



**Supporting the Education of Children in Our Care: An Inter-Professional Dialogue
Syllabus (Summer 2021)**

Course Details	
Universities and Units:	University of Manitoba, Faculty of Social Work University of Manitoba, Faculty of Education (Department of Curriculum, Teaching and Learning)
Course Title & Numbers:	Supporting the Education of Children in Our Care: An Inter-professional Dialogue UM Education course number: EDUB 5220-T03 UM Social Work SWRK 7230-T01 <i>Need to distinguish assignments for 5220 separate from 7230.</i>
Number of Credit Hours:	3 credit hours
Summer Session 2021 Class Days & Times:	May 10 th -Jun 17 th Tuesday and Thursdays 5:30-8:30 pm
Withdrawal Dates:	University of Manitoba: fee refund deadline -May 16 th ; final VW deadline -June 13 th
Location:	Please refer to UMLearn schedule for virtual platforms used each day.
NOTE:	This course is open to Undergraduate & Graduate students from University of Manitoba Faculties of Social Work and Education.

Instructor Information	
Instructors and email addresses:	Kathy Levine , Associate Professor, Faculty of Social Work 418 D Tier Building kathryn.levine@umanitoba.ca Dawn Sutherland , Professor, Faculty of Education Room 227B, Education Building dawn.sutherland@umanitoba.ca
Office Hours:	After class or by appointment.
Email policy:	<i>As per university policy, students must use their university email addresses for course-related correspondence.</i>

Course Description: This course is for practicing teachers and social workers who are interested in participating in an inter-professional dialogue that acknowledges our shared responsibility for the educational outcomes of children in our care. The course aims to recognize the importance of inter-professional collaboration in order to reduce barriers experienced by children in care.

General Course Information: The course explores trauma-sensitive pedagogy and incorporates a children's rights perspective that recognizes that children in care deserve educational experiences as

a right, not as a privilege, of their citizenship. The course curriculum will include a combination of lectures, class discussion, group-based problem solving, and guest speakers.

Course Goals: The goals of this course are to:

- explore and discuss inter-professional collaboration in relation to children in care in Manitoba
- discuss inter-professional collaboration with stakeholders involve with children in care
- explore the impact of trauma on outcomes related to children in care

Intended Learning Outcomes:

- develop an understanding the Manitoba context in relation to children in care;
- learn about the differing policies governing the work of social workers and educators;
- explore and consider various inter-professional responses to supporting children in care.

Textbook and Readings:

Required textbook: None

Supplemental Readings [available through UM Learn and Nexus]

University of Manitoba Student Accessibility Services: If you are a student with a disability, please contact SAS for academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

UM Student Accessibility Services

<http://umanitoba.ca/student/saa/accessibility/>

520 University Centre

204 474 7423

Student_accessibility@umanitoba.ca

COURSE SCHEDULE

Date	Topics and Activities Guiding Questions	Readings & Assignments
Tuesday May 11 th	<p>Inter-professional Collaboration Presentation: Dr. Kathy Levine: Inter-professional collaboration; Competing Discourses Introduce inter-professional collaboration framework</p> <p>Defining Roles and Responsibilities</p> <p>Guiding Questions: Who are you? What is your context? What is your inter-professional experience? What are your questions/hopes for this course? What can we learn from each other?</p> <p>Task: Using guiding questions and the IPC model create summary charts looking at the framework from and child welfare and educational perspective on the white board and share.</p>	<p>Pre-read for class #1: Reeves, S., Espin, S., & Lewin, S. (2010). Interprofessional teamwork for health and social care.</p>
Thursday, May 13 th	<p>The Contextual Domain: The Manitoba Context Cindy Blackstock-Podcast Guiding Questions: What are the social and historic factors in our current Manitoba contexts in regards to children in care? How might these factors impact the educational outcomes of children in care?</p> <p>Task: In groups and using the whiteboard function in WebEx create a summary of the Manitoba Context from a child welfare and education standpoint Save the whiteboard and be prepared to present on this summary at the beginning of next class</p>	<p>Read through all the case studies on UMLearn and let Kathy Levine know your 2 top choices by Monday May 21st</p> <p>Readings: Brownell, M. D., Chartier, M. J., Au, W., MacWilliam, L., Schultz, J., Guenette, W., & Valdivia, J. (2015). <i>The educational outcomes of children in care in Manitoba</i>. Manitoba: Manitoba Centre for Health Policy, University of Manitoba.</p> <p>Christensen, T., & Lamoureux, K. (2016). <i>Manitoba task force on educational outcomes of children in care: Report for the Minister of Education and Advanced Learning and the Minister of Family Services</i>. Winnipeg, MB.</p> <p>Blackstock, C. (2007). Residential schools: Did they really close or just morph into child welfare. <i>Indigenous Law Journal</i>, 6(1), 71-78.</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.</p>
Thursday, May 18 th	<p>The Organizational Domain: Policies Sharon, Verland and Ray Present the summaries of the Manitoba context</p> <p>Guiding Questions: What is your context? How does the protocol report relate to/inform your own context? In what ways might/could it inform decision-making?</p>	<p>Manitoba Education. (2013). <i>Education and Child and Family Services Protocol for children and Youth in Care</i>. Winnipeg, Mb.: Healthy Child Manitoba.</p> <p>Janzen, M., Levine, K., & Sutherland, D. (2020). Improving Educational Experiences for Children in Our Care: An Ethic of Hospitality . <i>Canadian Journal of Education/Revue Canadienne De l'éducation</i>, 43(4), 953-975. Retrieved from</p>

	<p>Collective Responsibility and Individual Actions:</p> <p>School leaders' insights on supporting children in our care</p> <p>Task: In your small groups look at the Protocol for Children and Youth in Care and answer the guiding questions as a group.</p>	<p>https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4345</p> <p>Sharon. Ray. Verland, Dawn's article Melanie with team article as well</p>
Thursday, May 20 th	<p>The Professional Practice Domain: Examining the relational view of professionalism in child welfare and education.</p> <p>Guiding Questions: How do/might strengths-based perspectives help us to reimagine/reconsider our work with children and their families?</p>	<p>Evetts, J. 2011. A new professionalism? Challenges and opportunities. <i>Current Sociology</i> 59 (4): 406-422</p> <p>Gallagher-Mackay, K. 2017. <i>Succeeding Together? Schools, Child Welfare and Uncertain Public Responsibility for Abused or Neglected Children.</i> Toronto: University of Toronto Press. Ch. 2 Separate Spheres and Closed Systems: Reporting and Communication between Schools and Child Welfare.</p> <p>Swadener, B. B. (2010). "At risk" or "at promise"? From deficit constructions of the "other" to possibilities for authentic alliances with children and families. <i>International Critical Childhood Policy Studies Journal</i>, 3(1), 7-29.</p> <p>Code of Ethics Teacher and Social Work</p>
Tuesday May 25 th	<p>Case Studies-Group work</p>	<p>Examine the case study in the contextual, organizational and professional practice domains.</p>
Thursday, May 27 th	<p>The Relational Domain: What could/does Inter-professional Collaboration Look Like in Practice?</p> <p>Anne Edwards on Relational expertise and common knowledge.</p> <p>Guiding Questions: What could inter-professional collaboration look like? What is possible?</p>	<p>Anne Edwards https://www.youtube.com/watch?v=-5pBrr3-yOM</p> <p>Relational Expertise, Common Knowledge</p> <p>Reading: Edwards, A. (2009), "Relational agency in collaborations for the well-being of children and young people", <i>Journal of Children's Services</i>, Vol. 4 No. 1, pp. 33-43. https://doi-org.uml.idm.oclc.org/10.1108/17466660200900004</p>
Tuesday June 1 st	<p>Making Sense of Trauma</p> <p>Guest speakers: Billy Brodovsky & Kate Kiernan, Families Affected by Sexual Assault Program</p>	<p>Brendtro, L. K., Brokenleg, M., & Van Bockern, S. (2005). The circle of courage and positive psychology. <i>Reclaiming Children & Youth</i>, 14(3).</p> <p>Trauma Informed Care Webinar: https://trauma-informed.ca/on-line-trauma-training/</p>
Tuesday,	<p>Students Voices – CRC and UNDRIP</p>	

June 3rd	<p>Guest Panel: Marie and Amy Komus, Garden City Teacher and students Video Presentation.</p> <p>Guiding Questions: How do we account for the rights of the child in our work with children in care? How do we understand and account for children's languages, cultures and identities?</p>	
Thursday June 10 th	Child Advocate-Rights of the Child	<p>The Convention of the Rights of the Child</p> <p>The UN Declaration of the Rights of Indigenous Peoples</p> <p>LAST DAY for final reading response submissions.</p>
Tuesday June 15th	TBD	Caring Society: https://fncaringsociety.com/7-free-ways-make-difference
Thursday, June 17 th	Presentations Participation Self-Assessments	

Topics listed may not be covered/or covered differently due to time.

Course Evaluation:

Assignment	Value	Due Date
1) Class Preparation and Participation	10%	Preparation and participation is required for each class. The self-assessment will occur in-class on June 17th.
2) Reading Responses	4 responses x 10% = 40%	You can choose which readings to respond to and when to submit them as long as the fourth submission is made by June 10 th .
3) Case Study – Presentation	10%	Either June 15 th or 17 th
4) Case study – Written Response	40%	June 18 th .

There is no exam for this course.

General Assessment Criteria - All assignments will be evaluated according to the:

- quality and substance of the writing. It is expected that students will write at a level of sophistication appropriate for graduate level of study. Writing must be scholarly and demonstrate a meaningful engagement with the readings, concepts and theories.
- form of the writing. It is expected that writing will comply with the Publication Manual of the American Psychological Association (APA), 6th Ed., must be relatively free from

grammatical and spelling errors, and must reference citations appropriately. Assignments must be typed and include name, student number, title of assignment, date, and page numbers.

Other assignment details: All written assignments must be typed and submitted by email to UM Learn by the due date. It is the responsibility of the student to ensure that the correct version is submitted and to keep a copy of all assignments. Assignments will be graded according to the Faculty of Education Grading Scale and will be returned to the student within 7 days of submission.

APA Resources: Publication Manual of the American Psychological Association (6th Ed.)
<http://www.apastyle.org/>; <http://owl.english.purdue.edu/owl/resource/560/01/>
<http://library.concordia.ca/help/howto/apa.php>

Grading Scale: The grading scale has been adopted by the Faculty of Education at the UM and is set out in the General Calendar as follows:

Letter Grade	Grade Point	Level of Achievement	Percentage Range
A+	4.50	Exceptional	95 and above
A	4.00	Excellent	90-94
B+	3.50	Very Good	85-89
B	3.00	Good	80-84
C+	2.50	Satisfactory	75-79
C	2.00	Adequate	70-74
D	1.00	Unacceptable	60-69
F	0.00	Failure	Below 60
A minimum grade of "C" or a Pass (P) is required.			

ASSIGNMENTS

1) Class preparation and participation

The quality of our classes will be dependent, in part, on your preparation and engagement. Therefore, it is critical that you are prepared for each class by having completed the readings and bringing the readings (hard copies or e-copies) with your accompanying notes and questions to each class in order to support the discussion.

In addition, it is important that we are each mindful of our own participation; ensuring that we each contribute meaningfully and respectfully, while also being cognizant of and responsible for providing the time and opportunity for all students to participate and to ask their questions. Assessment Criteria: a self-evaluation of your regular preparation and quality of engagements.

2) Reading Responses-EDUB 5220

During the course, you will write four responses to the readings. Each response will provide a brief summary of the reading (one page max.) and then a critical and reflective engagement with the reading. Consider how the reading might inform or challenge your perspectives and your role in supporting children in our care? What problems, possibilities, or issues does it raise and what do these mean for you in your role? How does the reading align/conflict/overlap with other readings, policies, or practices? Each response should be 3-5 pages typed and use APA format.

Assessment Criteria:

- Clearly provides a summary of the readings

- Clearly identifies an issue related to a professional setting that arose from the readings
- Uses literature to support any claims made in the response
- Considers impacts within professional setting
- Provides a clear explanation of the response

Reading Responses-SWRK 7230

3) Inter-professional Case Study – Presentation

Each group will be required to present a case to the class. This will be an opportunity to share the case and your emerging plans, while also receiving feedback from your peers. Presentations must be no longer than 20 mins.

Assessment Criteria:

- Provides a clear and substance presentation
- Demonstrates thoughtful course of action;
- Includes understandings of policy, perspectives, inter-professional collaboration, and strengths-based approaches;
- Poses meaningful questions for discussion
- Provides evidence of shared contributions

4) Inter-professional Case Study - Written Response

Students will have class time to work in groups to consider case studies of children in care. Individually, each student will compile a written response to a case of their choice (or to one that they have created). The purpose of this assignment is to demonstrate your understandings of the various policies and perspectives that inform both social workers' and educators' work with children in care; while bringing to the fore, the framework for inter-professional collaboration, including spaces of overlap and discord. Students will examine the case, illustrate their understandings of the various interpretations and responses to the case determined by the various professional roles; detail the places of dissonance and conflict between the policies and perspectives; and create a plan in response to the case. The plan will describe an inter-professional course of action that illustrates collective responsibility while recognizing the needs, strengths, and rights of the child.

Assessment Criteria:

- Provides a clear and substantive response;
- Explains clearly the course of action in response to the case
- Demonstrates understandings of policy, perspectives, inter-professional collaboration, and strengths-based approaches;
- Uses the readings to support and justify the course of action.

Students must retain a copy of all submitted assignments.

Instructors' Policies

Please refrain from using your cell phone during class. If you have the phone on during class for emergency purposes then please turn off the ringer.

University of Manitoba Course Policies & Other Information

Students are advised to refer to the *General Calendar 2018-19* for the University of Manitoba's policies on attendance and debarment, appropriate behaviour, and academic dishonesty (including plagiarism and cheating). All students will receive a **Schedule A: Resources and Polices** (attached), listing the UM resources and policies.

Course Expectations—Our expectations of students: It is anticipated that students will actively engage in all course activities. Students are expected to be prepared for each class; to have completed the readings, and bring copies of the readings with the accompanying notes and questions to each class in order to support the discussion. Please be courteous, civil, and arrive on time to class.

What you can expect of us: We will be respectful of opinions and questions and will try to create a safe and collegial learning environment. We will mark your assignments promptly.

Attendance: Regular attendance is expected of all students. Please note that, as per the Faculty's attendance policy, *unexcused* absences of more than three hours can lead to debarment. Excused absences are allowed for medical or compassionate reasons only.

Using Copyrighted Materials: Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and University guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed. For more information, see the University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact um_copyright@umanitoba.ca.

Recording Class Lectures and Discussions: The instructors hold copyright over our course materials, presentation and lectures. No audio or video recording of lectures or presentations—including those of our guest speakers—is allowed in any format, openly or surreptitiously, in whole or in part without permission. Course materials (both paper and digital) are for the participant's private study and research.

Course work extensions: Assignments are due by midnight of the due date. Extensions on assignments can be negotiated for reasons of personal illness or special circumstance and must be requested in advance of the assignment due date. Failure to submit an assignment by the extension date may result in an F for that assignment. Incomplete assignments or assignments not submitted by the end of the course may result in failure of the course.

Appeals: Term work grades may be appealed up to ten working days after the grades are made available to students. Please refer to the U of M General Calendar for additional information.

Academic Integrity: In this course, students will have opportunities to provide peer feedback, to collaborate, and to share ideas in order to inform assignments. Students are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the Academic Integrity regulation (<http://umanitoba.ca/academicintegrity/>).

Voluntary Withdrawal: This course does not follow the normal Registration and Withdrawal dates as set out in the Academic Schedule. Please check the Summer Session website for refund information. http://umanitoba.ca/faculties/coned/summer/fees/vw_refund.html

Event Day Parking: On “Event Days” (such as Bomber games) our class will be subject to Event Day Parking rules. Please see <http://umanitoba.ca/campus/parking/igf.html> for more information.