

SWRK 4260

Addictions and Child and Family Services Practice

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COURSE DESCRIPTION

Welcome to SWRK 4260! This course will improve your understanding of addictions and child welfare issues in the province of Manitoba. You will have the opportunity to reflect on best practices within the profession and interact with your peers online. We hope you find this course to be an engaging experience.

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

The focus of this course is to increase the student's knowledge about addictions as well as to develop student's skills for intervention with families affected by addiction within the context of child and family services. Emphasis is on experiential learning of knowledge, process and techniques.

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FURTHER DESCRIPTION

The increase of alcohol and drug use among women has had a profound effect on the safety of children in our communities. Unfortunately, parental addictions, particularly mothers who are addicted to alcohol and drugs, are among the hardest to program for and the children often stay in the child welfare system longer than they should. As a result, these children often have the poorest outcomes in the child welfare system which may lead to long term problems as adults.

The issue of addictions and child welfare has some major implications for service provision in the province of Manitoba. Manitoba has the distinction of having one of the highest rates of children in care in the country and again, a large number are in care as a

result of parental addictions. Unfortunately, while this province has shown great leadership and innovation in the area of FASD as well as support programs for women who drink while pregnant, it lags behind in the development of appropriate addiction treatment programs for women with families. Services for fathers and families are even harder to access. Child Welfare, as a service system in Manitoba, has not yet developed any significant level of programming to support families with addicted parents.

This course is designed to provide students with an understanding of some of the critical issues related to addictions and child welfare. The course will begin with an overview of theories of addictions and explore their application to intervention and treatment approaches. It will then look at issues related to women and children and addictions, including intervening with pregnant women and working with children affected by prenatal alcohol abuse.

The course will also look critically at current issues in the field of addictions and child welfare by exploring how the child welfare system needs to respond to families affected by addictions. It will look at a variety of programs that have shown some promise in the field and explore how their application might be generalized to other agencies.

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COURSE GOALS

1. describe the legislation, policies and standards that influence the field;
2. describe current practices in the field and some of the issues inherent in the development of those practices;
3. describe theories of addictions and their application to child welfare practice;
4. compare the relationship between healthy family functioning and addictions;
5. apply a 'determinants of health' approach to explore the effects of parental addictions on short and long term outcomes for children;
6. outline some of the issues facing children affected by maternal addictions;
7. analyze some of the critical issues in the field of Addictions and Child Welfare;
8. illustrate models of practice for families affected by addictions;
9. reflect on how the course material might influence your future practice as a child care worker;
10. assess current research in the field of Addictions and Child Welfare and how that research reflects on day to day practice in the field; and
11. develop and defend a position on a controversial topic in the field of Child Welfare and Addictions.

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COURSE MATERIALS

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

Textbooks

Office on Child Abuse and Neglect, Children's Bureau. (2009). *Protecting children in families affected by substance use disorder*.

Washington: U.S. Department of Health and Human Services. Retrieved from <http://www.childwelfare.gov/pubs/usermanuals/substanceuse>

Fisher, G. & Harrison, T. (2008). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (5th Edition). Boston: Allyn & Bacon.

OPTIONAL

Buxton, B. (2004). *Damaged Angels: A mother discovers the terrible cost of alcohol in pregnancy*. Toronto: Knopf.

Kleinfeld, J. (1993). *Fantastic Antone succeeds*. Fairbanks: University of Alaska Press.

Kleinfeld, J. (2000). *Fantastic Antone grows up*. Fairbanks: University of Alaska Press.

Streissguth, A. & Kanter, J. (1997). *The challenge of Fetal Alcohol Syndrome: Overcoming secondary disabilities*. Seattle: University of Washington Press.

Streissguth, A. (1997). *Fetal Alcohol Syndrome: A guide for families and communities*. Baltimore: Paul Brookes.

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COURSE OVERVIEW

The course is thirteen weeks in duration and contains seven sections as listed below:

TOPICS

Unit 1 Introduction to Addictions and Child Welfare

- Definitions of Addictions, Misuse and Dependency
- Patterns of Alcohol and Drug Use in Society
- Historical Influences on the Field of Addictions and Child Welfare
- The Modern Child Welfare System
- The Effect of Addictions on the Child Welfare System
- The "Best Interest" Test in Child Welfare

Unit 2 Theories of Addictions

- Models of Addictions
- Application of Models within Child Welfare Practice

Unit 3 Addictions and Women

- Special Issues with Women and Addictions
- Effects of Addictions on Pregnancy and Parenting
- Factors that Influence Treatment for Women

Unit 4 Addictions and FASD

- Children Affected by Prenatal Alcohol and Drug Use
- Diagnosis of FASD
- Distinction between Alcohol Effects and Drug Effects
- Areas of Concern in Supporting Alcohol Affected Children
- Supporting Children with FASD in the Child Welfare System

Unit 5 Assessment and Diagnosis

- Models of Screening and Assessment

- Stages of Change
- Special Risk Factors for Families Involved in the Child Welfare System

Unit 6 Treatment

- Models of Treatment
- Models of Family-Based Treatment
- Critical Issues in Treatment Models in Child Welfare

Unit 7 Relapse Prevention and Support Programs

- Types of Relapse Prevention Programs
- Goals in Prevention Program
- Risk Reduction Programs in Child Welfare
- Role of CFS in Relapse Prevention

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LEARNING ACTIVITIES

This course will use a range of learning activities, including reading and response, videos and discussion forums.

Class journal: : Please ensure that you maintain a journal to record your answers and thoughts to the questions and issues found in the course units. This journal will help you with the course assignments, in particular the reflective journaling assignment.

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EVALUATION AND GRADING

DISTRIBUTION OF MARKS

Evaluation	Percentage
Discussion Forum (5x4%)	20%
Assignment 1 - Reflective Journaling (5x4%)	20%
Assignment 2 - Online Debate	20%
Assignment 3 - Research Paper	40%
Total	100%

GRADING SCALE

Letter Grade	Percentage Range	Description
A+	93 - 100	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
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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_2014-2015_Updated_Sept_14.pdf

ATTENDANCE

This is an online course. You are expected to complete all assignments. The instructor has the right to set deadlines and to impose the grade of an 'F' for un-negotiated and/or unreasonable delays from students. In the normal course of events students are expected to meet deadlines and complete all course requirements within the regular academic session.

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 graduate 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. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Szuchman, L. & Thomlison, B. (2010). *Writing with style: APA style for social work* (4th 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://libguides.lib.umanitoba.ca/content.php?pid=356868>

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ASSESSMENTS

DISCUSSION FORUM

There are a total of 7 discussion forums. You are expected to participate in at least 5 in order to achieve full marks. Please ensure that you post informed responses to the questions. You are also required to develop an informed response to at least one other student's post. Please see the discussion forum rubric for more details on how you will be assessed.

ASSIGNMENT 1: REFLECTIVE JOURNALING

You will have the opportunity to reflect on some of the material discussed in the class. Students will be asked to begin to journal throughout the class with the expectation that they complete and submit five journal entries or 'logs'. You will post your reflections in the Discussion Forum. Please see the assignments folder for more information on how to post.

ASSIGNMENT 2: ONLINE DEBATE

The Online Debate is an interactive assignment designed to have you explore one of the many controversial issues in the field of Child Welfare and Addictions. You will be assigned to present an argument for or against a particular statement.

ASSIGNMENT 3: RESEARCH PAPER

This assignment gives you the chance to explore in-depth an area within the field of addictions and child welfare that has not been discussed in the class.

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.

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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

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ACKNOWLEDGEMENTS

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CONTENT SPECIALIST:Dr. Kathy Jones

Faculty of Social Work
University of Manitoba

Dr. Kathy Jones is the Executive Director of the Legal Help Centre and a Sessional Instructor in the Faculty of Social Work. Prior to moving to the Legal Help Centre, Kathy worked in the Child Welfare field for 15 years in a variety of front line and administrative positions. During her early years in the child welfare system, Kathy developed and ran a yearly Reclaiming Our Voices Gathering for Women who struggle with addictions and have children in the care of a Child Welfare agency. Her research interests are in addictions, Fetal Alcohol Syndrome and children with Learning Disabilities. She has written a number of articles and co-authored a book on addiction awareness for individuals with FASD.

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