S.W. 530 (Section 005)

Introduction to Social Welfare Policy and Services

Instructor: Harold S. Gazan, MSW, ACSW

Fall Semester, 2001
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 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 CONTENT

There are four main content areas for the course.

1. The philosophic and practical basis for social welfare provisions, including consideration of the respective roles and relationships of:
   - The individual
   - The family
   - The community, groups, educational settings, churches, workplaces, and the nonprofit sector.
   - The government at various geographical levels.

2. The history of the social work profession:
   - From the altruistic philanthropist to the development of professional practice.
   - The emergence of distinct methods of practice in their historical context.
   - The influence of religious values, ethics, and social and political climates on the profession’s development.
   - The emergence of specific policies and programs within their historical, social and political contexts.
3. A critical analysis of current social welfare policies, procedures, and programs, nationally and cross-nationally with attention to:

- The strengths and weaknesses of various policies, programs and procedures.
- Evolving population needs.
- The ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation issues, and social justice/social change perspectives.

4. Descriptions and analyses using recent social science theory/research knowledge of major areas of social welfare provision and patterns of their delivery, including, but not limited to:

- Services for families, children, adolescents, adults, and the aging (including income maintenance, foster care, protective services, and school social work).
- Mental and physical health services including those targeted toward promotion, prevention, treatment, and rehabilitation.
- Community service programs.
- Correctional services and criminal justice.

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 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 corrections.

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 fields of service are 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.

RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES

The historical overview in this course includes an analysis of the value base of the profession. Ethical responsibilities of social workers within fields of service will be reviewed. Differences among codes of ethics for several social work professional organizations will also be explored.

COURSE REQUIREMENTS

1. Class Participation:

   Student attendance is expected at each session of the class. However, if circumstances arise which require you to be absent from or late in attendance to class, 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 me with an explanation ahead of time. Students are responsible for assisting in the creation of a learning environment that promotes professional socialization and contributing to the learning process. Therefore, students are to assume responsibility for their own learning by not being tardy or leaving early, and being prepared for and participating in class discussions. All classes will begin promptly at 1:10 PM. Unexcused absences will result in a one-point penalty for each absence.

   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:


The textbooks are available at the Michigan Book & Supply Store, the Michigan Union Bookstore, and Ulrich’s Bookstore.

3. **Written Assignments:**

Good writing is an important skill for professional social workers. Students are encouraged to consult your *Student Guide to the Master’s in Social Work Degree Program* for guidance on writing term papers. See pages 54 – 67. There are some important tips on writing papers in this section.

All written assignments are to be presented with a title page. The title page is 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 a 12-point font. Margins for written assignments should be no less than 1 inch on all sides. All papers are to be in narrative format and are to be double-spaced. Please remember to number your pages. 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*. Students for whom writing may be particularly challenging are encouraged to make use of the Writing Workshop. Assistance will be provided in writing specific assignments. The Writing Workshop is available at 1139 Angell Hall, Room 1003. Students are encouraged to make and keep a copy of their written assignments. Please carefully proofread your papers before submitting them to the instructor. Students will be required to write four different papers during the course. Each is explained below.

a. **Reaction Paper to the Welfare Simulation Experience.**

Students are to write a reaction paper to the welfare simulation experience. This paper is to be 3 to 4 pages in length. The student is to describe her or his role in the simulation, and provide an analysis of the experience. The analysis should include a personal reaction to the experience that includes both a socio-cultural perspective and a policy perspective. While this is a brief paper, it is important that you outline your thoughts and organize them in a manner that will enable you to convey your
comments clearly and succinctly. **This Reaction Paper is due at the beginning of class, Session 4, Monday, October 1.**

b. **Developing a “Hot Topic” Notebook.**

Each student is to track, in print media, current policy debates in one major field of social welfare of her or his choosing. Keep your subject broad (e.g. income security, health services, mental health, child welfare, services to the elderly, immigration, juvenile justice, or adult corrections. The purpose of this assignment is to follow several different topics being discussed within your selected field. By the end of the semester, the student is expected to have a bibliography of no fewer than 20 articles.

Students are to write a critical annotation of each article of one paragraph in length. The annotation is to succinctly summarize the article (factually), critique the article by commenting on the values, ideology, political leanings or other factors, biases, viewpoints that might be at play.

Students are expected to clip one to three articles each week from a major newspaper (i.e. *New York Times, Detroit Free Press, Washington Post*). The Internet may be used.

The Notebook is to include each article with its critical annotation and a reference list that is to be updated weekly. The reference list will used APA Bibliographic format and the articles will be listed therefore in alphabetical order.

Students are to bring their notebook to class on October 1 and October 29 for review by the instructor.

The Notebook is to be turned in to the instructor on Monday, December 3. The notebook at this point is to contain a cover page, table of contents, and the following three content sections:

- A critical summary of the cutting-edge issues being discussed in the various articles contained in the notebook (section 2). This critical summary is to be no fewer than three pages and no more than five pages in length. The summary should include a factual presentation of the issues being debated. It should also include a value-based critique of the public discussion from the social work perspective. What would/should social workers be saying? Are our voices being heard? Be attentive to issues of multiculturalism, oppression, etc. Please keep in mind that the student is expected to write a critically synthesis and a critique from a professional standpoint. The summary should reference your articles.

- The various articles collected throughout the semester along with the one paragraph critical annotation of each article.
The bibliographic reference list of all articles using the APA format for a bibliography.

c. Critical Analysis of a Particular Social Policy Issue that is presently being debated or considered by the Michigan Legislature or by the U. S. Congress.

The purpose of this assignment is to provide an opportunity for students to do critical thinking -- objectively evaluate opposing positions and perspectives and to evaluate the degree to which each position may enhance or conflict with intended goals. Students are to examine the position of the two major political parties on a particular social policy issue that is before either the U. S. Congress or the Michigan Legislature (your home state may be substituted). Students are to summarize the position of each political party. You are then to critically analyze their respective positions and discuss the implications of each position. [Consideration may be given to such factors as the impact of the proposed legislation on current social policies/social programs, the federal or state budget, marginalized populations, or social work values (see the NASW Code of Ethics).] You are to build on textbook readings, class discussions and other research. A good resource to consult for national issues is the NASW Social Work Speaks. These are available in the School library and contain official NASW position statements on current issues.

This written critical analysis is to be no fewer than 5 pages and no more than 8 pages in length, exclusive of title page and bibliography. This assignment is to be submitted at the beginning of class (Session 11) on Monday, November 19.

d. 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 14) on Monday, December 10.

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 Class Session 6 (Monday, October 15). You may submit your abstract by E-mail if you desire. I will be pleased to meet with you to discuss potential topics (after class or by appointment or by E-mail).

The Research Paper is to focus on a particular social welfare policy or social service issue that is of interest to you. Select a policy issue within a broad field such as child welfare, mental health, geriatrics, criminal justice, delinquency services, or school social work). Additionally, the Research Paper is to analyze a particular social welfare policy or social service issue within a particular period of time (such as the Colonial Era, the Progressive Era, the New Deal era, or the Era of Welfare Reform).
You are to: a) explain the social problem being addressed by the policy, b) discuss the historical context (socio-political-economic) within which the policy evolved including an evaluation of the policy’s effectiveness in the context of that era, and c) assess how the policy addressed or specifically failed to address the needs of a particular marginalized group.

Library research and the use of references beyond the textbooks or class handouts are required. Additionally, you are to use the Internet (at least one citation) and to cite from at least two different professional journals. The majority of your citations or bibliographic references, however, are to be from authoritative sources including books and professional journals. (Newspaper, newsmagazines, 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.)

In writing a research paper, it is important to keep in mind that you need to document all information, provide substantive data and authoritative citations to support your conclusions.

**GRADING**

1. **Grading Criteria for all Written Assignments:**

   All papers including the “hot-topic” notebook will be graded on the basis of the following factors:

   a. **The quality of your analysis and the depth of understanding of your topic.** I will be looking for objective documentation in support of stated opinions or conclusions. Is the quality of the analysis at the graduate school level? Has the student displayed a sound understanding of the issues? Has the student objectively analyzed the issues being presented? Does the student show ability to master the complexities of the topic? Has the student displayed creativity or complexity? This criterion represents **40% of the grade for each paper**.

   b. **The clarity of expression and the organization of the paper.** Is there a logical order to the presentation of your thoughts? Are there appropriate transitions between paragraphs and sections? Are headings and subheadings used to improve organization? Does the paper flow or read well? Does the writing display professionalism? This criterion represents **30% of the grade for each paper**.

   c. **The appropriate use of references and resources.** The student is expected to use professional journals, current research findings, authoritative books and monographs for the research paper. Has the student accessed authoritative sources? Is the research cited current? Has the student relied on authoritative sources and effectively used a variety of references to support varying perspectives and conclusions? Has the student used a variety of sources and
consulted more than one point of view? 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 your paper. Are grammar, spelling and syntax appropriate for a graduate student? Is the paper in the requested format? Does the paper present a professional image? This criterion represents 15% of the grade for each paper.

Any written assignments that are late will be given a penalty of at least one point 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 number of points earned. The maximum number of points that may be earned for each course activity or assignment is as follows:

a) Class Attendance and Participation 10 points
b) Reaction Paper to Welfare Simulation 10 points
c) Policy Issue Paper 20 points
d) Hot Topic Notebook and Analysis 25 points
e) Research Paper 35 points

Final 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</td>
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<tr>
<td>93 - 96</td>
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<td>90 - 92</td>
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<td>73 - 76</td>
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A final comment regarding grades is important in order to avoid raising false expectations. Please do not assume that you will receive an “A” in this course. The instructor grades on a relative rather than on an absolute grading scale. In short, your work will be evaluated as it compares to that of your classmates. Since virtually all of you were “A” students as undergraduates, there will be a natural and necessary redistribution of grades at the graduate level.

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 feel free to 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.
COURSE OUTLINE

Session 1 - September 10 - 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.
- A brief discussion of the Social Work Code of Ethics and its importance to social work practice (including field practicum).

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

Assignment:
- You are to contact a state representative or state senator or other source and request a copy of the Citizen’s Guide to State Government. You may use E-mail or the Internet to accomplish this assignment. (It may be downloaded from the Internet.)

Session 2 - September 17 - Social Welfare Policy Formulation

Guest Lecturer: Mr. Donald Monta, JD, Director of the Bureau of Legal Affairs, Michigan Family Independence Agency, Lansing, MI.

Topics to be Covered:
- Policy and social welfare policy defined.
- The processes for formulating policies.
- The impact of social, economic and political factors on social welfare policy formulation.
- The process for citizen participation in shaping policy.
- The role of advocacy groups and special interest groups in impacting policy formulation.
- The role of the judiciary in policy formulation or reformulation.

Reading assignments for this session:
- Jansson Textbook, chapters 1 & 2 (pages 1 – 27).
- The Handbook of Social Policy, Part I (pages 1 – 79).
Session 3 - September 24 – 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 Whitney Room – located on the first floor, south corridor of the School of Education Building – Room 1309. This session begins at 1:00 PM. It is important that you be on time.

Session 4 - October 1 – History of Social Welfare Policy in America – Part I

1. Written Assignment Due: Reaction Paper to Welfare Simulation Experience.
2. Bring “Hot-Topic” Notebook to class for review by Instructor

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


Reading assignments for this session:
• Jansson Textbook, chapters 3 – 6 (pages 28-162).
• It is suggested that you peruse The Handbook of Social Policy, chapters 7 & 8 (pages 83-110).

Session 5 - October 8 – History of Social Welfare Policy – Part II

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.

**Video Presentation: The G. I. Bill**

**Reading assignments for this session:**
- Jansson Textbook, chapters 7 & 8 (pages 166-225).

**Session 6 - October 15 – History of Social Welfare Policy - Part III**

**Written Assignment Due:** Abstract of Research paper

**Topics to be covered:**
- The Great Society
- The inauguration of Medicare and Medicaid

**Reading assignments for this session:**
- Jansson Textbook, chapters 9 & 10 (pages 228 – 301).
- It is suggested that you peruse The Handbook of Social Policy, chapter 10 (pages 127 - 142).

**Handout Materials:**

**Session 7 – October 22 – History of Social Welfare Policy - Part IV**

**Topics to be covered:**
- Reaganomics.
- Welfare reform.
- The future of welfare

**Video Presentation: “Ending Welfare as We Know It.” (A PBS Special)**

**Reading assignments for this session:**
- It is suggested that you peruse The Handbook of Social Policy, chapter 11 (pages 143 – 153), and chapters 32 & 33 (pages 477 – 501).
- Brookings Review article.

**Handout Materials:**
Marmor’s theoretical approaches to Social Welfare Policy.

Session 8 – October 29 - Theoretical Approaches to Social Welfare Policy Formulation

“Hot-Topic” Notebook to be brought to Class for Review by Instructor

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

Reading Assignment:
- Marmor handout

Session 9 – November 5 - 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:
- The Handbook of Social Policy, chapter 30 (pages 447-459).

Handout:
Session 10 - November 12 - Mental Health, Substance Abuse, Criminal Justice, Juvenile Justice and Social Policy

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

Reading Assignment:
- Handout article by Lotke.

Handout materials:
- Michigan Child Protection Law

Session 11 - November 19 - Child Welfare

Written Assignment Due – A Critical Analysis on a particular social policy issue pending in the Michigan Legislature or in the U. S. Congress.

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 (pages 155-172).
• The Michigan Child Protection Law.

Session 12 - November 26 - Social Services to Adults and the Aged

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 (pages 209-220, 277-290).

Session 13 - December 3 – American Health Care System

“Hot-Topic” Notebooks are Due

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:
• Handbook on Social Policy, chapter 16 (pages 221-235).

Session 14 - December 10 – Urban Development and Housing

Research Paper is Due

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:**

**Suggested Reference List**
for
**Additional Readings and Research**

**Social Welfare Policy - General:**


**History of Social Welfare Policy:**


Poverty, Jobs and Social Policy:


### Marginalization, Social Stigma and Social Policies:


**Urban Development and Housing:**


**Health Care and Social Policies:**


**International Perspectives on Social Policy Issues:**


**List of Professional Journals that are an excellent resource:**

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<th>Aging and Social Policy</th>
<th>American Journal of Public Health</th>
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<tr>
<td>Child Welfare</td>
<td>Children and youth services Review</td>
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<td>Children Today</td>
<td>Crime and Delinquency</td>
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<td>Family and Child Mental Health</td>
<td>The Gerontologist</td>
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<td>Journal of health and Social Policy</td>
<td>Social Policy</td>
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<tr>
<td>Social Problems</td>
<td>Social Services Review</td>
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