

Social Work 400.001: Social Problems and Social Work Today

Instructor: Joseph A. Galura (jgalura@umich.edu), 3831 School of Social Work

Office Hours: Tuesdays or Thursdays, 12-1

Course Description

This course is considered an advanced, undergraduate elective which is

- designed to familiarize students with the profession of social work
- and also to recruit undergraduate students into the school's MSW program.

The particular social problems selected for discussion will change from year to year depending on faculty and student interest and the contemporary context.

The opening sessions of the course will briefly overview the social context for the kinds of roles, interventions, and fields of service that the profession generally operates from, before exploring in depth the profession's response to each selected social problem.

Important professional themes like:

- multicultural sensitivity to various diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation; empowerment;
- prevention;
- and value-based intervention will also be reviewed in this course.

Note: this course is distinguished from a more traditional course on social problems since

- it focuses specifically on a limited number of selected social problems
- and probes social work's professional involvement in preventing and assuaging each problem.

CASC Minor Mission Statement

The CASC minor is for students interested in developing knowledge, skills, and experiences in community action and social change. The multidisciplinary 16 credit minor will prepare students to:

1. examine community action and social change using a multidisciplinary framework;
2. address community action and social change in multilingual and multicultural communities;
3. integrate social justice values into the community action and social change processes; and
4. engage in service learning to promote community action and social change.

CASC Guiding Principles

1. The core values of the National Association of Social Workers Code of Ethics (service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence) frames our interactions with students inside and outside the classroom.
2. PODS: Privilege, Oppression, Diversity and Social Justice are taught to similar degrees in every class.
3. We represent Social Work – both the School and the profession – in our interactions with students, including academic and career advice.
4. We strive to respond appropriately to student inquiries in a timely and personally engaging manner.
5. We structure courses with student participation in mind throughout the term, notably by some conversation about ground rules at the start of the term and some identifiable closure activity at the end.
6. We see curricular and co-curricular opportunities as intersecting and complementary. We seek to find more opportunities for high touch, high impact work with students.

Course Objectives

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

1. Articulate the various roles, levels of intervention, and fields of service from which social workers practice.
2. Describe the various value dilemmas, political controversies, and societal challenges that the profession of social work faces when it approaches selected social problems.
3. Explain why diversity, empowerment, and strengths-based perspectives are critical to the way social workers approach social problems.
4. Critique the social work profession's response to selected social problems.

Four Curricular Themes

- Multiculturalism and Diversity issues will be explored as students identify self-knowledge and skills for regularly monitoring their practice within the context of their work. The PODS (Privilege, Oppression, Diversity and Social Justice) lens will be applied to practice situations and students will have an opportunity to discuss relevant field issues related to the diversity dimensions (ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation).
- Social Justice and Social Change issues will be addressed by helping students to critically assess their commitment to and skills for enacting change towards social justice goals. The role of the social worker will be discussed as reflected by their individual experiences and reflection.

- Promotion, Prevention, Treatment, and Rehabilitation approaches will be addressed within the context of the student's orientation to practice. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.
- Behavioral and Social Science research approaches will be addressed within the context of the student's orientation and method. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.

A Note on the Learning Environment

While all of us come to this course with various experiences, skill sets and values, it is important that we respect diverse opinions and perspectives. The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a "teacher and a learner" in the class will enhance the learning for all class members.

To facilitate the co-learning environment, the instructor will provide useful and constructive comments, facilitate a constructive forum for discussion and learning, and be responsive to students' questions both in and out of class. Students are expected to be on time, be prepared with any questions related to assignments, and complete assignments on time. Students are also expected to be respectful of diverse perspectives, be open to learning and challenging themselves beyond their comfort zones.

A Note on Technology

This is not a course in which you will often be asked to take notes or to access materials online. Therefore, students should not use laptops, cellphones, iPads, etc. during class, except when indicated by the instructor. Your Facebooking/tweeting/intstagraming/buzzfeed quiz taking/upworthy video watching/CASC newsletter reading distracts your learning, your peers' learning, and my teaching. Students who frequently use technology during class will be given one warning, and then will receive significant reductions in their participation grade. Any student who requires the use of technology for health or other reasons should contact the instructor at the beginning of class.

Grading

In this course, grading will consider class participation (attendance, and office visit and leading a 15-20 minute discussion based on an article on the syllabus - a combined maximum of 27 points in all), the 2 papers and final presentation (15 or 20 points each or 55 total), plus 8 journals (18 points total). Written assignments will be credit or no credit. Credit will be assigned to written work that is complete. For incomplete assignments I do offer an opportunity to receive credit if revisions are made within a one-week turnaround. The only exception will be on the optional Extra Credit turned in at the end of the course, in which case partial credit may be assigned if all requirements are not met.

In-class discussions and participation in exercises are considered an essential part of your learning experience. In addition, some of the material considered essential to achieving the objectives of the course will only be presented in class. I expect you to be in class, on time and ready to participate fully. If unanticipated circumstances arise that prevent you from attending or cause you to arrive late or leave

early, you must notify me as soon as possible. Missing more than two class periods requires a meeting with the instructor.

A major part of your grade for written assignments is based on your ability to be clear and thorough. All written assignments should be carefully proofread for typos and clarity of content. A paper with lots of errors and/or is difficult to read will be marked down. Unless specified, all assignments should be double-spaced, using 12-point font, no less than 1-inch margins. Use citations as appropriate and use APA format.

You should turn in all written assignments on time. Having assignments in on time will assist me in reading and grading them in a timely manner. On time is defined as turned in by midnight on the due date. In general, an assignment will be marked down for each day it is late. Exceptions will only be made for extreme circumstances. If you expect that you are going to be late turning in an assignment, let me know as soon as possible so I can plan accordingly. Please try to anticipate your responsibilities and start your assignments well in advance of the due date.

Course grades will be calculated as follows:

- A 100-94/A- 93-90
- B+ 89-87/B 86-84/B- 83-80
- C+ 79-77/C 76-74/C- 73-70
- D+ 69-67/D 66-64/D- 63-60

Incompletes

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an "I" grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

Students in Need of Accommodations

If you have a documented disability or condition that may interfere with your participation in this course, please schedule a private appointment with the instructor as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class attendance or due dates for assignments, please notify the instructor so we can discuss appropriate arrangements.

Student Mental Health and Wellbeing

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> (Links to an external site.) during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You

may also consult University Health Service (UHS) at [\(734\) 764 8320](tel:7347648320) and <https://www.uhs.umich.edu/mentalhealthsvcs> (Links to an external site.), or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources (Links to an external site.).

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu. Office of Student Services, School of Social Work | Room 1748, 734-936-0961


For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/> (Links to an external site.).



Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/> (Links to an external site.).




Calendar and Assignments:

Topic 1 - Social Work Today: Professional Ethics, Values, and Competencies

6 Sep – Review the syllabus and browse the Social Work Helper web site www.socialworkhelper.com (Links to an external site.). What questions does the site's content raise for you about what professional Social Workers do?

8 Sep – Read [Reamer \(2006\)](#)  and browse the UM Social Work Web site <http://ssw.umich.edu/admissions/msw/concentrations> (Links to an external site.). If you applied to this MSW program, what would be your Method Concentration and Practice Area?

13 Sep – Read the [NASW Code of Ethics \(2008\)](#)  and [Canda \(2009\)](#) . Please bring an object to class: How is it related to a Core Value and why it is meaningful to your life?

15 Sep – Read [Tatum \(2000\)](#) , [Spencer \(2008\)](#)  and [Daniel \(2011\)](#) . What instructional experiences have you had regarding Power, Oppression, Diversity and Social Justice?

=>[Journal 1](#) due! [Eight journals](#) (1-2 pages typed, double-spaced and proofread) are to be uploaded to Canvas Assignments prior to midnight Thursday evening unless otherwise noted. These journals are meant to be an opportunity for dialogue between individual students and the instructor – I will do my best to respond to each individual journal before the next one is due. Please feel free to use these journals to further explore the discussion questions listed on the syllabus, as space for reflection on the

readings (or to suggest additional readings) and/or class activities, or to inquire about or generate drafts of course assignments. Each student must also complete one office visit prior to the last day of class. This visit could be used as a consultation, to select an article which the student will use as the basis for leading one class discussion, and/or discuss the Class Presentation (see 1, 6, 8 Dec).

20 Sep – Read the [SW 515 syllabus \(2014\)](#), [Hillock \(2012\)](#) and [Kovacs \(2013\)](#). Which three Competencies are most important to you and what are some challenges related to implementing these Competencies “in the real world”?

Topic 2 - Addictions

22 Sep – Read [White, et. al. \(2002\)](#) and [Greville \(2016\)](#). How would you restate the authors’ key points in your own words?

=>Journal 2 due!

27 Sep – Browse the Collegiate Recovery Program web site <https://www.uhs.umich.edu/recovery> ([Links to an external site.](#)). What questions does this content raise for you about being a student in recovery on this campus?

29 Sep – Read [Bell \(2009\)](#) and [Russell \(2010\)](#). How do these frameworks fit or not fit with Collegiate Recovery?

=>Journal 3 due!

4 Oct – Search the Huron Valley Intergroup http://www.hvai.org/aa_meetingsearch.html ([Links to an external site.](#)) for an Open 12-Step meeting you will attend before class on 6 Oct. Please note that this day is Release Time – no class – to compensate for attending an outside meeting.

6 Oct – Read [Krentzman \(2011\)](#) and [Reardon \(2013\)](#). Do these readings help or hinder your understanding of 12-Step meetings? Please explain your answer.

=>Assignment I due before midnight. The entire paper should not exceed 5 pages typed, double-spaced and proofread.

(1) Define social work.

Offer a concise definition of social work. Be sure to note your reference(s) – one reference will suffice but you may use more than one that speaks to you. Identify and define at least three social work roles that you might consider engaging in were you practicing in social work currently.

(2) Who are you?

Tell me some things about you that would help me better see why you are in this class. Feel free to address your philosophy of helping; describe how your values and ethical stance support your attitude and beliefs about your notions of Social Work. Perhaps even identify and clarify what you believe to be your top personal qualifications most suitable for a career in Social Work. Have any of these things changed since the beginning of the term, and if so, how?

11 Oct – Read Chapter 2 in [Kaufman & Yoshimka \(2005\)](#) and [Reardon \(2011\)](#). How would you describe the impact of substance abuse on families?

Topic 3 - Children and Youth in Families and Society

13 Oct – Browse the U-M Children and Youth in Families and Society web page <http://sww.umich.edu/programs/msw/overview/children-and-youth-in-families> (Links to an external site.). Which ONE of the Potential Careers most appeals to you – and why?

18 Oct – Fall Break

20 Oct – Read [Coyle \(2015\)](#) and browse these [six PDFs](#) from the [Social School Work Association of America](#) website <http://www.sswaa.org/> (Links to an external site.). How would you describe your high school and your relationship, if applicable, to the School Counselor, Psychologist and/or Social Worker?

25 Oct – Read [Grenville \(2014\)](#), and [Newman & Alvarez \(2015\)](#). Have you been involved with Sports, and if so, can you imagine a role for Social Work?

27 Oct – Read [NASW \(2004\)](#) and [Crane \(2004\)](#). How would you explain minority overrepresentation in children's services and what should be done about it? What connection can you make between your explanation and [Moore \(2016\)](#)?

=>Journal 4 due!

1 Nov – Read [Ortega & Faller \(2011\)](#) and [Reardon \(2016\)](#). What is Cultural Humility and how could it be helpful in Fighting Youth Sex Trafficking?

Topic 4 - Aging in Families and Society

3 Nov – Read [Holzaepfel \(2014\)](#) and browse the U-M Aging in Families and Society web site <http://sww.umich.edu/programs/msw/overview/aging-in-families-and-society> (Links to an external site.). What opportunities have you had (personal, family, volunteer, work or other) to interact with older people?

=>Journal 5 due!

8 Nov – Read [Chong \(2007\)](#) and [Wilson \(2012\)](#). How can Social Workers promote the health of older people – at the micro, mezzo, and macro levels?

10 Nov – Read [DeLauro \(2013\)](#), [Jackson \(2015\)](#), and browse the Reminiscence League Toolkit http://www.alz.org/stl/in_my_community_60561.asp (Links to an external site.). Prior to class, have a conversation with an older person: What is “their all-time favorite song”?

=>Assignment II due is due before midnight and contains two parts. The written aspect should not exceed 5 pages typed, double-spaced and proofread.

1. Interview a social work practitioner.

Arrange an appointment with a practicing, MSW social worker (not an academic or faculty member). Choose a field of practice of social work or a particular social problem that interests you, and locate a practitioner who works in such a setting or with a particular client group. You may select a social work practitioner who performs any number of social work roles – e.g. clinician, organizer, administrator, researcher, etc.

2. Format the interview as a paper.

In class we will discuss the format of the paper. During the interview, ask the practitioner to show you around her/his agency and describe the various services offered. Also ask your practitioner how her/his interest in the field developed. Put all of the information that you have gleaned from this interview into this paper, concluding with a reflection on how this experience might relate to your potential career in social work or other helping profession.

15 Nov – Read [NASW Standards \(2004\)](#) and [Jackson \(2013\)](#). Compare and contrast Palliative Care and Hospice: How do Social Workers foster meaningful conversations in both?

Topic 5 - Macro Practice

17 Nov – Read [Coyle \(2016\)](#), and [Checkoway \(1995\)](#). Which strategy are you most familiar with and which strategy would you like to learn more about?

=>Journal 6 due

22 Nov – Read [Hale \(2014\)](#) and [Gamble & Weil \(2010\)](#). Which Community Practice Role(s) most appeal to you and how is it connected to a trend in Macro Social Work?

24 Nov - Thanksgiving

28 Nov – Read [Hardina \(2013\)](#) and [Tropman \(2013\)](#) then browse the web site for Leadership in Community Benefit Organizations <http://ssw.umich.edu/offices/leadership-in-community-benefit-organizations> (Links to an external site.). How would you describe the relationship between Interpersonal Skills and Community Practice?

=>1 Dec - Journal 7 due!

1, 6, 8 Dec – Assignment III: Class Presentations

During the last days of class, you will present the culmination of your learning from the semester to the class. You will have 5-10 minutes to present to the class and this can take any format that you wish, however, it must be an individual presentation, addressing the two points that follow below. Feel free to use audio or visual aids and let me know if you need any assistance. There will be a brief question and answer period following the presentation.

- Focusing on one social problem, identify at least three recent articles in social work professional journals that help shed light on the core challenges related to the social problem. In what ways did reading these articles shed light on your understanding of your identified social problem (e.g., history or background in terms of severity, who it impacts the most, why it's a problem, potential causes and risk factors, potential protective factors, and strategies/methods that have

been used to address this problem e.g., major interventions)? Articles should be dated 2006 or more recent and you must include references using APA format.

- Self-reflection of the social problem. Reflect on your specific interests in this social problem and how you see yourself as a change agent in this area. Consider your social identities and how they might impact your work in this area, both in terms of strengths and in terms of challenges. What is your vision for social justice in this area? How can you promote social justice in this area in your own life? How might you learn more about this area in the future?

13 Dec – Celebration and Closure

=>14 Dec – Journal 8 due!









Possible reflection on your presentation and/or others, and/or the class as a whole, including:

- Which aspects of your presentation went well? Is there anything you would change and/or incorporate from other presentations if you were to present again?
- What are your top 3 takeaways from the presentations & why?
- How would you describe any progress you made on course-related goals & what measure did you use?



Extra Readings, Extra Credit







Topic 1 - Recommended Readings

Definitions, Knowledge Base, Profession?











- Bader, C (2014). Is the MSW the new MBA? Retrieved from <http://www.fastcoexist.com/3035124/is-the-msw-the-new-mba> (Links to an external site.)
- Jackson, J. (2016). The 21st Century's JD. Retrieved from <https://www.insidehighered.com/views/2016/02/25/social-work-has-become-21st-century-law-degree-essay> (Links to an external site.).
- [Feit, M.D. \(2003\)](#)  . Toward a definition of social work practice: Reframing the dichotomy. Research on Social Work Practice, 13: 357-365.
- [Ramsey, R.F. \(2003\)](#)  . Transforming the working definition of social work into the 21st century. Research on Social Work Practice, 13: 324-338.
- [Trevithick, P. \(2008\)](#)  . Revisiting the knowledge base of social work: A framework for practice. British Journal of Social Work, 38: 1212-1237.
- [Flexner, A. \(1915\)](#)  . Is social work a profession? Research on Social Work Practice, Vol. 11 No. 2, March 2001:152-165.

Ethics, Values, Spirituality

- [Dabby, et al \(2008\)](#)  . Ethics as activity: Building collaborative, expansive and just work. Journal of Social Work Values and Ethics, 5(2).









- [Gamble, D. & Weil, M. \(2010\)](#)  . Community practice skills: Local to global perspectives. Columbia University Press: New York, Ch 3 – Evolution of Values, Concepts, and Community Practice Approaches, pp. 47-82.
- [Williams, N.R. & Lindsey, E. \(2005\)](#)  . Spirituality and religion in the lives of runaway and homeless youth: Coping with adversity. *Journal of Religion and Spirituality in Social Work*, 24(4): 19-38.
- [Hodge, D. \(2012\)](#)  . The Conceptual and Empirical Relationship Between Spirituality and Social Justice: Exemplars from Diverse Faith Traditions, *Journal of Religion & Spirituality in Social Work: Social Thought*, 31:1-2, 32-50.



Privilege, Oppression, Diversity, Social Justice

- [Tatum, B. \(2000\)](#)  . The complexity of identity: Who am I? In M. Adams, et. al. (eds). *Readings for diversity and social justice*. New York: Routledge.
- [Lum, D. \(2005\)](#)  . Cultural competence, practice stages, client intersectional systems and case studies. Chapter 1 in D. Lum, *Cultural competence, practice stages and client systems; A case study approach*. Belmont, CA: Thomson Brooks / Cole, pp. 1-31.
- [Weaver, H. \(1999\)](#)  . Indigenous people and the social work profession: Defining culturally competent service. *Social Work*, 44(3): 217-225.
- [Greenleaf, A. & Bryant, R. \(2012\)](#)  . Perpetuating Oppression: Does the Current Counseling Discourse Neutralize Social Action? *Journal for Social Action in Counseling and Psychology* Volume 4, Number 1, pp. 18-29.
- [Reisch, M. \(2010\)](#)  . Defining social justice in a socially unjust world. *Educating for social justice: Transformative experiential learning*, 11-28.







Topic 2 - Recommended Readings

Recovery: Collegiate, 12-Step, Adolescent, and Delinquency

- [Casiraghi, A. & Mulsow, M. \(2010\)](#)  . Building Support for Recovery into an Academic Curriculum: Student Reflections on the Value of Staff Run Seminars. In *Substance Abuse Recovery in College: Community Supported Abstinence*. New York: Springer, pp. 113-143.
- [Straussner, S. & Byrne, H. \(2009\)](#)  . Alcoholics Anonymous: Key Research Findings from 2002-2007. *Alcoholism Treatment Quarterly*, 27: 349–367.
- [Chassin, L., et. al. \(1992\)](#)  . Social Psychological Factors in Adolescent Substance Use and Abuse. *School Psychology: A Social Psychological Perspective*. Hillsdale, NJ: Erlbaum, pp. 397-424.
- [Carter, R., et. al. \(2012\)](#)  . Addiction and “Generation Me”: Narcissistic and Prosocial Behaviors of Adolescents with Substance Dependency Disorder in Comparison to Normative Adolescents. *Alcoholism Treatment Quarterly*, 30: 163–178.

- [Mulvey, E., et. al. \(2010\)](#)  . Substance Use and Delinquent Behavior Among Serious Adolescent Offenders. Office of Juvenile Justice and Delinquency Prevention.











Addiction and Families

- [Chassin, L., et. al. \(1996\)](#)  . The Relation of Parent Alcoholism to Adolescent Substance Use: A Longitudinal Follow-Up Study. Journal of Abnormal Psychology, Vol. 105, No. 1, pp. 70-80.
- [Harkness, D., et. al. \(2007\)](#)  . Codependent Attitude and Behavior: Moderators of Psychological Distress in Adult Offspring of Families with Alcohol and Other Drug (AOD) Problems Alcoholism Treatment Quarterly, Vol. 25(3), pp. 52.
- [De Ribeaux, M. \(1997\)](#)  . A Critical Analysis of COA Research. Alcohol Health & Research World, Vol. 21, No. 3, pp. 258-264. Also see related articles in Alcohol Health & Research World, Vol. 21, No. 3 at







<http://pubs.niaaa.nih.gov/publications/arh21-3/toc21-3.htm> (Links to an external site.)



Topic 3 - Recommended Readings

Social Work in Schools

- [NASW Standards for School Social Work Services. \(2012\)](#)  . National Association of Social Workers.
- [Agresta, J. \(2004\)](#)  . Professional Role Perceptions of School Social Workers, Psychologists, and Counselors. Children & Schools Journal Vol. 26, No. 3: 1-12.
- [Tower, K. \(2000\)](#)  . Image crisis: A study of attitudes about school social workers. Social Work in Education, 22(2): 83-94.
- [Chassin, L., et. al. \(1992\)](#)  . Social Psychological Factors in Adolescent Substance Use and Abuse. School Psychology: A Social Psychological Perspective. Hillsdale, NJ: Erlbaum, pp. 397-424.
- [Vissing, Y. \(2004\)](#)  . Prepping Homeless Students for School. The Education Digest 69, 7: 34-38.

Social Work and Sports











- [Simard, S. et. al. \(2014\)](#)  . Empowerment revisited: How social work integrated into a sports programme can make a difference. Journal of Sport for Development. Volume 1, Issue 3.
- [Conroy, D. & Coatsworth, J. \(2006\). Coach Training as a Strategy for Promoting Youth Social Development. The Sport Psychologist. 20, 128-144.](#)  
- [Veliz, P. & Shakib, S. \(2012\)](#)  . Interscholastic Sports, Participation and School Based Delinquency: Does Participation in Sport Foster a Positive High School Environment? Sociological Spectrum. 32: 558-580.

- [Gill, E. \(2008\)](#)  . Mental Health in College Athletics: It's Time for Social Work to Get in the Game. *Social Work* 53(1): 85-88. Also see:













<http://www.ncaa.org/health-and-safety/medical-conditions/mental-health> (Links to an external site.)

<http://athletesconnected.umich.edu/> (Links to an external site.)





Child Welfare

- [Child Welfare Information Gateway. \(2013\)](#)  . How the Child Welfare System Works. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.
- [The Alliance for Racial Equity in Child Welfare. \(2011\)](#)  . Disparities and Disproportionality in Child Welfare: Analysis of the Research. Washington, DC: Center for the Study of Social Policy.
- [Child Welfare Information Gateway. \(2011\)](#)  . Addressing racial disproportionality in child welfare. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.
- [Freisthler, B., Gruenwald, P.J., Ring, L. & LaScala, E.A. \(2008\)](#)  . An ecological assessment of the population and environmental correlates of childhood accident, assault and child abuse incidents. *Alcoholism: Clinical and Experimental Research*, 32(11): 1969-1975.
- [Bijleveld, G., et. al. \(2013\)](#)  : Children's and young people's participation within child welfare and child protection services: a state-of-the-art review. *Child & Family Social Work*. July.

Topic 4 - Recommended Readings

- [Creating Healthy Communities for an Aging Population:](#)   A report of a Joint Rural Health Advisory Committee and State Community Health Services Advisory Committee Work Group (2006). Minnesota Department of Health.
- [Berridge, C. \(2012\)](#)  . Envisioning a Gerontology-Enriched Theory of Care. *Affilia: Journal of Women and Social Work*. 27(1): 8-21.
- [Walsh, K. \(2012\)](#)  . Chapter 1, Introduction to Grief and Loss. *Grief and Loss: Theories and Skills for the Helping Professions*, 2nd Edition. Pearson Education, Inc. NJ.
- [Callahan, A. \(2011\). Spiritually Sensitive Hospice Care](#)  . *Social Work Today*, Vol. 11, No. 5, p 24.
- [Stroe, S. \(n.d.\). Bearing Witness](#)   - A Hospice Social Work Intervention, *Social Work Today*, Web Exclusive.
- [Hopkins, M., et. al. \(2016\)](#)  . Benefits, challenges, characteristics and instructional approaches in an El Sistema inspired after-school string program developed as a university-school partnership in the United States. *International Journal of Music Education*. Retrieved from: sagepub.co.uk/journalsPermissions.nav
DOI: 10.1177/0255761416659509

Topic 5 - Recommended Readings

- [Hoefler, R. \(2012\)](#) . Advocacy Practice for Social Justice, Second Edition. Lyceum Books, Chicago, IL. Ch 1, The Unified Model of Advocacy Practice and Ch 2, Social Justice and Advocacy Practice.
- [Boyte, H. \(2009\)](#) . Repairing the Breach: Cultural Organizing and the Politics of Knowledge. Partnerships: A Journal of Service Learning & Civic Engagement. Vol. 1, No. 1, pp. 1-29.
- [Harward, D. \(ed\), \(2013\)](#) . Civic Values, Civic Practices. Bringing Theory to Practice Monographs.- see Gitlin, T. Social Media, the Occupy Movement and Civic Values (pp. 19-22) and Duster, T. Engaged Learning as a Bridge to Civic Engagement (pp. 41-46).
- [Preston, A. \(2013\)](#). Healing America from the inside out: Writer and activist Parker J. Palmer believes to restore democracy, we must first take compassion to heart. Real Change Vol. 20, No. 27.
- [Ganz, M. \(2013\)](#). A Story of Self, A Story of Us. Moyers & Company. 8 May.
- [Bill Moyers Interview, \(2013\)](#). Marshall Ganz on Making Social Movements Matter. Moyers & Company. 10 May.
- [Ganz, M. \(2007\)](#) . Telling Your Public Story. Kennedy School of Government, Harvard.

Extra Credit: Due no later than 14 Dec (5 points)

Select ONE activity from the below list. Write a 3-5 page paper, based on your participation in that activity. The written aspect should be typed, double-spaced and proofread.

(1) Getting Help - In this exercise you are to assume a close friend or family member is in need of basic needs for survival: shelter, clean clothes, food, transportation, money, and so on. They know you are taking a class in social work and must surely know where they can go to get help. For this assignment, identify one community resource that you might refer them, to get the help they need. Specify the organization (address, contact information, hours of operation, eligibility criteria (i.e., what they need to bring with them in terms of information), and what they should expect upon arrival. In other words, you should arrange to go and get first-hand information! When you arrive, carefully observe the location of the facility, demeanor of the Security Guard (if there is one) and receptionist when you enter the building. Look around the waiting area and observe the kinds of furniture, decor, magazines, condition of the interior, carpet, and so on. Is it clear where to go initially to ask for information? Are there long lines poorly marked? Are folks milling around or just sitting in chairs waiting to be served? How did you figure out where to start? Did anyone offer to help you? Did you receive an application for services and if so, how might you feel about answering these questions? How much time did you spend with the agency before you received the necessary information? Overall, how did the process for finding out the needed information make you feel?

(2) Survival on a Welfare Diet - Michigan's food subsidy for a single adult on welfare for one day is about \$6.45. In this assignment you must go to a local store and develop a one-week meal plan using items that DO NOT total more than \$45.25 (including tax on nonperishable goods which in Michigan is 6%). You must consider foods you think will most nutritiously (and best) stretch to meet your needs for the week. Make a list of every item you might purchase and a description (e.g., nutritious value, brand, how

many, cost, etc.). At the same time, consider everything else you would need for personal hygiene and household care for one week (e.g., toothpaste, shampoo, soap, feminine hygiene products, paper products, cooking / eating utensils, etc.). Create an additional list of these other items and determine the real cost to purchase these additional items. I encourage you to lay out every meal and specify what you will consume. Assume you cannot rely on the goodness of friends to feed you. Comment on the quality of this weekly diet and any struggles that you anticipate trying to stay within the budget. Consider challenges you might face in maintaining a sufficient diet you're your resources. What kind of food did you "settle on" to make ends meet? In what ways do you think living on a food budget this tight – over the long haul – would impact your physical and mental health? What "lessons learned" from this experience help illuminate the experience of living in poverty?

(3) Public Hearings - Attend a public hearing on a community initiative, proposed bill or activity thought to impacts the quality of life for an oppressed client group. This public hearing could be at a local or area school board, city council, county commission, or committee of the state legislature in Lansing. Observe the various groups that either support or oppose the proposal. Describe the rationale of various sides testifying, the reactions of the political figures in the public body, and infer the ideologies that are embedded in the various positions of proponents and opponents of the proposal.

(4) Volunteer - There are many human service organizations that provide volunteer opportunities to members of the community. See for example: <http://comnet.org/>. Volunteers are trained and used in domestic violence shelters, homeless shelters, crisis hot lines, etc. Some of you may already be involved in volunteer activities, and this assignment will give you a chance to write about these experiences. For students not currently volunteering, this will be an opportunity to locate a volunteer program, complete the training, and participate as a volunteer. (This kind of activity is a prerequisite to most MSW programs). In this paper, you should describe your organization, its clientele, and any reflections your experiences as a volunteer as it relates to a possible career in the field of social work or other helping profession.

(5) Cultural Competence and Social Work Practice - For this assignment you are asked to summarize an experience you had either as an observer or member of cultural event that had implications for social work practice in diverse communities. From that summary, identify at least 5 "take aways" or lessons learned that added to your understanding of and appreciation for diversity.