

# M UNIVERSITY OF MICHIGAN

---

SCHOOL OF SOCIAL WORK

**Course title:** *SW 530-Introduction to Social Welfare Policy & Services*

**Category:** *SWPS*

**Pre-requisites:** *None*

**Semester:** Fall 2014

**Credits:** 3

**Course number:** 29765

**Section:** 009

**Day:** Monday evenings

**Time:** 6:00p-9:00p

**Room number & building:** #B798; SSWB

**Professor:** ShariLynn Robinson-Lynk, LMSW, ACSW, MA candidate-LEO Adjunct Lecturer

**Email:** [lynshari@umich.edu](mailto:lynshari@umich.edu)

**Office hours:** By appointment only, please.

## **ABOUT YOUR PROFESSOR:**

### **Educational preparation:**

- MSW (health care & gerontology); Wayne State University, Detroit.
- MA (linguistic anthropology); Wayne State University, Detroit.
- BSSW (gerontology & social work); University of Alabama at Birmingham.

### **Teaching areas:**

- Social work & diversity (particularly, TBLGQ & People of Color)
- Social work & social justice
- Social work & cultural competence
- Social work & gerontology
- Anthropology (cultural)

### **Additional teaching experiences:**

- Adjunct faculty member; Social work, WSU, Detroit, MI
- Adjunct faculty lecturer; Social work, EMU, Ypsilanti, MI
- Continuing education instructor; Social work, WCC, Ann Arbor, MI
- Part-time instructor; Anthropology; WCC, Ann Arbor, MI

## **PROFESSORS TEACHING STYLE AND PHILOSOPHY:**

PLEASE SEE STATEMENT ON CTOOLS

## **ROLE AND RESPONSIBILITIES OF YOUR PROFESSOR:**

- Make every attempt to arrive to class on time & begin & end class as scheduled.
- Always treat each student with the dignity & respect she/he deserves.
- Make every/all attempts to ensure each student learns the most she/he can & performs at her/his greatest potential.

- Return all graded assignments within two (2) weeks of receipt.
- Respond to all emails within twenty-four (24) hours of receipt.
  - (*excluding Fridays, weekends & holidays!*)
- Willingly write letters of reference & agree to be an employment reference to those students who have demonstrated a dedication & adequate level of understanding of the course content.
- Make every effort to ensure the classroom is a safe, peaceful, guilt-free, non-judgmental learning environment.
- Comply with all pertinent FERPA (Family Educational Rights & Privacy Act of 1974 aka the Buckley Amendment) to the best of my ability.

### **STUDENTS ROLES AND EXPECTATIONS:**

Successful completion of this course requires every student fully participate in all fourteen (14) sessions, actively listen & participate in all class discussions & exercises, take notes as needed & submit all assignments on time. Arriving tardy to class or leaving class early, is not only disruptive to your classmates & professor, but negatively affects your learning experience. Not attending class at all means your voice and experiences will not be shared with your classmates and your professor. Thus, students enrolled in this course are required to attend each & every class session on time & are expected to remain in the class throughout its entirety; Any/all exceptions to this requirement must be pre-discussed & pre-approved by the professor. If, for whatever reason, you *are* tardy or absent, it is also *your* responsibility to connect with other students to receive any missed work. Please do not ask your professor.

### **GENERAL OVERVIEW:**

This course surveys the history of social welfare policy, services & the social work profession. It explores current social welfare issues in the context of their history & the underlying rationale & values that support different approaches. Emphasis is placed on major fields of social work service such as: income maintenance, health care, mental health, child welfare, corrections, & services to the elderly. Analytic frameworks with regard to social welfare policies & services are presented. These frameworks identify strengths & weaknesses in the current social welfare system with respect to multiculturalism & diversity; social justice & social change; behavioral & social science theory & research; & social work relevant promotion, prevention, treatment, & rehabilitation programs & services in relations to the diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity & gender expression), marital status, national origin, race, religion or spirituality, sex, & sexual orientation).

### **COURSE CONTENT:**

There are **four** main content areas for the course.

1. The philosophic & 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 [& other places of worship] & workplaces
  - the nonprofit sector

- the government at various geographic 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, & social & political climates on the profession's development
    - the emergence of specific policies & programs within their historical, social & political contexts.
  3. A critical analysis of current social welfare policies & programs, nationally & cross-nationally, with attention to:
    - the strengths & weaknesses of various policies & programs
    - evolving population needs
    - the ways in which current policies & programs address promotion, prevention, treatment, & rehabilitation issues, & social justice/social change perspectives.
  4. Descriptions and analyses using recent social science theory/research knowledge of major areas of social welfare provision & patterns of their delivery, including, but not limited to:
    - services for families, children, adolescents, adults, & the aging (including income support, protective services, health & mental health, corrections & criminal justice, & education) including those targeted toward promotion, prevention, treatment, & rehabilitation
    - community service programs.

### **COURSE OBJECTIVES:**

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

1. Describe the historical basis for the current U.S. social welfare system, including the history & role of the social work profession. **(Practice Behaviors 4.1, 5.1, 9.1)**
2. Describe & critically analyze current social welfare policies, procedures, & programs including the role of behavioral and social science research & theory in their evolution. **(Practice Behaviors 3.1, 4.1, 5.3, 9.1)**
3. Discuss the strengths & limitations of the current social welfare system in terms of the functions of the provision of basic needs, protection of the vulnerable, prevention, promotion, treatment, rehabilitation, protection of society, & provision of social control. This discussion will incorporate state, national, & cross-national analyses. **(Practice Behaviors 4.1, 5.1, 6.2, 9.1)**
4. Describe & critically analyze major fields of social welfare service provision from a multicultural perspective, such as income security, health & mental health services, child welfare, educational practices, services to the elderly, & corrections. **(Practice Behaviors 3.1, 4.1, 5.1, 6.2, 8.1, 9.1)**
5. Discuss & critically analyze current debates, trends, & ethical issues in some of the specific fields of service presented in the course including the implications for social work practice & promoting social justice & social change. **(Practice Behaviors 4.1, 5.1, 5.3, 6.2, 8.1, 9.1)**

### **CORE COMPETENCIES:**

This course addresses the following CSWE competencies & practice behaviors:

**COMPETENCY 3:** Apply critical thinking to inform & communicate professional judgments.

*Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers*

*3.1 distinguish, appraise, & integrate multiple sources of knowledge, including research-based knowledge, & practice wisdom*

**COMPETENCY 4:** Engage diversity & difference in practice.

*Social workers understand how diversity characterizes & shapes the human experience & is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity & expression, immigration status, political ideology, race, religion, sex & sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization & alienation as well as privilege, power & acclaim. Social workers*

*4.1 recognize the extent to which a culture's structures & values may oppress, marginalize, alienate, or create or enhance privilege & power*

**COMPETENCY 5:** Advance human rights & social & economic justice.

*Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care & education. Social workers recognize the global interconnections of oppression & are knowledgeable about theories of justice & strategies to promote human & civil rights. Social work incorporates social justice practices in organizations, institutions & society to ensure that these basic human rights are distributed equitably & without prejudice. Social workers*

*5.1 understand the forms & mechanisms of oppression & discrimination*

*5.3 engage in practices that advance social & economic justice.*

**COMPETENCY 6:** Engage in research-informed practice & practice-informed research.

*Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice & use research findings to improve practice, policy, & social service delivery. Social workers comprehend quantitative & qualitative research & understand scientific & ethical approaches to building knowledge. Social workers*

6.2 use research evidence to inform practice.

**COMPETENCY 8:** Engage in policy practice to advance social & economic well-being & to deliver effective social work services.

*Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies & services; the role of policy in service delivery; & the role of practice in policy development. Social workers*

8.1 analyze, formulate, & advocate for policies that advance social well-being

**COMPETENCY 9:** Respond to contexts that shape practice.

*Social workers are informed, resourceful & proactive in responding to evolving organizational, community & societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic & use knowledge & skill to respond proactively. Social workers*

9.1 continuously discover, appraise, & attend to changing locales, populations, scientific & technological developments & emerging societal trends to provide relevant services

#### **COURSE DESIGN:**

To achieve the course objectives, learning activities include readings, small & large group discussions on the readings & current events, experiential activities (including, but not limited to, student sharing/presentations), & written assignments. Guest lecturers, who are also social workers by training &/or profession, involved at various levels of social policy may be invited to participate in ways that complement curricular content. Videos/documentaries & other multimedia presentations may also be used in ways that complement curricular content. Finally, some lectures will also be presented by the professor.

Students are expected to be reflective, critical thinkers, actively engaged in classroom activities & responsive to both giving & receiving constructive criticism.

Assessments will include quizzes & a final paper, as well as a policy memo & a hot topics assignment to be tracked in your portfolio (see below).

**SPECIAL NOTE FOR THIS SECTION:** Students will have the opportunity to create their own portfolio (Seelio) platform will be used to remain in line with already existing SSW efforts) aimed at requiring them to use the major components of the MPortfolio process which utilizes how & why they became interested in studying to become social workers; their role & understanding of the various guiding principles for their social work educational & professional experiences, including, but not limited to, the CSWE Core Competencies, the NASW Code of Ethics, the NASW Standards of Cultural Competence, the UM Mission statement, UM SSW Mission Statement & P.O.D.S. & finally to select one (1) policy area of

interest to them to research in-depth & develop a plan for future engagement & professional action.

<b>Theme Relation to Multiculturalism &amp; Diversity:</b>	The course examines how the diverse dimensions (such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity & gender expression), marital status, national origin, race, religion or spirituality, sex & sexual orientation) of individuals & groups influence their perspectives of & experiences with social welfare policies & practices. Specific fields of service are critically analyzed from multicultural, historical, &/or cross-national perspectives.
<b>Theme Relation to Social Justice:</b>	The course critically analyzes current trends & ethical issues and their implications for promoting social justice & social change.
<b>Theme Relation to Promotion, Prevention, Treatment &amp; Rehabilitation:</b>	The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment & rehabilitation.
<b>Theme Relation to Behavioral and Social Science Research:</b>	Analytic frameworks drawn from behavioral & social science literature & research are presented for each field of service.
<b>Relationship to SW Ethics and Values:</b>	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.

**Faculty Approved:** October 17, 2012

### **COURSE MATERIALS:**

- **Required text:**

There is a required textbook for this course. It is:  
Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*.  
New York: Pearson Education, Inc. ISBN-13: 978-0-205-73067-4

- **Additional readings and handouts:**

There may be additional readings & handouts from recent social science journals & pertinent social science texts distributed to students (via CTools) which should be read & noted as being just as important as the required readings from the assigned text. They will be labeled by the course session # with the request, & expectation, that you read all of them \*before\* arriving to class.

**Important, Supplementary Media:**

1. The best way to keep current on policy issues is to regularly read a major newspaper, such as The NYT (New York Times) ([www.nytimes.com](http://www.nytimes.com)) or The WP (Washington Post) ([www.washingtonpost.com](http://www.washingtonpost.com)). The **NYT** also offers a student discount rate on student subscriptions to hard copy editions. The **WP**, although focused on business issues, often has very good feature articles on

domestic policy. As with all newspapers, one should be careful to distinguish between the news reports & the editorial commentary.

2. News reports and feature shows (such as on MSNBC, CNN or ABC Nightline) are another source of information about current policy issues. The PBS News Hour with Jim Lehrer on Public Television is an excellent source of more in-depth discussion of ongoing & emerging policy issues.

Additional Recommended Media Resources:

- Local Newspapers (Ann Arbor, Detroit);
  - CNN News & Policy discussions;
  - “All Things Considered” &/or “Morning Edition” on National Public Radio. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7).
  - Evening Network News - (CBS, ABC, NBC).
- **News Satire/Sitcoms/Series’ of possible interest:**  
*House of Cards, Scandal, The Newsroom, Stephen Colbert’s “The Colbert Report”, John Stewart’s, “The Daily Show” & John Oliver’s, “The Bugle”.*
  - **UM Online reading:**  
There is an assigned reading on the UM website of the university’s Mission Statement. The link can be found on CTools.
  - **UM SSW Online readings:**  
There is an assigned reading on the UM SSW website of the Mission Statement. The link can be found on CTools.  
There is also an assigned reading on the UM SSW website of P.O.D.S. Statement. The link can be found on CTools.
  - **CSWE Online reading:**  
There is an assigned reading on the CSWE website of the Social Work Education Core Competencies. The link can be found on CTools.
  - **NASW Online readings:**  
There is an assigned reading on the NASW website of the Code of Ethics and the Standards for Cultural Competence. The links can be found on CTools.
  - **Speakers:**  
There may be speakers invited (though it is proving difficult to confirm speakers for our evening course!) to present information on the related discussion topic for this course. Please be aware that speakers are *voluntarily* offering their time to share with us. Your respect & appreciation of this through active listening & appropriate questions will be most appreciated. Please note that any information shared with you by the speaker is also pertinent & should be listened to/read as such.
  - **Videos:**  
There will be supplemental, but pertinent, videos shown during class. Please note these videos will add to your educational experience & knowledge base of the course subject matter & should be noted as important & viewed as such.

## **COURSE POLICY ON ATTENDANCE AND ACTIVE CLASS PARTICIPATION:**

### **Attendance:**

To gain a full understanding & comprehension of policy, one must listen, reflect, discuss & repeat. Thus, attending all class session is paramount for your successful completion of this course. Please note 15% (a maximum total of 15 points) of your final course grade includes \*both\* attendance & class engagement. All students are expected to sign in upon entering the classroom.

### **Additional notes on signing in:**

1. It is your responsibility to sign the attendance sheet at the beginning of every class.
2. Students are not to sign in for one another.
3. Not signing in on the day you were present, means you will be marked absent for that day. Please do not expect me to remember you were present.
4. Signing in & then leaving the classroom, for any reason and for any length of time, without prior approval from your professor and unless during our agreed upon break

### **Engagement:**

Attending every session without participating will also hinder you from successfully completing this course. Students should arrive to class prepared to *actively* participate in their learning process. This includes not simply sitting quietly & listening/observing, but posing questions & comments to the professor & other students, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation also involves completing any take home assignments, attending any field trips & participating in all class exercises & activities. Finally, though not *formally* required, bringing up topics for discussion from news sources you might read, watch or listen to is also a wonderful way to increase your understanding of policies in their various contexts.

### **Special note about tardiness and absences:**

With the full understanding that the culture of this university includes the observation of “Michigan Time” (meaning, classes generally begin 10 minutes past the posted start time), anyone arriving to class beyond this time will be considered tardy. Likewise, anyone leaving earlier than our agreed upon ending time, for *any* reason which has not been previously discussed & agreed upon with the professor, will be considered having left class early. Both of these are distracting to your learning colleagues & your professor & it *will* affect your grade.

That being said, “life happens” & so you are permitted only two (2) tardies or opportunities to leave early without it affecting your grade. Likewise, you are also only permitted two (2) absences, either excused or unexcused, without it also affecting your grade, which may include a failing grade. In summation, you are permitted a combination of a total of either two (2) tardies or two (2) absences or one (1) tardy and one (1) absence.

In conclusion, please know your attendance & active participation will greatly influence your ability to successfully earn the maximum amount of points for the final grade you wish to earn. Thus, adhering to all of the above attendance & participation requirements, every class session, will ensure you earn the full 15% of the attendance & class participation points for this course.

**Special note regarding religious/spiritual observances:**

Please notify your professor, ahead of time, if you have religious/spiritual observances which may prevent you from being present in class, submitting assignments on the due dates or taking any exams as scheduled so that we can make appropriate arrangements.

**Special note about inclement weather:**

Your professor will follow the standard inclement weather policies of the university. This means, if the university is closed on the day and during the time this class is to meet, there will be no class. If, however, the university is not closed and you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences; unless it is also the day of an exam or an assignment is due in class, which you will, unfortunately, not be excused from.

**STATEMENT ON CONFIDENTIALITY AND CLASSROOM DECORUM:**

Due to the possible sensitive nature of some of this course content for some students, all students are expected to maintain confidentiality on all matters discussed in class; though there is no guarantee that all students will follow this expectation. All students are also requested to understand everyone has a different opinion & that we can, and will, discuss what may be perceived as controversial topics without being insulting or dismissive to your professor or fellow students. Students should also recognize that this is a social work course & we are learning what it means to be an effective social worker. With that, please remember, the professor is not asking you to alter your personal value system, opinions or ideas, but will be assessing whether, or not, you understand & comprehend the social work concepts, theories & policies discussed in this course. Additionally, all students are also expected to analyze & question information or opinions which vary from theirs through respectful & non-judgmental dialogue. Lastly, all students are expected to refrain from *intentionally* stating stereotypical & prejudicial remarks, as well as engaging in any distracting side bar conversations.

**Additionally, students are asked to please adhere to the following requests:**

- Silence, or put on vibrate, all cell/mobile phones, & any other electronic devices, & limit all phone usage (including texting) to emergencies only; outside of the classroom, please.
- Permission is granted to eat/drink in class, with the request to please do so quietly & neatly & with the expectation that students will clean up after themselves.
- Permission is granted for laptop computer usage for note taking purposes only; completing other assignments or “surfing the net” during class time is not permitted, at any time.
- Please do not bring children or adult guests to this course without first consulting with the professor; ahead of time.
- *Any student not following the above will be asked to leave immediately & will be marked absent for that evening.*

**COURSE POLICY ON LATE ASSIGNMENTS AND MISSED EXAMS:**

I will not accept late assignments (including homework &/or papers) without a confirmed medical &/or legal documentation, under any circumstances. Likewise, I will not permit make-up exams without confirmed medical &/or legal documentation. Additionally, make up exams will be different than the exams given to the class. All of this is at the discretion of your professor.

*Students anticipating, or unexpectedly, not submitting an assignment on time, missing a quiz or attempting to take a quiz on the same day, but after it has been given, must contact their professor within 24 hours before it is due/scheduled to make other arrangements. Failure to do so will result in the student earning an automatic zero for that assignment. Additionally, even if permission is granted to submit the assignment late or take the quiz at another time, for any reason, that student may receive an automatic five (5) point reduction per day that the assignment is late or when the quiz is taken.*

#### **STATEMENT ON EXTRA CREDIT:**

There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.

#### **STATEMENT ON MID TERM GRADES:**

Your college experience should be a wonderful combination of learning &/or improving upon your education & life skills. One very important life skill is responsibility for self. Thus, as opposed to the instructor adding up your grades, I strongly encourage you to do so. Since everything in this course equals 100 points, this should not be a difficult task. However, if you require assistance &/or wish to verify your results, please do not hesitate to ask your professor.

#### **IMPORTANT STUDENT RESOURCES:**

##### **Add/Drop Period:**

Students may drop/add via Wolverine Access any time after they initially register up until the drop/add deadline (September 26 for fall). Any time students make a change to their original registration, it is their responsibility to notify their advisor of these changes. Once the drop/add deadline is past, students must obtain the signature of the course instructor, their faculty advisor and then the SSW Registrar on a drop/add form, and then they will need to take the form to 1207 LSA building for processing as Web registration will not be possible beyond the drop/add deadline. It is the student's responsibility to register for the appropriate courses to fulfill the M.S.W. degree requirements.

##### **Incompletes ("I"):**

Students must finish incomplete coursework within two semesters of enrollment in the class in which they received their initial incomplete. Please see the current Student Guide.

*I: (Incomplete)* is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedent over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

*Note:* A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS. If the "I" is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.

**Academic Difficulty Procedure:**

When a student fails to maintain good academic standing, she/he is automatically placed on probation. Failing to maintain good academic standing is defined as:

- Having less than a B average (below an overall 5.0 GPA)
- Having accumulated 9 credit hours of incomplete grades
- Having a grade of U in Field Instruction
- Having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691).

A student is initially informed of automatic academic probation via a letter which informs the student of his/her responsibility to develop an academic plan with her/his academic advisor. For more information on academic difficulty and the procedures involved, please see the current Student Guide.

**Services for Students with Disabilities:**

The University's Services for Students with Disabilities (SSWD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. For more information, please visit their website at

<http://www.umich.edu/~sswd/> or the SSWD Faculty Handbook at [http://ssd.umich.edu/files/ssd/SSD\\_Faculty\\_Handbook.pdf](http://ssd.umich.edu/files/ssd/SSD_Faculty_Handbook.pdf).

**Academic Conduct and Integrity:**

Please visit the Student Code of Academic and Professional Conduct at

<http://ssw.umich.edu/studentguide/2012/page.html?section=12&volume=1> in the current *Student Guide to the Master's in Social Work Degree Program* for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

**Special note about Plagiarism:**

Policies governing plagiarism can be found in the current Student Guide. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students' responsibility to become familiar with the information presented at

<http://www.lib.umich.edu/academic-integrity/resources-students>. Another helpful resource is <http://guides.lib.umich.edu/content.php?pid=43469&sid=338261>. It would be useful to discuss these issues with students in your classes to help prevent occurrences.

### **Plagiarism**

*Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:*

- *Using or otherwise taking credit for someone else's work or ideas.*
- *Using the language of another without full and proper quotation or source citation.*
- *Implicitly presenting the appropriated words or ideas of another as one's own.*
- *Using Internet source material, in whole or in part, without careful and specific reference to the source.*
- *Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.*
- *Self-plagiarism, this is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).*

### **Writing Help and Tutoring for Students:**

Currently, Career Services is in the process of developing a writing assistance program for students who need remedial writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at [micwoods@umich.edu](mailto:micwoods@umich.edu) for details.

Advisors and instructors can also refer students to the Sweetland Writing Center, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more information about Sweetland, please visit <http://www.lsa.umich.edu/sweetland/>, email them at [sweetlandinfo@umich.edu](mailto:sweetlandinfo@umich.edu), or call them at (734) 764-0429.

Another writing resource is the English Language Institute. For more information, please visit <http://www.lsa.umich.edu/eli>.

### **Health and Wellness Services:**

Health and wellness encompasses situations or circumstances that may impede a student success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Often times, faculty becomes aware of students facing difficulties, and they may not know the best way to help a student. Faculty or students should feel free to contact Health and Wellness Advocates Lauren Davis, LLMSW or Nyshourn Price-Reed, LMSW ([laurdavi@umich.edu](mailto:laurdavi@umich.edu), [ndp@umich.edu](mailto:ndp@umich.edu), or 734/936-0961) regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Students and faculty can also contact Health and Wellness using [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu). The MSW Student Guide to Health and Wellness can be found at [http://www.ssw.umich.edu/current/Health\\_Wellness\\_Guide.pdf](http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf).

**COURSE ASSIGNMENT CALCULATIONS:**Attendance and participation=**15 points**Quiz #1=**10 points**Quiz #2=**10 points**Seelio portfolio (which will include, among other things, a hot topics assignment & a policy memo) =**35 points**Final paper=30 points**TOTAL=100 points****COURSE GRADES:**

The University of Michigan, School of Social Work, &amp; Master's Program is on a 9.0 grading scale, which translates as follows:

A+ -----9.0 B+ -----6.0 C+ -----3.0 D -----0

A -----8.0 B -----5.0 C -----2.0 E -----0

A- -----7.0 B- -----4.0 C- -----1.0

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

**GRADING SCALE:**

100-95=A

94-90=A-

89-87=B+

86-83=B

82-80=B-

79-77=C+

76-73=C

72-69=C-

68-65=D+

64-60=D

*Please note this syllabus serves as an agreement between the professor and the student, but is subject to change. However, the professor will make every attempt to give ample notification to students.*

**SW 530: Fall 2014 CLASS CALENDAR:**

*Please note that I reserve the right to make changes in readings/resources as needed. But, I will make every attempt to do with as much advance notice to you as possible!*

**MON. SEPT. 8**

- Why should social workers care about history & social policies?
- Why are you here? What are your motivations?
- Who are we as a class?
- How will we build community in this class?
  - How will we celebrate our joys?
  - How will we navigate, acknowledge, heal & move forward from our challenges?
  - Syllabus, calendar & assignment review

**MON. SEPT. 15****GUEST: SEELIO REPRESENTATIVE: LAUREN ATKINS (6-6:30p)****IN CLASS DOCUMENTARY VIEWING**

Review of core concepts:

- Defining *policy*.
- Defining *social services*.
- Defining *change*.
- Defining *social justice*.
- Others?
- *CSWE Core Competencies*-PDF on CTools
- *NASW Code of Ethics*-Follow this link: <http://www.naswdc.org/pubs/code/code.asp>
- *NASW Standards of Cultural Competence*-PDF on CTools
- *SSW Mission statement*-Follow this link: <http://ssw.umich.edu/about/mission.html>
- *UM Mission statement*-Follow this link: <http://president.umich.edu/mission.php>
- *SSW P.O.D.S.agreement*-Follow this link: <http://archive.ssw.umich.edu/studentguide/2014/page.html?section=2.01&volume=3>

**MON. SEPT. 22****GUEST: LIBRARIAN: SUE WORTMAN (6p-6:30p)**

Ch.1-An Approach to Policy Practice

**&**

Ch. 2-Politics and Economics

Complete: Social Welfare Policy Research Guide

Link: ???

Students are expected to complete the Social Welfare Policy Research Guide.

NOTE: This is an ungraded, but highly recommended assignment as it is a critical first step in beginning your Policy Paper assignment.

All questions regarding this assignment should be directed to Sue Wortman ([swortman@umich.edu](mailto:swortman@umich.edu)), the social work librarian.

**MON. SEPT. 29**

**\*\*\*NO CLASS-LIBRARY RESEARCH DAY\*\*\***

**MON. OCT. 6**

Ch. 3-Historical Influences  
Additional readings on CTools

**MON. OCT. 13**

**\*\*\*NO CLASS-FALL BREAK!!!\*\*\***

**MON. OCT. 20**

Ch. 4-Poverty & Inequality  
IN CLASS DOCUMENTARY VIEWING  
**COMPLETE INFORMAL COURSE EVALUATION**  
**QUIZ #1 (Covers core concepts from first day of class-Oct. 6th)**

**\*\*\*TOPICS DUE FOR SEELIO & FINAL PAPERS ON, OR BEFORE, TODAY!!!\*\*\***

**MON. OCT. 27**

Ch. 5-Food & Nutrition  
IN CLASS DOCUMENTARY VIEWING

**MON. NOV. 3**

Ch. 6-Housing & Community Development  
IN CLASS DOCUMENTARY VIEWING

**MON. NOV. 10**

Ch. 7-Physical and Behavioral Health  
Additional readings on CTools

**MON. NOV. 14**

**GUEST: SEELIO REPRESENTATIVE: LAUREN ATKINS (6p-7p)**

Ch. 9-The Challenge of Social Justice  
Additional readings on CTools

**MON. NOV. 21**

Ch. 10-Providing Income and Services to Older Americans  
Additional readings on CTools

**MON. NOV. 28**

Ch. 11-The Next Generation  
Additional readings on CTools

**MON. DEC. 1**

Ch. 12-Social Workers' Role in Social Welfare Policy

Additional readings on CTools

**MON. DEC. 8**

*LAST DAY OF CLASS!!!*

*FORMAL COURSE EVALUATION (Please bring your lap top; if you do not have one, please let me know asap!)*

*QUIZ #2 (Covers core concepts from sessions from Oct. 20th-Dec. 1st)*

*POTLUCK!!!*

**TUES. DEC. 9**

*SEELIO PORTFOLIO DUE BY 9p this evening!*