

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**SOCIAL WELFARE ORGANIZATION
SWK 6201
SPRING 2020**

COURSE DESCRIPTION

This first year foundation course begins preparing students to function as informed and competent professional practitioners who implement social policies and programs and, where appropriate, work towards policy change. In this course, students develop the contextual framework of history, social structure and social processes necessary for the development of practice competence within the policy arena. Students will learn basic social welfare concepts, study the development of social welfare in the United States, and examine the major social welfare institutions. Economic inequalities in U.S. society will be studied, along with strategies to lessen poverty and deprivation. These issues will be analyzed in view of the interrelationship of political, economic and social factors such as race, ethnicity and gender. Students begin the study of social policy analysis that deepens their understanding of the political processes relevant to shaping and influencing the institution of social welfare. Throughout, the role and function of the social work profession is stressed.

This course is taken in the first semester of study, and relates to and builds upon the (macro) content covered in Human Behavior and the Social Environment I and Foundations of Social Work Practice I, as well as content infused throughout the curriculum related to social justice, equality and equality for vulnerable populations and those in need. This course is a pre-requisite for Social Policy.

I. COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competency:

Competency 5 – Analyze, formulate, & advocate for policies that advance social well-being

Students will understand the origins and development of human rights and social justice, as well as how society responds to meet social welfare needs and deliver social services, at the federal, state, and local levels. They will understand the development of the welfare state in the U.S. and elsewhere and the history of the social work profession, especially its advocacy function. Students will recognize and understand the historical, cultural, economic, organizational, environmental, and global influences that affect social policy. They will also understand the range of contemporary U.S. social problems of concern for the social work profession. Special attention will be paid to patterns of oppression and discrimination as they affect populations distinguished by race, ethnicity, culture, class, age, gender, sexual orientation, religion and disability. Students will become knowledgeable about policy formulation and the role of social work in advancing policies and programs likely to affect vulnerable populations. Students will understand the contemporary policy environment and contemporary approaches for examining

the impact of social welfare policies on social work client populations, professionals, and organizations, and current policy.

Measure 5A – Substantively and affectively prepare to analyze, formulate, & advocate for policies at the local, state, and federal levels that advance social well-being

II. INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences and methods such as lecture, class discussion, role plays, and presentations from field

III. COURSE EXPECTATIONS AND GRADING

Students are expected to attend all classes and to be on time. Class participation is important and there is an expectation that students will do the required reading specified under each course unit. Grades are largely based on assignments. Each assignment will be weighted as follows: 35% for the first assignment, 45% for the second assignment, and 20% for class participation, attendance and completion of assignments on time.

Texts for the Course

- Trattner, W.I. (1999). *From poor law to welfare state: A history of social welfare in America*. New York, NY: Free Press.
ISBN-3:9780684854717 \$15.99/\$9.79
- Katz, M.B. (1997). *In the shadow of the poorhouse: A social history of welfare in America*, New York, NY: Basic Books.
ISBN 9780465032105 \$23.40
- *The New York Times, Washington Post, or Wall Street Journal (daily)*.

Recommended Text

- Jansson, B.S. (2015). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society*. 8th Ed. Belmont, CA: Brooks/Cole Cengage Learning.
ISBN-10: 1285746945 \$155
- Ehrenreich, B. (2001). *Nickel and Dimed*. New York, NY: Holt and Company, Inc.
ISBN-13: 978-0-8050-8838-0 \$10.80
- NASW (2012). *Social Work Speaks, 9th Ed*. Washington, DC: Author.
ISBN 0871014408 \$49.99
- Popple, P.R., & Leighninger, L. (2010). *Social work, social welfare and American society, 8th Ed*. Boston, MA: Allyn & Bacon.
ISBN 0205793835 \$102.99

Note: All required readings are on-line through electronic reserve (E-RES). Your instructor will distribute the password and directions to access these readings.

IV. COURSE REQUIREMENTS

Assignment 1 – Due Session 7 – Mid-Term Examination

There will be a mid-term examination. This exam may be in-class or take-home, at the professor's option.

Assignment 2 – Due Session 12

Final Paper

This assignment measures:

Competency #5: Analyze, formulate, & advocate for policies that advance social well-being;
Indicator #5A – Substantively and affectively prepare to analyze, formulate, & advocate for policies at the local, state, and federal levels that advance social well-being

Guidelines for Completion of Assignment

Choose a government social welfare program. Some examples are Temporary Assistance to Needy Families (TANF), Medicaid, SSI, Earned Income Tax Credit (EITC), SNAP (Food Stamps), and Child Protective Services (e.g., Foster Care).

Drawing on your agency-based, practice-related experiences and on scholarly/other-informed literature (e.g., peer-reviewed journal articles / think tank, journalist commentary in major media outlets), be sure to include the following in your well-documented discussion:

- The social problem the program is designed to address
- The target population
- The type of services/assistance provided
- The source of funding
- The role that social workers and the social work profession play in the program
- The extent to which the program is successful
- Changes in policy and program you would like to see and the justifications for them
- Illustrations from practice demonstrating how theory informs the advocacy efforts that would be necessary to bring about the changes in policy and program you would like to see

V. STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

VI. E- Reserves

What is eReserve?

eReserve (Electronic Reserve) is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

How do I use eReserve?

1. Go to the library's online resources page: <http://www.yu.edu/libraries/>
2. Click on online resources.
3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact - eres@yu.edu.

VII. PLAGIARISM:

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

VIII. HIPAA ALERT:

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

IX. COURSE OUTLINE

Social Welfare Organization consists of units of study in the following six areas:

1. History of the evolution of the United States social welfare state.
2. History of the evolution of social work as a profession.
3. Organizational structures for the provision of social services.
4. Contemporary U.S. social welfare programs/agencies - organizational structure for provision of the U.S.'s response to emerging needs.
5. Contemporary U.S. social problems of concern for the social work profession. Special attention will be paid to patterns of oppression and discrimination as they affect populations distinguished by race, ethnicity, culture, class, age, gender, sexual orientation, religion and disability.
6. The current policy environment and contemporary approaches for examining the impact of social welfare policies on social work client populations, professionals, and organizations, and current policy.

Unit I: INTRODUCTION AND KEY CONCEPTS (SESSIONS 1 & 2)

Competencies Covered: 5

Learning Themes

Social work values and ethics, ethical dilemmas, competing ideologies.
 Stigma and social welfare, including racial/ethnic, social economic and class issues.
 Descriptive definitions of social welfare.
 Theories of the evolution of social welfare system.
 Classification of social welfare services.

Required Reading

- Trattner, W.I. (1999). *From poor law to welfare state: A history of social welfare in America*. New York: Free Press. Chapters 1 – 5
- Katz, M.B. (1997). *In the shadow of the poorhouse: A social history of welfare in America*, New York: Basic Books. Chapters 1 - 3
- Pimpare, S. (2007). An African American welfare state. *New Political Science*, 29(3), 313-331. (e-reserve)
- Weaver, H.N. (1992). African Americans and social work: An overview of the antebellum through progressive eras. *Journal of Multicultural Social Work*, 2(4), 91-102. (e-reserve)

Recommended Readings

Jansson, B.S. (2012). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society*. 8th Ed. Belmont, CA: Brooks/Cole Cengage Learning. Chapter 1, 1-27. Chapter 2, 28-36.

D'Cruz, H., Soothill, K., Francis, B., & Christie, A. (2002). Gender, ethics and social work. *International Social Work*, 45 (2), 149-166.

Venohr, J., & Griffith, J. (2005). Child support guidelines: Issues and reviews. *Family Court Review*, 43(3), 415-428.

NASW (2017). *Code of Ethics*. Washington, DC: NASW Press.

NASW (2007). *Standards for Cultural Competence in Social Work Practice*. Washington, DC: NASW Press.

Unit II: SOCIAL WELFARE HISTORY (SESSION 3)

Competencies Covered: 5

Learning Themes

This unit explores the origins and roots of social welfare provisioning in the US, including colonial America, the era of the American Revolution, the trend toward indoor relief, the Civil War and late nineteenth century developments, especially Scientific Charity. The unit also examines “invisible population,” including First Nations, people of color, women, children, and elderly.

Required Reading

Trattner, W.I. (1999). *From poor law to welfare state: A history of social welfare in America*. New York: Free Press. Chapter 6

Katz, M.B. (1997). *In the shadow of the poorhouse: A social history of welfare in America*, New York: Basic Books. Chapter 5

Recommended Readings:

Jansson, B.S. (2012). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society*. 8th Ed. Belmont, CA: Brooks/Cole Cengage Learning. Chapter 3, 62-99; Chapter 4, 100-159.

Weaver, H.N. (1992). African Americans and social work: An overview of the antebellum through progressive eras. *Journal of Multicultural Social Work*, 2(4), 91-102.

Unit III: SOCIAL WELFARE HISTORY (SESSION 4)

Competencies Covered: 5

Learning Themes

This unit examines the renaissance of public welfare, including Progressive Era America, social work and welfare in the 1920s, the Depression, and the New Deal. It also examines competing ideologies that influenced and undergirded the formation of the welfare state in the US.

Required Reading

Trattner, W.I. (1999). *From poor law to welfare state*. New York: Free Press. Chapters 7 & 8.

Katz, M.B. (1997). *In the shadow of the poorhouse: A social history of welfare in America*. NY: Basic Books, Chapter 8.

Recommended Readings

Jansson, B.S. (2012). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society*. 8th Ed. Belmont, CA: Brooks/Cole Cengage Learning. Chapter 5, 160-204. Chapter 6, 205-260.

Reid, P.N. (1995). Social welfare history. In R.L. Edwards (editor-in chief). *Encyclopedia of Social Work*. (19th ed., pp. 2207-2225). Washington, DC: NASW Press.

Unit IV: SOCIAL WORK AS A PROFESSION (SESSION 5)

Competencies Covered: 5

Learning Themes

This unit focuses on Social Work's historical development, especially in regard to the development of casework (Mary Richmond) and social justice (Jane Addams and the Settlement House Movement). The development of the Social Work profession is examined in light of the larger field of social welfare, with special emphasis on practice approaches and the settings in which they were taught (e.g., schools of social work in university settings) and took place (e.g., public and private agencies). Ethical issues, values, and assumption about oppression and discrimination are also examined.

Required Readings

Trattner, W.I. (1999). *From poor law to welfare state*. New York: Free Press. Chapters 11, 12, 13.

McBeath, B. (2016). Re-envisioning macro social work practice. *Families in Society*, 97, 5-14.

NASW Press. (2017). *Code of Ethics*. Washington, DC: Author.

NASW (2007). *Standards for Cultural Competence in Social Work Practice*. Washington, DC: NASW Press.

WSSW Website

Recommended Readings

- Jansson, B.S. (2012). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society*. 8th Ed. Belmont, CA: Brooks/Cole Cengage Learning. Relevant content found on pages 18-19; 36-37; 53; 192-196; 208; 244-246; 294-295; 375-377.
- Chambers, C. A. (1998). Women in creation of the profession of social work. *Social Service Review*, 60 (1), 1-33.
- Hopps, J.G., & Collins, P. M. (1995). Social work profession history. In R.L. Edwards, (editor-in-chief), *Encyclopedia of social work* (19th ed., pp. 2226-2292). Washington, DC: NASW Press.
- White, B.W., & Hampton, DM (1995). African American pioneers in social work. In R.L. Edwards (editor-in chief). *Encyclopedia of social work* (19th ed., pp. 115-120). Washington, DC: NASW Press.

Unit V: THE DEVELOPMENT OF ANTI-POVERTY PROGRAMS (SESSION 6)

Competencies Covered: 5

Learning Themes

This unit examines changes in the Social Security Act of 1935 from the post WWII era through the Great Society programs launched by the Kennedy Johnson administrations during the 1960s. It highlights the seeds of the reluctant welfare state in the US, the economic prosperity of post WWI America, the Great Society War on Poverty programs, as well as reactions to these reforms as they occurred.

Required Reading

- Caputo, R.K. (2015). The personal responsibility and work opportunity reconciliation act of 1996 (PRWORA). In S. Haymes, M. Vidal de Haymes, & J.R. Miller (Eds.), *The Routledge handbook on poverty in the United States* (pp.249-258). London: Routledge
- Katz, M.B. (1997). *In the shadow of the poorhouse: A social history of welfare in America*. NY: Basic Books. Chapters 9-10.
- Trattner, W.I. (1999). *From poor law to welfare state*. New York: Free Press. Chapters 14.

Recommended Readings

- Caputo, R.K. (2004). Presidents, profits, productivity, & poverty: A great divide between the pre- and post-Reagan U.S. economy. *Journal of Sociology and Social Welfare*, 31(3), 5-30.
- Gonyea, J., & Hooyman, N. (2005). Reducing poverty among older women: Social Security reform and gender equity. *Families in Society*, 86, 338-346.

Jansson, B.S. (2012). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society*. 8th Ed. Belmont, CA: Brooks/Cole Cengage Learning. Chapter 7, 261-304.

NASW Press. (2006). Temporary assistance for needy families: Welfare reform, In *Social Work Speaks*. (pp.362-365). Washington, DC: author.

Seipel, M.M.O. (2000). Tax reform for low-wage earners. *Social Work*, 45(1), 65-72.

Unit VI: THE DEVELOPMENT OF ANTI-POVERTY PROGRAMS (SESSION 7)

Competencies Covered: 5

Learning Themes

This unit examines reforms and reaction of social welfare provisioning from the 1970s to present, with particular emphasis on current issues and perspectives on anti-poverty programs such as Temporary Assistance to Needy Families (TANF) and the Earned Income Tax Credit (EITC)

Recommended Reading

Jansson, B.S. (2012). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society*. 8th Ed. Belmont, CA: Brooks/Cole Cengage Learning. Chapter 8, 305-340. Chapter 9, 341-386.

Karger, H., & Stoesz, D. (2014). *American social welfare policy: A pluralist approach*, (7th. ed.) Boston, MA: Pearson. Chapter 11 & 12 pages 223-282.

Unit VII: THE NATURE AND CAUSES OF POVERTY (SESSION 8)

Competencies Covered: 5

Learning Themes

This unit examines theories definitions, and measures of poverty and inequality. It disaggregates the poverty population by race, ethnicity, gender, and subclasses, such as homeless and other oppressed persons. This unit assesses the merits of means-tested programs aimed specifically at poor persons such as TANF and EITC introduced in the previous unit and more general more universal-like programs that have anti-poverty effects such as Social Security. Unemployment and labor market dynamics are also examined. Social work roles and responsibilities are also examined.

Required Readings

Trattner, W.I. (1999). *From poor law to welfare state*. New York: Free Press. Chapter 15.

Katz, M.B. (1997). *In the shadow of the poorhouse: A social history of welfare in America*. NY: Basic Books. Chapter 11.

Popple, P.R., & Leighninger, L. (2010). *Social work, social welfare and American society*. Boston, MA: Allyn & Bacon. Chapter 8, 245-281.

Dolnick, S. (2010, March 14). Obesity-hunger paradox. *New York Times*.

Recommended Readings

Coulton, C.J., & Chow, J. (1995). Poverty. In R.L. Edwards (editor-in-chief), *Encyclopedia of social work*. (19th ed., pp. 1867-1878). Washington, DC: NASW Press.

Mink, G., & O'Connor, A. (Eds.) (2004). *Poverty in the United States: An encyclopedia of history, politics, and policy*. Santa Barbara: ABC-CLIO

Munnell, A.H. (2004). Why are so many older women poor? *Just the facts on retirement issues*. Boston College, Center for Retirement Research.

Olson, L.K. (2003). Multiculturalism: Race, ethnicity and class. In L.K. Olson. *The not so golden years*. (pp.123-156). New York: Rowman and Littlefield.

Saulny, S., & Rivlin, G. (2006, September 17). Renewal money bypasses renters in New Orleans. *New York Times*, p. A14.

Samuelson, R. (2006, September 28). Rising economic inequality threatens U.S. *Star Ledger*.

Wexler, S., & Engler, R.J. (2000). Historical trends in state level ADC/AFDC benefits: Living in less and less. *Journal of Sociology and Social Welfare*, 26(2), 37-61.

Unit VIII: CIVIL RIGHTS AND DISCRIMINATION (SESSION 9)

Competencies Covered: 5

Learning Themes

This unit examines basic human rights, civil liberties and oppressed groups (women, African Americans, Hispanics, American Indians, gays, lesbians, people with disabilities etc.), types of social justice including legal, commutative and distributive justice. It also examines topical issues in historical perspective, such as voters' rights, affirmative action, abortion. Social work roles and responsibilities are also examined.

Required Readings

Jansson, B.S. (2012). The reluctant welfare state: Engaging history to advance social work practice in contemporary society. 8th Ed. Belmont, CA: Brooks/Cole Cengage Learning
Relevant content on pages: 241-242 (racial discrimination); 313 (gender discrimination); 322 (Bakke case); 309; 313; 343 (backlash against affirmative action); 375; 424-427 (Clinton administration); 521 (age discrimination in employment).

Karger, H., & Stoesz, D. (2014). *American social welfare policy: A pluralist approach*, (7th. ed.). Boston, MA: Pearson. Chapter 4, 51-94.

NASW (2007). Standards for Cultural Competence in Social Work Practice. Washington, DC: NASW Press.

WSSW Website.

Eckholm, E. (2012, September 30). California is the first state to ban gay 'cure' for minors. *New York Times*.

Recommended Readings

Dillon, S. (2006, April 15). Law to segregate Omaha schools divides Nebraska. *New York Times*. www.nytimes.com.

Dillon, S. (2006, May 17). Schools plan in Nebraska is challenged. *New York Times*. www.nytimes.com.

Elder, G., & Liker, J. (2000). Hard times in women's lives: Historical influences across forty years. In E.P. Stoller & R. Gibson (Eds.), *Worlds of difference: Inequality in the aging experience*. (pp.19-32). Thousand Oaks, CA: Pine Forge Press.

NASW Press. (2006). Affirmative action, In *Social Work Speaks* (pp.16-22). Washington, DC: author.

NASW Press. (2006). Civil liberties and justice. In *Social Work Speaks* (pp.43-51). Washington, DC: author.

NASW Press. (2006). Peace and social justice. In *Social Work Speaks* (pp.279-283). Washington, DC: author.

NASW Press. (2006). Racism, In *Social Work Speaks*, (pp.305-315). Washington, DC: author.

NASW Press. (2006). Women's issues. In *Social Work Speaks*, (pp.387-393). Washington, DC: author.

New York Times (2007, January 27). Professor says seminary dismissed her over gender. www.nytimes.com.

Unit IX: CHILD WELFARE AND AGING (SESSION 10)

Competencies Covered: 5

Learning Themes

This unit examines the historical development of child welfare and aging services in the US, with particular attention to changing definitions and perspectives of child welfare and aging populations. It highlights maltreatment/rights of children, parents and the role of government; race ethnicity and social class. Social work roles and responsibilities are also examined.

Required Readings

D'Andrade, A. (2015). Parents and court-ordered services. A descriptive study of service use in child welfare reunification. *Families in Society*, 96, 25-34.

Karger, H., & Stoesz, D. (2014). *American social welfare policy: A pluralist approach*, (7th. ed.).

Boston, MA: Pearson. Chapter 11, pages 223-248.

Kriz, K., & Skivenes, M. (2012). Challenges for marginalized minority parents in different welfare systems: Child welfare workers' perspectives. *International Social Work*, published online 17 October 2012 DOI: 10.1177/0020872812456052

The Associated Press (2016, April 7). 4 social workers charged after boy's beating death. *New York Times*. URL:
<http://www.nytimes.com/aponline/2016/04/07/us/ap-us-child-death-social-workers.html>

NASW Press (2006). Senior health, safety and vitality. In *Social Work Speaks* (pp. 341-347). Washington, DC: author.

Recommended Readings

Carrns, A. (2013, October 30). New guidelines aim to help financial caregivers. *New York Times*. URL:
<http://www.nytimes.com/2013/10/31/your-money/new-guidelines-aim-to-help-financial-caregivers.html>

Leung, J., & Wong, Y. (2002). Community-based service for the frail elderly in China. *International Social Work*, 45 (2), 205-216.

NASW Press. (2006). Child abuse and neglect. In *Social Work Speaks*, (pp.36-42). Washington, DC: author.

Roby, J.L., & Ife, J. (2009). Human rights, politics, and intercountry adoption: An examination of two sending countries. *International Social Work*, 52, 661-671.

Rogut, L. (2007, March 27). America must do better by its frail elderly. *Star Ledger*.

Torres-Gil, F. (2003). Perspectives or intergenerational aspects of aging and diversity. *Journal of Intergenerational Relationships*, 1(1), 5-10.

Unit X: MENTAL HEALTH AND DEVELOPMENTAL DISABILITIES (SESSION 11)

Competencies Covered: 5

Learning Themes

This unit examines definitions and dynamics of mental illness in historical perspectives. Current trends and issues (e.g., MICA, deinstitutionalization and homelessness) are also examined in light of Kendras Law (duty of inform). Social work roles and responsibilities are also examined.

Required Readings

Mechanic, D. (2008). *Mental health and social policy: Beyond managed care*. Chapter 5, 96-123.

Belluck, P. (2013, July 30). Program compelling outpatient treatment for mental illness is

working, study says. *New York Times*, A13.

NASW Press. (2006). People with disabilities. In *Social Work Speaks*, (pp.284-289). Washington, DC: author

Recommended Readings

Ducharme, L.J., Knudsen, H.K., & Roman, P.M. (2006). Availability of integrated care for co-occurring substance abuse and psychiatric conditions. *Community Mental Health Journal*, 42, 363-995.

Francis, L.P., & Silvers, A. (2000). *Americans with disabilities: Exploring implications of the law for individuals and institutions*. New York: Routledge.

Gammon, E. (2000). Examining the needs of culturally diverse rural caregivers who have adults with severe developmental disability living with them. *Families in Society*, 81 (2), 174-185.

Hartocollis, A. (2006, October 11). Nearly 8 years later, Guilty plea in subway killing. *New York Times*. www.nytimes.com.

Unit XI: - HEALTH CARE (SESSION 12)

Competencies Covered: 5

Learning Themes

This unit examines definitions of health and illness, and health care in historical perspective. Particular attention is given to Medicare, Medicaid, and the Affordable Care Act. Social work roles and responsibilities are also examined.

Required Readings

Reisch, M. (2012). The challenges of health care reform for hospital social work in the United States. *Social Work in Health Care*, 51(10), 873-893.

Gonzalez-Ramos, G. (2004). On loving care and the persistence of memories: Reflections of a grieving daughter. In C. Levine & T.H. Murray. *The cultures of caregiving: Conflict and common ground among families, health professionals, and policy makers* (35-46). Baltimore: Johns Hopkins University Press.

NASW Press. (2006). End of life care. In *Social Work Speaks*, (pp.129-135). Washington, DC: author.

Recommended Readings

Genworth Financial National Poll Findings: Long Term Care National Poll (March 2007). http://longtermcare.genworth.com/comweb/consumer/pdfs/long_term_care/national_poll_summary.pdf.

LaVeist, T. (2002). Pathways to progress in eliminating racial disparities in health. *Public Policy*

and Aging Report, 13, (3), 19-22.

Mor Barak, M. E., & Bargal, D. (2000). Human services in the context of work: Evolving and innovative roles for occupational social work. *Administration in Social Work*, 23(3/4), 1-11.

Stewart, A. (2007). Long-term care in North N.J. ranks among nation's costliest," *Star Ledger* (April 4, 2007), www.starledger.com.

Unit XII: HOUSING AND HOMELESSNESS (SESSION 13)

Competencies Covered: 5

Learning Themes

This unit examines homelessness as a social problem and responses to that problem in historical perspective. Definitions and current issues, trends are examined. Social work roles and responsibilities are also examined.

Required Reading

Jansson, B.S. (2012). The reluctant welfare state: Engaging history to advance social work practice in contemporary society. 8th Ed. Belmont, CA: Brooks/Cole Cengage Learning Chapter 8, 373-374; Chapter 13, 573-579.

NASW Press. (2006). Homelessness, In *Social Work Speaks* (pp.202-210). Washington, DC: author.

NASW Press. (2006). Housing. In *Social Work Speaks*, (pp.217-222). Washington, DC: author.

Recommended Readings

Archibold, R.C. (2007). Dumping of homeless by hospitals stirs debate," *New York Times* (February 23, 2007), from www.nytimes.com.

Cohen, C., Mulroy, E., Tull, T., Bloom, C. & Karnas, F. (2007). Integrating services for older adults in housing settings. *Journal of Gerontological Social Work*, 49, 1,2. 145-164

Unit 13: FINAL CLASS MEETING – THE CURRENT POLICY ENVIRONMENT AND SEMESTER REVIEW (SESSION 14)

Competencies Covered: 5

Learning Themes

This unit identifies and selects current policy issues for in-depth analysis and class discussion, such as immigration, undocumented youth and families, the DREAM ACT

Required Reading

Miller, C.C., & Bui, Q. (2016, February 28). Rise in marriages of equals helps fuel divisions by class. *New York Times*. URL:

<http://www.nytimes.com/2016/02/23/upshot/rise-in-marriages-of-equals-and-in-division-by-class.html>

Naughton, J. (2016, March 22). Dilley, Tex., home to the nation's largest immigration detention center *New York Times*. URL: <http://lens.blogs.nytimes.com/2016/03/22/dilley-texas-home-to-the-nations-largest-immigration-detention-center/>

NASW Press. (2006). The role of government, social policy and social work, In *Social Work Speaks*, (pp.316-320). Washington, DC: author.

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