S.W. 530 (Section 001)

Introduction to Social Welfare Policy and Services

Instructor: Harold S. Gazan       Fall, 2000
Classroom: 3001 -School of Education Building (SEB)       Monday, 1-4 p.m.

COURSE DESCRIPTION

This course surveys the history of social welfare and the social work profession, a broad array of U.S. social welfare services, and the evolution of social work values and ethics. Emphasis is placed on major fields of social work service such as: income maintenance, health care, mental health, child welfare, corrections, and services to the elderly. Analytic frameworks with regard to social welfare policies and services will be presented. These frameworks will identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work-relevant promotion, prevention, treatment, and rehabilitation programs and services.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Describe the historical basis for the current U.S. social welfare system, including the history and role of the social work profession.

2. Describe and critically analyze current social welfare policies, procedures and programs including the role of behavioral and social science research and theory in their evolution.

3. Discuss the strengths and limitations of the current, U.S. social welfare system in terms of the functions of provision of basic needs, protection of the vulnerable, prevention, promotion, treatment, rehabilitation, protection of society, and provision of social control. This discussion will incorporate state, national, and cross-national analyses.

4. Describe and critically analyze major fields of social welfare service provision from a multicultural perspective, including but not limited to income security, health and mental health services, child welfare, social work practice in school settings, services to the elderly, and correctional systems.
5. Discuss and critically analyze current debates, trends and ethical issues in each specific field of service presented in the course, including the implications for social work practice and promoting social justice and social change.

RELATIONSHIP OF THE COURSE TO THE SCHOOL'S FOUR CURRICULAR THEMES

1. Multiculturalism and Diversity. Specific field of service is critically analyzed from multicultural, historical, or cross-national perspectives.


3. Promotion, Prevention, Treatment, and Rehabilitation. The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.

4. Behavioral and Social Science Research. Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

CLASSROOM

All classroom sessions will be held in Room 3001 SEB, with the exception of Monday, October 9. On that day we will meet at the Michigan Union in the Keunzel Room. All classes will begin promptly at 1:10 PM.

COURSE REQUIREMENTS

1. Class Participation:

   Student attendance is expected at every session of the class. However, if circumstances arise which require you to be absent, please provide me with an explanation by means of e-mail, fax or telephone. Students are excused from class for the observance of a religious holy day; however, you are to provide with an explanation ahead of time. Students are responsible for assisting in the creation of a learning environment that promotes professional socialization. Therefore, students are to assume responsibility for their own learning by not being tardy or leaving early, being prepared for and participating in class interaction, and consulting with the instructor outside of class.

   Students are responsible for securing all lecture notes, exercises, and handouts when circumstances may require a student to be absent. Your participation grade will be based upon class attendance and participation in classroom discussion.
2. Required Readings:

All required readings are to be completed prior to the class session for which they are assigned. Required readings will be found in the two course textbooks and handout materials. The reading assignments are outlined in this syllabus. The textbooks that are to be used for this course are as follows:


3. Written Assignments:

All written assignment are to be presented with a title page on which you are to include the title of the paper, the course and section number, the date on which it is being submitted, and your name and school mailbox number. All papers are to be typewritten (or word processed) using 12 point font. All papers are to be in narrative format and are to be double-spaced. Please remember to number your pages. Please review the section in your Student Guide to the Master's in Social Work Degree Program for guidance on writing papers. All papers are to use proper grammar and bibliographic style. The style to be followed is that set forth in: The Publication manual of the American Psychological Association (4th Edition). Pages xxv through 60 are essential reading. An abbreviated version is available through the Social Work Library at: http://www.lib.umich.edu/libhome/Social.lib/apa_style.html

4. Reaction Paper.

Students are to write one reaction paper of at least 3 pages in length but no more than 5 pages, exclusive of the title page and bibliography. The purpose of this assignment is to enable the student to write a personal commentary of reaction to a particular policy issue that has been presented in a particular reading assignment in one of the two textbooks, or a video presentation, or a lecture. The first portion of the paper is to provide a succinctly written summary of the particular issue to which you are to address your personal commentary. The second portion of the paper (the major portion) is to contain your personal commentary or reaction to the issue.

The Reaction Paper is due on Monday, October 30. If a student is dissatisfied with the grade received for this first written paper assignment, a student may chose to write a second Reaction Paper on another issue. That paper will need to be submitted by no later than Monday, November 20. I will record only the higher grade of the two reaction papers. An additional reaction paper may not be submitted for the purpose of gaining extra points, only for substitution of the first reaction paper on which the student may have received a less than desirable grade.

The purpose of this assignment is for students to examine the position of the two major presidential candidates on a particular social policy issue. You are to analyze the position of each of these two candidates as presented on a website and in various print news media (e.g. New York Times, U.S. News & World Report, etc.), and discuss the implications for social policy, marginalized populations, social work values, and various socio-economic classes. You are to build on textbook readings, class discussions and other research.

This written critical analysis is to be no fewer than 5 pages in length and no more than 7 pages in length, exclusive of title page and bibliography. This assignment is to be submitted at the beginning of class (Session 9) on Monday, November 6.

6. Research Paper:

Students are to write one Research Paper of no fewer than ten pages and no more than twelve pages in length, exclusive of the title page and bibliography. The Research Paper is to be submitted no later than the beginning of class (Session 12) on Monday, November 27, 2000. The graded Research Paper will be returned on Monday, December 11. The Research Paper is to focus on a particular social welfare policy or social service issue that is of interest to you (such as child welfare, mental health, geriatrics, criminal justice, delinquency, or school social work).

The Research Paper is to analyze a particular social welfare policy or service issue in a particular historical era. You are to: a) evaluate the policy in the context of the sociopolitical realities unique to that era, b) and, assess how the policy addressed or specifically failed to address the needs of a particular marginalized client group. The paper is to analyze how the policy decisions and implementation strategies impacted the marginalized group in the specified historical era that you have selected. The paper should consider the sociopolitical factors that may have influenced the policy decisions.

Library research and the use of references beyond the textbooks and coursepack material are required. Additionally, you are to use the internet (at least one citation) and to cite from at least two professional journals. The majority of your citations or bibliographic references, however, are to be from books and professional journals. (Newspaper, news magazines, or other popular print media are not considered professional journals. While they may be used, they are not to be a primary source of information for your research paper."

Before writing the Research Paper, please submit a one or two paragraph abstract of the topic you have selected, so that I will be able to approve the topic and provide you with feedback. This abstract is to be presented to me by no later than the sixth session of class (Monday, October 16). I will be pleased to meet with you to discuss potential topics (after class, by E-mail, by telephone or by appointment).
GRADING

1. Grading Criteria for all Written Assignments:

Reaction papers, research paper and will be graded on the basis of:

a) The quality of the analysis and depth of understanding of the material that is presented. I will be looking for objective documentation in support of stated opinions or conclusions. This criterion represents 40% of the grade for each paper.

b) The clarity of expression and organization of the paper - is there a logical order to the presentation of your thoughts. This criterion represents 30% of the grade for each paper.

c) The appropriate use of references and resources. This criterion represents 15% of the grade for each paper.

d) The use of proper grammar and the over-all professional presentation of the concepts, ideas, and information presented in the paper. This criterion represents 15% of the grade for each paper.

Any written assignments that are late will be given a penalty of two points per day unless there are compelling circumstances that necessitated a delay in completing the assignment.

2. Grading Criteria for the Course:

The student's final grade for the course will be based upon the following:

a) Class Attendance and Participation 10 points
b) Reaction Paper 25 points
c) Critical Analysis of a Social Policy Issue proposed by the two major presidential candidates 30 points
d) Research Paper 35 points

Grades will be assigned in accordance to the following scale:

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<tr>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>97 - 100 points</td>
<td>A+</td>
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<tr>
<td>93 - 96 points</td>
<td>A</td>
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<td>90 - 92 points</td>
<td>A-</td>
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<td>87 - 89 points</td>
<td>B+</td>
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<td>83 - 86 points</td>
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<td>80 - 82 points</td>
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<td>77 - 79 points</td>
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<td>73 - 76 points</td>
<td>C</td>
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<td>70 - 72 points</td>
<td>C-</td>
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COMMUNICATIONS WITH INSTRUCTOR

I will be available after class each week if a student wishes to see me. My office is room 3740 (third floor of the School of Social Work Building). I am also willing to make an appointment at another time that is mutually convenient. Please contact me by E-Mail, Fax or telephone.

My home telephone number is: (517) 323-2327. I do request that you not call after 9:30 PM. I have a fax machine which is always on. My FAX number is: (517) 323-0967. I may also be reached by E-mail. My E-mail address is: Haroldgazan@cs.com

My home address is: 6737 Springtree Lane, Lansing, Michigan 48917-8814.

SCHOOL OF SOCIAL WORK INFORMATION

School Website: http://www.ssw.umich.edu/
School Address: The University of Michigan
               School of Social Work
               1080 South University Avenue, Room 1794A
               Ann Arbor, MI 48109-1106
School Telephone number: (734) 764-3309
COURSE OUTLINE

Session 1 - September 11 - Introduction To the Course

Topics to be Covered:
- Introductions.
- Overview of the Course (class assignments, grading criteria, etc.).
- Discussion regarding diversity and multi-cultural ground rules for the course.
- Discussion regarding the nature of social work and the relevance of studying social policy.

Handouts:
- Course Syllabus & Class Assignments
- Multi-cultural Ground Rules for the Course
- Codes of Ethics
- Other

Assignment:
Contact a state representative or state senator and request a copy of the Citizen's Guide to State Government. You may use e-mail to accomplish this assignment. (E-mail addresses will be made available during class.)

Session 2 - September 18 - Social Welfare Policy and a Framework for Analysis

Topics to be Covered:
- Social welfare policy defined.
- The impact of social, economic and political factors on social welfare policy formulation.
- Models for analyzing policies.
- The process for formulating policies.
- The process for citizen participation in shaping policy.

Reading assignments for this session:
- DiNitto Textbook, chapter 1.
- The Handbook of Social Policy, Part I (pages 1 - 79).

Session 3 - September 25 - History of Social Welfare Policy in America - Part I

Topics to be Covered:
- Introduction to social welfare history - the Colonial period through the Progressive Era.
- Influence of religious values and traditions in shaping social welfare policies.
- The settlement house movement.
- Initiation of the profession of social work.

Reading assignments for this session:
- DiNitto Textbook, chapter 2.
- The Handbook of Social Policy, chapters 7 & 8.

Session 4 - October 2 - History of Social Welfare Policy - Part II

Guest Lecturer: Prof. William C. Birdsall, Ph. D. Topics to be covered:
- The New Deal Era.
- The Development of the Social Security Act.
- The G. I. Bill and its impact on American Society.

Reading assignments for this session:
- The Handbook of Social Policy, chapters 9 & 10.

Session 5 - October 9 - A Welfare Simulation Experience

This session will provide students with a simulated experience as a welfare recipient. The Welfare Simulation will be directed by the Inter-Faith Council on Peace & Justice - Racial and Economic Justice Task Force; and by the Welfare Rights Union.

Students from other sections of SW 530 will also be participating. This session will enable you to experience in an abbreviated manner some of the challenges faced by people who are welfare recipients.

Location: The Michigan Union, Keunzel Room. This session begins at 1:00 PM. It is important that you be on time.

Session 6 - October 16 - History of Social Welfare Policy - Part III

| Written Assignment Due: | Abstract of Research paper |

Video Presentation: "Ending Welfare as We Know It." (A PBS Special, June 1998)

Topics to be covered:
- Reaganomics.
- Welfare reform.

Reading assignments for this session:
- DiNitto Textbook, chapter 2, pages 47 - 62, chapters 3, 5, 6, & 7.
- The Handbook of Social Policy, chapters 11, 13, 21 & 22.
Session 7 - October 23 - Marginalized Populations, Social Stigma and Social Policy

Topics to be covered:
- History of America’s social policy approach to various marginalized groups.
- Development of parallel social welfare systems for populations of color.
- Political action and political involvement.
- Analyzing racism, sexism, and other forms of exclusionary policy frameworks and how they have shaped social policy formulation.

Video Presentation: "America's War on Poverty: Given a Chance" (From PBS)

Reading assignments for this session:
- DiNitto Textbook, chapter 11.
- The Handbook of Social Policy, chapter 30.

Handout:
- Summary of Marmor’s, Conceptions of Social Welfare Policy.

Session 8 - October 30 - Theoretical Approaches to Social Welfare Policy Formulation

Written Assignment Due: Reaction Paper

Topics to be covered:
- Differing theoretical models for interpreting poverty needs and developing strategies for ameliorating poverty.
- Policy implementation and evaluation.

Reading Assignment:
- DiNitto Textbook, chapter 12.
- Marmor handout

Session 9 - November 6 - Mental Health and Substance Abuse

Written Assignment Due: Written Paper - A Critical Analysis on a particular social policy issue proposed by the major presidential candidates.

Guest Lecturer: Prof. Jamie Abelson, MSW
Topics to be Covered:
- History of mental health services and policies.
- Defining mental health and illness.
- Services for the seriously mentally ill.
- Interface of substance abuse, mental illness, crime, and the law.
- Managed care.

Reading Assignment:
- The Handbook of Social Policy, chapter 18.

Handout:
- Michigan Child Protection Law

Session 10 - November 13 - Child Welfare

Topics to be Covered:
- History of child welfare.
- Child Protective Services - history, purpose, & process.
- Responsibility of social workers as mandated reporters of child abuse or neglect.
- Family Preservation.
- Foster Care and the impact of race on placement patterns; issues related to cross-ethnic placements.
- Child care policies & issues.
- School social work.

Video Showing - "The Orphan Train" From PBS.

Reading assignments for this session:
- The Handbook of Social Policy, chapter 12.
- The Michigan Child Protection Law.

Handout:

Session 11 - November 20 - Criminal Justice, Juvenile Justice and Social Policy

Topics to be Covered:
- Overview of the criminal justice/ juvenile justice system.
- Impact of race and gender on commitments and sentencing.
- Differing social policy approaches.

Reading assignments for this session:
- Handbook of Social Policy, chapter 20
- Handout article by Lotke.
Session 12 - November 27 - Social Services to Adults and the Aged

Written Assignment Due:  Research Paper

Guest Lecturer:  Knud Hansen, Ph. D., Director, Division of Adult Community Placement and Protective Services, Michigan Family Independence Agency, Lansing, MI.

Topics to Be Covered:
- Demographic factors behind changing population needs.
- Structure of services to adults and the impact of managed care.
- The role of guardians and attendant issues.
- Comparative, cross-cultural issues.

Reading assignments for this session:
- The Handbook on Social Policy, chapters 15 & 19.

Session 13 - December 4 - American Health Care System

Guest Lecturer:  Mr. Kenneth Pape, HIV Services Coordinator Michigan Family Independence Agency

Topics to be covered:
- Medicare and Medicaid.
- Consequences of lack of access to health care providers.
- Managed care and ethical issues.
- HIV, AIDS and accessibility to health care services.

Reading assignments for this session:
- DiNitto Textbook, chapter 8.
- Handbook on Social Policy, chapter 16.

Session 14 - December 11 - Urban Development and Housing

Topics to be covered:
- Definitions and legal issues regarding domestic violence.
- Changing policy and practice.
- Social and ethnic factors affecting housing and housing policies.
- Homelessness defined and described.
- Social justice implications and social work.

Reading assignments for this session:
• Handbook on Social Policy - Chapters 17 & 23.
SW 530 - Handout

Suggestions: Reading for Maximum Comprehension

Assigned readings are a primary means for exposing students to a plethora of ideas, information and research findings. Following are some suggestions to enhance your reading.

1. Assigned Readings:

Read for comprehension and not memorization.
- Identify key concepts - if you disagree with a concept, put a question-mark in the margin by it, or make a note to ask about it in class.
- Look for the author's pattern of thoughts and ideas.
- Look for supporting documentation to key concepts and conclusions of the author's.
- Develop your own thoughts based on the assigned reading.
- Use a highlight marker to underscore key thoughts for future reference.
- Concentrate on the key concepts - read carefully the "topic sentences" that introduce new paragraphs, and the summary at the end of the chapter.

2. Research Readings:

- Do a pre-read of the material first. If it's a book, read the table of contents, introduction, and key paragraphs of the first and last chapters and any other chapter the title of which is relevant to your research objectives. If it is an article, read the abstract and the "topic sentences" of the key paragraphs.
- Read the book or article looking for key concepts and factual data to support your thesis.
- Read material presenting differing points of views.
- Develop your own thoughts based on your research.
- Synthesize the material into a personal position; buttress your conclusions with facts and present your thoughts and conclusions in a logical manner.

3. Essentially - read for concepts, highlight key ideas and key facts, analyze, critique, synthesize and conclude.

4. Highlight, highlight, highlight as you read. But, read and highlight with a purpose.

Harold S. Gazan, MSW, ACSW
Adjunct Instructor
SW 530 - Handout

Suggestions for Writing Papers

The following suggestions are shared to facilitate your ability to write assigned papers with greater clarity and grammatical correctness. Good writing skills to express your thoughts and opinions accurately and logically is an imperative for being an effective social worker. Writing assignments are provided as a means of developing and refining your writing skills. These suggestions were formulated as a result of reading and grading papers in previous courses.

1. Read and reread Section M of the *Student Guide to the Master's in Social Work Degree Program - 1997-98*. Pages 60 through 73 contain many helpful suggestions.
2. Review the rules regarding the usage of quotation marks.
3. Review your use of numbers. Make sure that you differentiate between decimals points and commas. Double-check your addition for accuracy; double-check your quotations to ensure accuracy of transcription and placement of quotation marks.
4. Avoid the use of clichés, jargon, and a tendency on the part of students to over-generalize.
5. Avoid being simplistic in your writing. The paper should reflect a maturity of judgment and wording. It should be professional in its orientation.
6. Include a title page.
7. Number your pages.
8. Have an outline that is logical and reflects a sequential/logical organization of thinking and presentation.
9. Use authoritative resources (e.g. professional journals, research reports) along with “popular” resources (e.g. newspaper articles, magazine articles).
10. Go beyond the textbooks and assigned readings for your resources.
11. Avoid making conclusionary statements prior to having first established the point through the use of facts, data and objective information.
12. Review your own draft after you have written it and left it alone for a period of time (preferably 24 hours). Then, when you reread it, critique it from the perspective of a reader who has no other information about your topic other than that which is being read in the paper. Ask yourself these questions: does the paper flow in a logical sequence? Is the organizational structure/outline of the paper clear? Is the purpose of the paper clear? Does the paper lead the reader to a logical conclusion that has been adequately supported by the contents of the paper?

Harold S. Gazan, MSW, ACSW
Adjunct Instructor