

SWRK 4300

Syllabus

[Course description](#)

[Course goals](#)

[Course materials](#)

[Course overview](#)

[Evaluation and grading](#)

[Distance and Online Education \(DE\) Student Resources](#)

[Acknowledgements](#)

COURSE DESCRIPTION

The University of Manitoba *Undergraduate Calendar* describes this course as follows:

CFS II builds on the knowledge and skills gained in CFS I and emphasizes mandated CFS policies and practice with a focus on family intervention, theories of child maltreatment, approaches to intervention, and social work skill development including worker safety and health (it is a course that would be considered a more Western, non-Indigenous approach; however, the general intent of both courses is that the courses' content can be useful in either context, depending on the specifics).

COURSE GOALS

At the end of this course you will be able to:

1. Define acts of commission and omission.
2. Analyze policy and knowledge of the organizational context and its impact on child and family services/child welfare practice with individuals, families and communities.
3. Integrate and build upon your social work skills in relation to child and family services practice.
4. Demonstrate and evaluate your general practice skills in the context of child and family services.
5. Integrate and develop your assessment, intervention planning and evaluation skills in social work practice as they relate to working with children and their and families in the child welfare context.
6. Conceptually integrate policy, theory and services in the context of child and family services in social work practice.
7. Analyze your professional responsibilities and professional stance, orientation and/or social location in relation to your social work practice as related to child and family practice.

[back to top](#)

COURSE MATERIALS

REQUIRED

Bookstore

The following required materials are available for purchase from the [University of Manitoba Bookstore](#). Please order your materials immediately, if you have not already done so. See your [Distance and Online Education Student Handbook](#) for instructions on how to order your materials.

Required Texts:

Crosson-Tower, C. (2014). *Understanding child abuse and neglect* (9th Ed.). Montréal: Allyn & Bacon.

Kufeldt, K. & McKenzie, B. (2011). *Child welfare: Connecting research, policy, and practice* (2nd Ed.). Waterloo, Ont.: Wilfrid Laurier University

Press.

Wharf, B. (1993). *Rethinking child welfare in Canada*. Don Mills, Ontario: Oxford University Press.

Wharf, B. (2002). *Community work approaches to child welfare*. Peterborough, Ont.: Broadview Press.

University of Manitoba Libraries

There are a number of materials in the course units which are available from the University of Manitoba Libraries (See the link to the University of Manitoba Libraries in your course website.):

Required hardware and software

You will need a headset with microphone. You will also need to ensure that you have Microsoft Office software so that you can access PowerPoint. This is the software that will be used in your final assignment.

Other

There are also links to website resources throughout the course.

OPTIONAL MATERIALS

There are a range of optional resources listed in each unit designed to supplement your reading.

[back to top](#)

COURSE OVERVIEW

TOPICS

Unit 1: Setting the context: this unit introduces you to the child welfare system

Unit 2: Policy: In this unit, we explore child welfare policy on a provincial, national and international level.

Unit 3: Community Approaches to Child Welfare Intervention: This unit is an overview of community approaches to child welfare.

Unit 4: Organizational Knowledge and Analysis: Here we explore organizational culture and climate.

Unit 5: Direct Practice: Intake, Investigation, Assessment: In this unit, we look at the four areas of intake, investigations and risk assessment, general assessment and intervention.

Unit 6: Intervention: Here we look at the various intervention approaches that can be used when working with families receiving child welfare.

Unit 7: Intervention when working with Families Affected by Sexual Abuse, Physical Abuse, Emotional Abuse and Neglect: This unit addresses various issues related to intervention and the rationale behind intervention.

Unit 8: Alternate Care: This unit examines some of the alternatives to allowing the child to remain in the biological home.

Unit 9: Special Topics in Child Welfare: In this unit, you are encouraged to explore a topic of interest to you.

Unit 10: Professional Self: In this unit, we review ethical practice, stress and burnout, and worker self-care.

LEARNING ACTIVITIES

There will be a range of learning activities, including readings, study questions and live classrooms.

[back to top](#)

EVALUATION AND GRADING

DISTRIBUTION OF MARKS

- Assignment 1: Online test (10%)
- Online participation: (10%)

Attendance at all Adobe Connect sessions is mandatory (See BSW handbook). Contributing to the discussions during sessions is encouraged and worthwhile and will be graded out of ten marks.

- Assignment 2: Child Welfare Agency or Program within a Child Welfare Agency: (20%)
- Assignment 3: Case Assessment and Planning: (25%)
- Assignment 4: Reflection Paper: (25%)
- Assignment 5: Presentation of Case Summary (5 minutes maximum): (10%)

Note: Detailed instructions about the assignments are found in the assignment section in your course website.

ASSIGNMENT DUE DATES

Consult your course schedule for the assignment due dates. Your instructor will provide you with hard deadlines for all assignments.

GRADING SCALE

| Letter Grade | Percentage range | Description |
|--------------|------------------|--------------|
| A+ | > 93 | Exceptional |
| A | 86 - < 93 | Excellent |
| B+ | 79 - < 86 | Very good |
| B | 72 - < 79 | Good |
| C+ | 65 - < 72 | Satisfactory |
| C | 58 - < 65 | Adequate |
| D | 50 - < 58 | Unacceptable |
| F | less than 50 | Failure |

Note: All final grades are subject to departmental review.

APPEALS

Appeals of final grades are to be directed to the Appeals Committee, Faculty of Social Work. Requests to re-read an assignment or to re-consider a grade may be directed to the instructor with a supporting rationale in writing within two weeks of receiving the graded assignment. Please refer to the Student Handbook for further details on academic regulations and procedures.

Note: All final grades are subject to departmental review.

PLAGIARISM, CHEATING, AND EXAMINATION IMPERSONATION

Plagiarism is defined in the University of Manitoba General Calendar, and it carries serious academic penalties. If you are unsure of the appropriate practices to avoid plagiarism please consult with the instructor. You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba Undergraduate Calendar. Note: These policies are also located in your Distance and Online Education Student Handbook or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

STUDENT AND ACADEMIC STAFF RESPONSIBILITIES

The University of Manitoba has expectations regarding student behaviour. Policies concerning inappropriate or disruptive behaviour are online:

http://umanitoba.ca/admin/governance/governing_documents/students/279.htm

And policies regarding student discipline are online:

http://umanitoba.ca/admin/governance/governing_documents/students/discipline/531.htm

In addition, policies regarding academic staff's responsibilities regarding students is available online:

http://umanitoba.ca/admin/governance/governing_documents/students/278.htm

PROFESSIONAL UNSUITABILITY

The Faculty of Social Work may require any student to withdraw from the Faculty pursuant to the procedures set out in this By-Law when the student has been found unsuited, on considerations of competence or professional fitness, for the practice of Social Work.

For further information please refer to the undergraduate handbook:

http://umanitoba.ca/faculties/social_work/media/BSW_Handbook_2012-2013_Final_updates_April_26_12.docx

Or, the graduate handbook:

http://umanitoba.ca/social_work/media/Pre-MSW_MS_W_Handbook_2011-2012.pdf

ATTENDANCE

Your instructor will inform you of the course attendance requirements.

GENERAL EXPECTATIONS

As students and adult learners with experience and knowledge, it is expected that you contribute to the online learning and teaching context through attendance and participation. Written assignments are expected to meet the usual requirements of scholarship at the undergraduate level. In addition to the presence of content relevant to the course objectives, these will be among the criteria used in assigning the grade and include: appropriate use of the literature, coherence in the organization between and within sections, presentation of available evidence for your arguments and a logic to the steps taken towards conclusions. Assignments should use the APA reference style as outlined in the texts below:

American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author.

Szuchman, L. & Thomlison, B. (2003). Writing with style: APA style for social work (2nd ed.) Toronto: Nelson Thomson Learning.

Examples of this reference style can also be found online (copy and enter the URL once you have accessed the internet):

<http://www.cws.illinois.edu/workshop/>

[back to top](#)

DISTANCE AND ONLINE EDUCATION (DE) STUDENT RESOURCES

In your course website there are links for the following:

- Contact Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

[back to top](#)

ACKNOWLEDGEMENTS

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| Content specialist: | Alexandra Wright |
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| | Faculty of Social Work University of Manitoba |
| Alexandra Wright has worked as a social work educator with the Faculty of Social Work, at the University of Manitoba. Her social work practice experience includes working as a family services worker in child welfare in Ontario and Manitoba. She has been an instructor of the child and family services course for several years. Her research and publications have addressed different aspects of social services organizations (and related issues such as effectiveness, leadership, culture and climate), family-centred practice, and policy analysis, implementation, and evaluation within the context of child welfare services and services for children with special needs. | |
| Instructional designer: | Dr. Robert Lawson Distance and Online Education University of Manitoba |
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University of Manitoba, Distance and Online Education

[back to top](#)