



SCHOOL OF SOCIAL WORK

SW 400: SOCIAL PROBLEMS AND SOCIAL WORK TODAY

Fall 2010, Section 001

Tony Alvarez, MSW, LMSW, LEO I Faculty,

2784 SSWB O: (734) 615- 3371

Office Hours: M: 11:30am-12:30pm & W: 1-2pm

(Other days and times possible by appointment)

E-mail: aalvarez@umich.edu

COURSE DESCRIPTION

Several selected social problems are presented in this course to illuminate how professional social workers address social issues confronting American society. Each topical area will present how contemporary social work practice addresses the particular social problem within the values of the social work profession. The various methods of professional social work such as interpersonal practice, community organizing, human service management, social policy and evaluation and the various levels of social intervention that focus on individuals, families, groups, communities, and organizations will be presented in regard to the particular social problem focus. The selected problem focus allows students to learn about social work's struggles and accomplishments in developing strategies to prevent and cope with these problems, and thus illuminates what the profession is doing -- or could be doing -- in each of these specific problem areas. The course also demonstrates the contribution of social science knowledge and research in conceptualizing social problems, and the importance of multicultural sensitivity in the interventions conducted by social work practitioners.

COURSE CONTENT

The particular social problems selected for discussion will change from year to year depending on faculty interest and the contemporary context. Selected topics may include poverty, homelessness, family violence, divorce, mental illness, juvenile delinquency, inequality, racism, child abuse and neglect, substance abuse, HIV/AIDS, community development, and managed care. 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 professions response to each selected social problem. Important professional themes such as multicultural sensitivity, 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.

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 worker's 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.

COURSE DESIGN

Class sessions are scheduled for an hour and a half, twice weekly. Varied pedagogical strategies are utilized in this course including, but not limited to: traditional lecture/discussion format, small group discussion, guest lectures from experts in the field, films and other audiovisuals.

RELATIONSHIP OF THIS COURSE TO FOUR CURRICULAR THEMES:

1. Multiculturalism & Diversity Issues are addressed throughout the course. In the introductory sessions these concepts will be defined and later in each selected social problem area, the impact of diversity and multicultural sensitivity will be related to how the social work profession assesses and intervenes in the particular social problem.
2. Social Justice and Social Change Issues are an integral part of many of the professional roles that social workers perform in trying to prevent and ameliorate social problems: they included such approaches as individual and group advocacy, social action, community development, and advocacy research. Students are encouraged throughout the course to critically analyze both the ways and the degree to which contemporary social work practice has met this traditional mission.
3. Promotion/Prevention/Treatment and Rehabilitation are the range of strategies that the profession of social work brings to bear on contemporary social problems. Students will be encouraged to look critically at each social problem and whether this range of strategies is being employed by the social work profession.
4. Social Science and Behavioral Research is used throughout the course to conceptualize each of the selected social problem areas as well as the effectiveness of methods to address these social problems.

RELATIONSHIP OF THIS COURSE TO SOCIAL WORK ETHICS AND VALUES

This course introduces the concept that professions act within a value and ethical framework. This framework shapes the kinds of interventions that the social work professions can employ in addressing social problems. Elements of the National Association of Social Workers' Code of Ethics and other ethical framework are discussed to help students understand the opportunities and parameters of the profession.

ACCOMMODATIONS

If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities

and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

RELIGIOUS OBSERVANCES

Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

USE OF LAPTOPS AND OTHER ELECTRONIC DEVICES

While in class, students are allowed to use laptops, notebooks or other electronic devices designed specifically to assist in understanding course lectures, materials and discussion (i.e., word-processing notes is fine; accessing e-mail or the internet for non-class related uses are prohibited). In consideration of your classmates please make me aware if you are recording any part of our class before recording since students must be given an opportunity to request that they not be included. Also, all cellular telephones must be turned off during class time (i.e., speaking on the cell phone and text messaging are prohibited).

COURSE RESOURCES

Readings are located in the Resources section of the course c-tools site (or handed out in class). See weekly schedule for reading assignments.

Note: I reserve the right to assign no more than one additional reading per week. Additional readings will be made available to you at least one week before the class in which they are due to be discussed. Any additional readings will be handed out in class, or will be made available through CTools.

COURSE REQUIREMENTS

Attendance and Participation

In this course, 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. (Note: Each clock hour of class missed (whether excused or unexcused) results in the loss of A&P points. Missing more than two class periods requires a meeting with the instructor.)

Assignment I (Due September 22) (18 points)

(Assignment I contains three parts. 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 five 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; perhaps 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?

3) First Reflection.

Having had a few class sessions thus far, discuss what you have learned about yourself, your skills, and your interest in social work. Integrate learning from the readings, class content, and discussions to show evidence of your learning and growth in understanding social work.

Assignment II (Due October 20) (20 points)

(Part II contains three parts. The entire paper should not exceed 5 pages typed, double-spaced and proofread.)

(1) Identify and rank order the five most prominent social problems confronting people living in the US that concern you the most and briefly (~one paragraph) discuss your concern as it relates to each problem.

(2) Focusing only on your highest ranked 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 2005 or more recent and you must include references using APA format. No more than ONE reference can be web-based.

(3) 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?

Assignment III (Due Nov 24) (25 points)

(Part III 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. (In class we will develop an interview schedule so that each of these assignments collects the same information from a range of contemporary social workers.) Ask the practitioner to show you around her/his agency and describe the various services offered. Put all of the information that you have gleaned from this interview into this paper.

2. 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.

Assignment IV (To occur Dec 6 or 8) (17 points)

Class Presentation

During the last full week of class, you will present the culmination of your learning from the semester to the class. You will have about 10 minutes to present to the class and this can take any format that you wish however it must be an individual presentation. 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.

Optional Assignments: (Due no later than December 1) (10 points each)

A 3-5 page paper is required following the activity and you must complete this by the last day of class. 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 \$3/day. 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 \$21 dollars (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) Self Help Groups

Locate a self help group in your local community and call the contact person and get permission to attend one of the meetings. Self help groups are not run by professionals but by their own indigenous leaders who are struggling with the same problems as everyone else in the group. There are many groups which focus on many kinds of problems – e.g. Recovery Incorporated and Dawntreaders for the mentally ill; twelve step programs like Alcoholics Anonymous, Alanon, and Narcotics Anonymous for people struggling with substance abuse problems, etc. The monthly schedule of meetings for these groups can be found in the "Community" section of the Ann Arbor News on the first Saturday of each month. Self help groups in SE Lower Michigan can also be located by surfing onto <http://comnet.org/local/orgs/casa/resource/SupportHelp.htm>.

Most of these groups meet in the evening, and you should call the contact person to see if they will let you attend as an observer (though you may also go as a potential member if you are genuinely struggling with the group's target problem). Describe how the group operates, who attended the meeting, and how members interacted within the meeting.

Share your reactions to this meeting. Would you ever consider using such a group or recommending such a group to a friend or family member?

(5) Taking Action

In this assignment you are to engage in some kind of political or social action during the semester. In class we will be discussing the various kinds of social actions (e.g. demonstrations, boycotts, sit-ins, protest marches etc.) that social workers engage in with others in order to change institutional and social arrangements that impact negatively on our clients and ourselves. The context of this action can be UMSSW, LS&A, the University of Michigan, or larger systems such as legislative bodies or governmental units. In this assignment you should describe the “action” and your participation. Explain the goal of the action and who the action was designed to influence. How many folks participated in the action, and how did you assess the impact (success or failure) of this action to achieve its goal? How would you classify this action – collaborative, persuasive, bargaining, and adversarial?

(6) 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.

GRADING

In this course, grading will consider attendance and participation (A maximum of 1 point per session can be earned= 25 points in all) plus the 4 required written assignments (80 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 optional assignments turned in at the end of the course in which case partial credit may be assigned if all requirements are not met.

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 at the start of class on the due date. In general, a paper 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.

Receiving 105 points is assessed as demonstrating MASTERY and will be recorded as an "A-" grade for A&P + assignments according to the University grading policies. If your goal is to demonstrate above mastery level achievement, you can do so by first, completing required assignments, and then completing optional assignments outlined above. Optional assignment points are only counted in addition to A&P + course requirements.

Course grades will be calculated as follows:

A+	111-115	B-	86- 90
A	106-110	C+	81- 85
A-	101-105	C	76- 80
B+	96-100	C-	71- 75
B	91- 95	NC	0- 70

Schedule of Sessions, Activities, and Readings

The class sessions will be organized in the following manner. Monday sessions will typically be lecture and instructional sessions and Wednesday sessions will be discussion and activities that supplement the lecture. I expect us to be flexible when it requires us to be so.

Session 1: Sept. 8

Setting our learning environment

Introduction to Class; Overview of syllabus and expectations; Guidelines for participation

Feit, M.D. (2003). Toward a definition of social work practice: Reframing the dichotomy.

Research on Social Work Practice, 13: 357-365.

<http://rsw.sagepub.com/cgi/reprint/13/3/357>

Ramsey, R.F. (2003). Transforming the working definition of social work into the 21st century. Research on Social Work Practice, 13:324-338.

<http://rsw.sagepub.com/cgi/reprint/13/3/324>

Session 2/3: Sept. 13/15

Exploring the knowledge base of SW

Monday: Film: *What Do Social Workers Do?* with Charles Kuralt

Trevithick, P. (2008). Revisiting the knowledge base of social work: A framework for practice. British Journal of Social Work, 38:1212-1237.

<http://bjsw.oxfordjournals.org/cgi/reprint/38/6/1212>

Payne, M. (2001). Knowledge base and knowledge biases in social work. Journal of Social Work, 1(2): 133-146. <http://jsw.sagepub.com/cgi/reprint/1/2/133>

Cha, T. Kuo, E. & Marsh, J. (2006). Useful knowledge for social work practice. Social Work & Society, 4(11): 111-122.

<http://www.socwork.net/2006/1/debate/chakuomarch/ChaKuoMarch.pdf>

Proctor, E. (2005). The question of questions: An agenda for social work practice research. Knowledge Monograph 1, George Warren Brown School of Social Work.

<http://gwbweb.wustl.edu/research/knowledgemonographs/Documents/KnowledgeMonographIssue1.pdf>

SSW Student Services visit

Discussion Questions:

What is useful knowledge for social work practice?

What do you think are limitations to social work's knowledge base?

What qualifies social work as a "profession"?

Session 4/5: Sept. 20/22

Social Work Values and Ethics

Assignment 1 due

Exercise: "My values and ethical stance!"

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

<http://www.socialworker.com/jswve/content/blogcategory/18/65/> -

Spano, R. and Koenig, T. (2007-08) What is sacred when personal and professional values collide? Journal of Social Work Values and Ethics, 4(3)

<http://www.socialworker.com/jswve/content/blogcategory/16/54/>

Hugman, R. (2003). Professional values and ethics in social work: Reconsidering postmodernism? *British Journal of Social Work*, 33:1025-1041.

<http://bjsw.oxfordjournals.org/cgi/reprint/33/8/1025>

NASW Code of Ethics, see 2008 revisions

<http://www.socialworkers.org/pubs/Code/code.asp>

Discussion Questions:

Do you have to be a good person to be a good social worker? What do you think are primary ethical problems of social work? Is social work intrinsically helpful?

Session 6: Sept. 29 No class this Monday- I am away

Wednesday: Survey on Personal Values

Session 7/8: October 4/6

SW & working across differences

Monday: Privilege, Oppression, Diversity and Social Justice (PODS)

Wednesday: Video: A Place at the Table; Exercise in Creating Culture

*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.

Binder, A., Blair-Loy, M. et al (2008). Introduction: The diversity of culture. *The Annals of the American Academy of Political and Social Science*, 619: 6-14.

Weaver, H. (1999). Indigenous people and the social work profession: Defining culturally competent service. *Social Work*, 44(3): 217-225.

If you have time, check out The Community toolbox website:

http://ctb.ku.edu/tools/en/chapter_1027.htm -

Discussion Questions:

What is "culture" and how does understanding culture improve social work practice in diverse communities? What is the difference between cultural competence and cultural humility? What makes you culturally "unique"?

Session 9/10: Oct. 11/13 Disparities and Disproportionality- Does "Race" Matter?

Film- Color of Fear

Hill, R. (2004). Synthesis of research on disproportionality in child welfare: An update.

Casey – CSSP Alliance for racial equity in child welfare, Wash. DC: Annie E. Case

Foundation. Document retrieved on 1/6/09 at

http://www.racemattersconsortium.org/docs/BobHillPaper_FINAL.pdf

Harris, M and Hackette, W. (2008). Decision points in child welfare: An action research model to address racial disproportionality. *Children and Youth Services Review*, 30(2): 199-215. Webcast on confronting institutional racism in health care

http://www.minority.unc.edu/resources/webcasts/webregist.cfm?speaker=camarajones&event=MI_NCONF&year=2003 – Bibliography of racial disproportionality

/overrepresentation in child welfare and juvenile justice.

See <http://www.in.gov/cji/files/annotated.pdf>

Discussion Questions:

What is "institutional racism" and how might it help explain the disproportionate number of children of color in the child welfare system? What other factors might contribute to

issues of disproportionality and disparity? What role(s) do social workers play in addressing disproportionality and disparity?

Session 11: Oct. 20

Poverty and Homelessness

Assignment 2 due

Juhila, K. (2008). Forms of advocacy in social welfare work with homeless women. *European Journal of Social Work*, 11(3)267-278. Retrieved January 6, 2009 from

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.

Lindsey, E.W., Kurtz, P.D., Jarvis, S., Williams, N.R. and Nackerud, L. (2000). How runaway and homeless youth navigate troubled waters: Personal strengths and resources. *Child and Adolescent Social Work*, 17(2): 115-140.

Kurtz, P.D., Lindsey, E.W., Jarvis, S. & Nackerud, L. (2000). How runaway and homeless youth navigate troubled waters: The role of formal and informal helpers. *Child and Adolescent Social Work*, 17(5): 381-402.

Discussion Questions:

What are risks of adolescent homelessness and for running away? What resources are essential for helping homeless persons? What are the different types of advocacy for homelessness?

Session 12/13: Oct. 25/27

Sexism and Gender Violence

Pollack, S. (2004). Anti-oppressive social work practice with women in prison: Discursive reconstructions and alternative practices. *British Journal of Social Work* 34: 693-707.

<http://bjsw.oxfordjournals.org/cgi/reprint/34/5/693>

Flood, M. (2006). What men can do to stop sexism and violence against women. From www.mensadvice.org.uk/

See special edition on the status of women in social work education, *Journal of Social Work Education*, January, 2008. Summary article can be found at:

http://www.accessmylibrary.com/coms2/summary_0286-34273926_ITM

See podcast interview with Dr. Edward Sikes re: Women in social work at

<http://socialworkpodcast.com/2007/04/interview-with-dr-edward-sikes-women-in.html>

Discussion Questions:

What makes the social work profession uniquely positioned to focus on issues confronting women in society? What is “anti-oppressive practice” and how does it help us understand women in institutions (and positions) of social control (e.g., women in prison or women in abusive relationships)? In Flood’s list of things men can do to stop sexism and violence against women he suggests: “Talk with women. Find out what it feels like to live with the threat of rape every day. Find out how they like to be supported. Ask what they would like you to do to challenge rape. Really listen.” How might you respond if you were approached by a male peer and asked questions as Flood suggests?

Session 14: Nov. 1 No class Wednesday

Our Aging Society

Chong (2007) Promoting the psychosocial health of elderly; The role of the social worker. *Social Work in Healthcare*, 44: 91-102.

See NASW (2009) Facts about social work and aging:

<http://www.socialworkers.org/pressroom/swm2006/facts2.asp>

See University of Albany – School of Social Welfare: Social Work Careers in Aging at

<http://www.albany.edu/faculty/mcclion/hiap/social.html>

See San Jose State University website Social Work Aging Resource Center – Public Policy and Aging at <http://www.sjsu.edu/swarc/pdf/AgingPolicy.pdf>

Discussion Questions:

What three “facts” did you learn that you think everyone ought to know about aging and the elderly in the US? What roles do social workers play in working with the elderly?

Name at least three social work careers you think are critical to caring for the elderly.

Working with the Elderly: Social Problems and Competencies

Session 15/16: Nov. 8/10

Child Abuse, Neglect and Welfare

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.

Geffner, Griffin & Lewis (2008). Children exposed to violence: An often neglected social, mental health and public health problem. *Journal of Emotional Abuse*, 8(1/2): 3-28.

Knoke, D. and Trocme, N. (2005) Reviewing the evidence on assessing risk for child abuse and neglect. *Brief Treatment and Crisis Intervention*, 5: 310-327.

See MI Mandatory reporting form “3200”

http://www.michigan.gov/documents/FIA3200_11924_7.pdf

See State by state statues on mandatory reporting

http://www.ndaa.org/pdf/mandatory_reporting_state_statutes.pdf

See Mandatory Reporting - Summary of state laws at

<http://www.thefreedomresource.org/documents/mandatorychildabuserreporting.pdf>

See <http://www.childwelfare.gov/> - Child Welfare Information Gateway for more information on child abuse and neglect in the US

See Definitions of child abuse and neglect at

http://www.childwelfare.gov/systemwide/laws_policies/statutes/define.pdf

Discussion Questions:

What is “mandatory reporting” and who does it involve? What are some of the long-term consequences of child abuse and neglect? What factors make child abuse or neglect difficult to assess?

Session 17/18: Nov. 15/17

Working with Children and Youth

Refer to the School Social Work Association of America website at

<http://www.sswaa.org/> -and review the following subjects: School social work as a career; New roles for school social work; Federal legislation and school social work

Tower, K. (2000). Image crisis: A study of attitudes about school social workers. *Social Work in Education*, 22(2): 83-94.

Discussion Questions:

What roles do social workers assume in schools? In what ways is the image of social work in schools considered to be “in crisis”? What do you think are essential qualifications of a school social worker?

Session 19/20: Nov. 22/24

Social Work, Corrections, Health, Mental Health

Assignment 3 due

Auerbach, C., Mason, S.E., and LaPort, H.H. (2007). Evidence that supports the value of social work in hospitals. *Social Work in Health Care*, 44(4): 17-32.

Bronstein, L., Kovacs, P., & Vega, A. (2007). Goodness of fit: Social work education and practice in health care. *Social Work in Health Care*, 45(2): 59-76.

Sulman (). Does difference matter? Diversity and human rights in a hospital workplace. *Social Work in Health Care*, 44(3): 145-159.

Ryan, J. (2006). Dependent youth in juvenile justice: Do positive peer culture programs work for victims of child maltreatment? *Research on Social Work Practice*, 16: 511-519.

Wilson, S.J., Lipsey, M.W., & Soydan, H. (2003). Are mainstream programs for juvenile delinquency less effective for minority youth than majority youth? A meta-analysis of outcome research. *Research on Social Work Practice*, 13: 3-26.

Discussion Questions:

What would you consider essential knowledge for social work practice in health care settings? What evidence is there that social workers are necessary in healthcare? In what ways does difference matter to social work practice in the hospital workplace?

What is positive peer culture? What are examples of mainstream services important to social workers in their work with youth in the juvenile justice system? What do you think are important characteristics of a social worker in his or her work with youth in the juvenile justice system?

Session 21/22: Nov. 29/Dec 1

Working with Communities

Pray, K.L. (200). When is community organization social work practice? *Journal of Community Practice*, 11(3): 91-101.

Pyles, L. (2007). Community organizing for post-disaster social development: Locating social work. *International Social Work*, 50: 321-333.

Discussion Questions:

What is community organizing? What are possible roles of social work during post-disaster relief? What do you think are important qualifications of a social work community organizer?

Session 23/24: Dec. 6/8

Assignment 4 happens

Class Presentations

Session 25: Dec 13

Ending; Evaluation; Closure