Course Title: Social Policies and Services for Adults
Division Number: 790  Course Number: SW 646  Room Number: 1804 SSWB
Credit Hours: 3  Term: Winter ’2001  Tuesdays, 2-5:00p.m.
Prerequisites: Foundation SWPS(SW 530)
Location: One of the SWPS requirements for the Concentration in Adults and Elderly

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1. Course Description

This course focuses on the social policies and services available to adults. These include programs addressing family/societal relations (e.g., parenting education, and family violence programs) and their economic situation (e.g., income support, services in the workplace, and employment programs). This course also provides a framework for an analysis of policies and services provided to adults.

2. Course Content

Social workers are often called upon to assist people coping with problems in the roles they perform or in their transition from one role to another. This course addresses the policies and services for adults and their families with respect to the roles they perform. These roles are organized into two broad categories. The first category concerns roles within family and societal relationships, and the second pertains to roles related to income and economic support.

This course examines several policies and services relevant to the first category of family and societal relationships. These include parenting education, marital difficulties and disruption, and domestic violence. In addition, this category addresses policies and services that pertain to relationships between individuals and society. For example, the corrections system represents a way in which our society seeks to deal with individuals who demonstrate antisocial behavior.

This course also examines policies and services relevant to income and economic support. The employed and unemployed must contend with a variety of income-related concerns. For example, social workers provide services to troubled workers, disabled adults, and individuals that are seeking employment. In this course, a focus will be placed on examining income support programs (e.g., SSI, disability), employment programs (e.g., job placement, skills readiness, and job training), substance abuse programs, and services in the workplace (e.g. Employee Assistance Programs (EAP), dependent care, retirement planning, programs for the military and veterans). The course will also focus on legal issues relevant to these topics.
The course provides a framework for an analysis of the services provided to adults. This analysis includes the adequacy with which needs are met in various subgroups as well as proposals for change. Public, nonprofit, and private for-profit programs are compared regarding client access and the U.S. social service delivery system with those of other countries. This course will also include discussion and readings regarding relevant policies and services for adults based on the perspectives of race, gender ethnicity, and sexual orientation. Many of the topics addressed might be interpreted in a moral or otherwise controversial point-of-view. It is hoped that the in class discussions will be active and informative, while respect will be honored for each individual and their perspective.

3. Course Objectives

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

   a. Describe the evolution and organization of policies and services for adults and their families in the U.S. in the context of the problems with give rise to the need for such policies and services.

   b. Critique the strengths and weaknesses of the U.S. social service delivery system for adults and their families and make comparisons with other countries.

   c. Identify the problems facing the development of services for adults and their families and suggest approaches to address these challenges.

   d. Identify criteria for assessing the success of programs for adults and their families.

   e. Critically evaluate alternative policies and services for adults, their families, and the interface with other areas of service.

4. Course Design

This course will typically involve a combination of lecture and discussion. Guest speakers and multimedia presentations may be used to supplement and enhance discussion of individual topics.

5. Relationship to Four Curricular Themes:

   a. Social science research will be addressed by the inclusion of theoretical frameworks for understanding social and family roles, social stratification, and societal functioning. The findings of research studies relevant to the design and evaluation of policies and services for adults shall also be included.
b. Multi-culturalism and diversity will be addressed through analysis of differences in the needs among subgroups within society and the differential application and impact of policies and services.

c. Social justice will be addressed by considering issues such as distribution of income (e.g., opportunities for education, training and employment), varying standards for assessing the needs for interventions (e.g., protective custody in cases of family violence), and differing outcomes for behavior considered "antisocial".

d. Promotion, prevention, treatment, and rehabilitation will be addressed by considering the spectrum of policies and services ranging from promotion and prevention (e.g. parent education and dependent care for the families of employed adults) to treatment and rehabilitation (e.g., alternatives to institutionalization and income support for those with inadequate resources).

6. Relationship of this Course to Social Work Ethics and Values

This course focuses on social work values and ethics in relation to the extent to which policies and services meet the needs of adults. Special emphasis is given to services related to family, work and healthcare.

7. Session Overview

January 09: Class Orientation/ Demographic and Societal Trends
January 16: Profile of Adults in US/Social Service Delivery System
January 23: Economic Support Policies and Services-Social Security System*
January 30: Conduct Interviews-(NO CLASS)-see assignment #1
February 06: Health Policies and Services-Hospice Care*
February 13: Health Policies and Services-Diversity*
February 20: Older Adult Policies and Services-Long Term Planning/Estates*
February 27: Springbreak (NO CLASS)
March 06: Probate Court Observation (NO CLASS)-see assignment #2
March 13: Mental Health Policies and Services for Adults*
March 20: Family-Oriented Policies and Services-Intervention/Prevention
March 27: Family-Oriented Policies and Services-Intervention/Prevention*
April 03: Class Presentations-see assignment #3
April 10: Class Presentations-see assignment #3
April 17: Class Presentations-see assignment #3 and class review

8. Assignments and Grading

a. Side Bars
Since the there are new developments covering social policies and services for adults on a constant basis, time will be set aside during every class session to review these developments as presented in the media. Each person is asked to bring clippings or
media summaries to share verbally with others during class time.

b. Class Discussion and Contributions:
The topics addressed in this class cover a wide range, and the class size is expected to be fairly small. Therefore, each person is asked to attend and contribute to the class discussion during every session. [20% of Grade]

c. Assignment #1:
Two options exist for this assignment. Choose one.
1. Meet with an agency director (or department head of a large organization) in a service arena that interests you. Ask this person to identify the key policy issues that affect the agency’s ability to deliver services to the target population. Find out how they try to address these issues at the local, state or national level. How do they keep abreast of pending legislation affecting their organization? Do they feel that policy information services within their field are adequate and timely? Do they have contacts at the state or federal level who alert them to imminent policy changes? Do they actively lobby state or federal legislators on specific issues? Are they part of a broader coalition of agencies that lobby? What barriers exist to collaborative lobbying efforts in their field of service? Have they had a successful lobbying experience that they can share with you? Prepare a 3-5 page summary and analysis of this interview and give your assessment of how active and effective this agency is in affecting policy. 
Due February 6  (20% of grade)

2. Interview a county official, state legislator or federal legislator (or aide if not available) concerning recent laws or pending bills related to your area of practice. You can identify pending or recently passed Michigan bills via the Internet or by looking at the Michigan League for Human Services, Human Services Connection: Legislative Bulletin (call 517-487-5436 for a copy), a Michigan publication with summaries of pending and passed legislation. You should select and review 2-3 bills in advance of your interview. During the interview, identify the legislator/official’s position on the bill (or what it was, if a law) and why. How important is this area of policy to them? Do they sit on related committees and do (or did they) hope to promote or block passage of such a bill? If the bill has not yet passed, what is their view of the impact of this bill on existing services? Prepare a 3-5 page summary of your interview, analysis of pending or passed legislation and services impacted. 
Due February 6  (20% of grade)

d. Assignment #2:
In lieu of class on March 6, you are asked to attend a probate court hearing. For this activity you will need to provide a 3-5 page written summary (guidelines to follow), and briefly present highlights of information gained from this hearing. The summary paper is due March 13. 
[20% of Grade].
e. Assignment #3:  
Class Presentations: Since the policies and services for adults are broader than can be covered in class you are each asked to investigate a service, or policy issue and provide a critical analysis. Many social work service issues relating to adults can have policy implications that are confusing or controversial. You are asked to take a position on a service or policy and present the issue and social implications in class, in pairs. Your partner should present the opposite or alternate viewpoint. Each person is expected to address the policy and services of their position, including issues of concern in a 5-10 page paper. Partners will submit their own paper. Presentations are expected to last at least 45 minutes, but not more than one hour. **Papers are due on the day of presentation.** [40% of Grade].

9. Texts

Recommended for purchase (also on reserve in SW lib.):


Course Pack: Available from the instructor.

Readings: The majority of articles and documents assigned for reading are all available through MIRLYN library Core Journals (CJ) or through specific websites on the internet. Some articles not available via MIRLYN have been placed on reserve in the SSW Library (LR).

10. Sessions, Presenters and Assigned Readings

January 9: Class Orientation/Demographic and Societal Trends

January 16: Profile of Adults in the US/Social Policy Development

Required Readings:
January 16: PROFILE OF ADULTS IN THE US/SOCIAL POLICY DEVELOPMENT

Required Readings: con't


Review-The Human Services Connection: Legislative Bulletin (September ‘2000) (LR)

Video:

Reference Readings:


**Required Readings:**
Nelissen, Jan (1994). *Income redistribution and social security*. skim


**Recommended Readings:**


February 6:   **Health Policy and Services-Hospice Care***
(ASSIGNMENT #1 IS DUE)

**Required Readings:**


**Recommended Readings:**


February 13:   **Health Policy and Services-Discrimination/Diversity***

**Required Readings:**


February 13  Health Policies and Services-Discrimination/Diversity
Required Readings cont’d


Recommended Readings:

EEOC  Information for the Private Sector, state and local governments (Civil Rights).

February 20: Older Adult Policies and Services-Long Term Planning, Estates*
Required Readings:


Young, K. & Sheehy, E. (1994). The Elder Case Connection: Helping employers gain access to services for older adults. EAPA Exchange,


Recommended Readings:

Your Rights under the Family & Medical Leave Act of 1993. US Dept of Labor
March 6:  Probate Court Observations (Estates, Competency, Termination of Parental Rights, Guardianship)-No Class


March 13:  Mental Health Policies and Services for Adults*

Required Readings:


Overview of the Managed Care Plans of MDCH (Michigan Department of Community Health) Psychiatric News, April 17, 1998. (CP)


Mental Health Policies and Services for Adults

Recommended Readings:


March 20: Family-Oriented Policies and Services-Prevention and Intervention

Required Readings:

Goodacre, Iris (1966) Adoption Policy and Practice: a study (LR)-skim


Rondell, Florence (1965) The Adopted Family-skim

Required Video Viewing:

March 27: Family-Oriented Policies and Services-Prevention and Intervention*

Required Readings:


**Recommended Readings:**

Facilitating the adoption of children with special needs: a rural focus (1980) Office of Continuing Social Work Education, University of Georgia-skim (LR)

April 03: Class Presentations (See Assignment #3)

April 10: Class Presentations (See Assignment #3)

April 17: Class Presentations (See Assignment #3) and class evaluation
11. References


Geoghegan, T. (1992). *Which side are you on? Trying to be for labor when it's flat on its back*. New York: Plume


Of HIV prevention programs. Public Health Reports, 110, 134-146.


Lamm, R. (1994). The ethics of excess: Divergence between the medical ethics of the individual and the social ethics of the health care system. The Hastings Center Report, 24, 14. (CJ)


Preliminary Results from the 1996 national household survey on drug abuse. Washington, DC: U.S. Dept. of Health and Human Services. Website, (1/19/98),


U.S. Census Bureau, (1997). Unemployed persons by marital status, race, age, and sex. 
<http://ferret.bls.census.gov/macro/101997/eetab/26_000.html>.


Wegener, N. (1992). Supportive group services in the workplace: The practice and the 
potential. Social Work with Groups, 15, 207-222. (CJ)

Review. 69, 86-105.


Psychologist, 45, 240-51. (CJ)
Suggested Journals:

Business & Health

Business & Society

Employee Assistance Quarterly

Employee Relations Law Journal

Harvard Business Review

Human Resources Management Review

Labor law Journal

Marriage & Family Review

Monthly Labor Review

Social Work