Browse the following Ontario manual; DO NOT, however, use this manual for your assessment assignment in this class; instead use the broader theories and frameworks covered in class, which enable you to undertake a perfectly robust in-depth comprehensive assessment. In this assignment, you will be using the craft of social work; if you at some point work in a child protection system, they will train you to use the specific tools and instruments that they happen to be using at that time.</i></p> <p>Ministry of Children and Youth Services. (2007). <i>Ontario child protection tools manual</i>. Government of Ontario. [PDF]</p>
10	March 17	<p>Service user voices: the key to anti-oppression The key role service user knowledge and theory plays (or needs to play) in child welfare is examined.</p> <p>Dumbrill, G. C. (2003). Child welfare: AOP's nemesis? In W. Shera (Ed.), <i>Emerging perspectives on anti-oppressive practice</i> (pp. 101-119). Toronto, ON: Canadian Scholars' Press. [in reader]</p> <p>Dumbrill, G. C. (2006). Parental experience of child protection intervention: A qualitative study. <i>Child Abuse & Neglect: The International Journal</i>, 30(1), 27-37. [PDF]</p> <p>Dumbrill, G. C., & Lo, W. (2009). What parents say: Service users' theory and anti-oppressive practice. In S. Strega & Sohki Aski Esquao [J. Carrière] (Eds.), <i>Walking this path together: Anti-racist and anti-oppressive child welfare practice</i> (pp. 96-108). Halifax, Canada: Fernwood. (Chapter 7) [in reader]</p> <p>Dumbrill, G. C. (2010). Power and child protection: The need for a child welfare service users' union or association. <i>Australian Social Work</i>, 63(2), 194-206. doi: 10.1080/03124071003717655 [PDF]</p> <p>Dumbrill, G. C. (2011). Doing anti-oppressive child protection casework. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (2 ed., pp. 51-63). Halifax, Canada: Fernwood Publishing. [in reader]</p>
11	March 24 Assignment 5 Due 1-day before this class	<p>When cases, or the system, go wrong, and cases where reunification is impossible Inquests into child deaths are examined and lessons learned are reviewed, including the importance of multidisciplinary work in child protection (often an inquest topic in the UK). Also examined, are cases where family reunification is not possible nor-desirable, cases where reunification might be possible but the resources (or conceptual thinking) for this to occur are not utilized, and what happens in cases where reunification does</p>

		<p>not occur.</p> <p>Cooper, A., & Whittaker, A. (2014). History as tragedy, never as farce: tracing the long cultural narrative of child protection in England. <i>Journal of Social Work Practice</i>, 28(3), 251-266. doi: 10.1080/02650533.2014.932276 [PDF]</p> <p>Munro, E. (1996) Avoidable and unavoidable mistakes in child protection work. <i>British Journal of Social Work</i>, 26(6), 793-808. [PDF]</p> <p>Lawrence, A. (2004). Interagency multidisciplinary work. In <i>Principles of child protection: Management and practice</i>. (pp. 84-107). Maidenhead, England: Open University Press. [in reader]</p> <p>Optional</p> <p>Reich, J. A. (2005). Beyond reunification: When families cannot be fixed. In <i>Fixing families: Parents' power and the child welfare system</i>. (pp. 219-254). New York: Routledge. [in reader]</p> <p>Watch Professor Eileen Munro's comments on the UK child welfare system, the problems she identifies and the changes she recommends. We will see parallel problems in Canada. View http://youtu.be/LYqYLfzIEy4 (4-minites) and http://youtu.be/QZXQmjVEArY (4-minites).</p>
12	March 31	<p>Learning from service users: HIV and parenting, what child protection workers need to know</p> <p>Building on content from week 10, the importance of service users' knowledge is taken further by engaging with class content partially designed for child protection workers by parents receiving child protection intervention.</p> <p>Greene, S., O'Brian-Teengs, D., Whitebird, W., Ion, A. (2014). How HIV-positive Aboriginal women (PAW) talk about their mothering experiences with child and family services in Ontario. <i>Journal of Public Child Welfare</i>, 8, 467–490 [PDF].</p>
13	April 7	<p>Class conclusions</p> <p>Experienced child protection workers attend class to answer questions about long-term careers in child protection work.</p>

The instructors and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of 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.