

**Department of Social Work
College of St. Benedict/St. John's University****SWRK 347: American Social Welfare Policy – 4 Credits
Fall 2006****Class Location HAB 120, 2:40pm – 3:50pm****Prerequisite: Junior-Senior standing or permission of instructor**

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**Social Work
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Department Mission

The mission of the department of social work is to provide students with an education grounded in the values of the social work profession and the Benedictine traditions of respect, service and justice. The purpose of this program is to develop students' abilities to become competent, ethical leaders of the social work profession.

Department Goals

1. Students will demonstrate their knowledge and skills of the social work profession.
2. Students will apply multi-cultural, local and global perspectives to their professional practice and encourage personal, social, political, and economic empowerment with systems of all sizes.
3. Students will demonstrate their commitment to social work values and apply social work ethics to professional practice.
4. Students will integrate the values of a liberal arts education and the Benedictine values of respect, service, and justice with social work professional values, knowledge and skills.
5. The Department will prepare students for the social work licensure examination, as well as continuing advanced education, graduate and post graduate studies in social work or related fields.

Course Description

The purpose of SWRK 347 is to prepare students to function as informed and competent participants in efforts to achieve effective change in social welfare policies and programs, with a special emphasis on those policies and programs affecting the aging population of the United States. Students are expected to develop skills to analyze and critique social policies and services within a domestic and global world context. Students should know the structure of service programs and the history of the social work profession and social welfare institutions. They should understand legislative, judicial, and administrative policies, and use frameworks for analyzing social and economic policies in light of the principles of social and economic justice. Students will also gain an understanding of political processes and learn to use them in ways that will further the achievement of social work goals and purposes. Feminist theory, a strengths perspective, and the empowerment models of practice will be used to understand and critique social policies in practice with particular attention to their impact on women and children and the aged domestically and globally. Benedictine values and social work values as reflected in the Code of Ethics will be stressed throughout the course.

The instructor will use various teaching methods including small group discussion, invited speakers, video presentations, simulation exercises, group and individual writing projects.

Relationship to Sequence and Core Requirements

American Social Policy (SWRK 347) follows the sequence of foundation courses in the social work curriculum: Introduction to Social Work (SWRK 230); Human Behavior in a social Environment I—human development (SWRK 250); and Human Behavior in a social Environment II—human diversity (SWRK 251). Students who are juniors or seniors from other disciplines may also enroll in SWRK 347. SWRK 347 satisfies the requirement for a Social Science Upper (SSU) division course as well as a course with a designated Gender Flag,

Program Objectives Met

SWRK 347 meets the following objectives of the goals of the Social Work Department of the College of St. Benedict St. John's University.

Goal 1. Objective b. Demonstrate an understanding of theoretical frameworks, such as system theory, strengths perspective, feminist theory, and problem-solving models for practice. *This objective is satisfied through the readings from the required texts as well as video presentations.*

Goal 1. Objective f. Demonstrate the ability to analyze, formulate, and influence social policies. *This objective is met through the requirement to develop a policy brief, which includes articulation of a social problem, research on current policies and programs, and recommendations for policy change. Students will demonstrate their ability to influence policy change by writing a letter to national or state legislators advocating for changes based on the research they have complete through their policy brief.*

Goal 1. Objective e. Demonstrate an ability to understand and interpret the history of the social work profession and its contemporary structures and issues.

This objective is satisfied through the readings in the Popple text, Chapter 4, "The History and Development of Social Work practice." As well as Chapters 1, "Competing Perspectives on Social Welfare"; Chapter 2, "Social Welfare: Basic Concepts"; Chapter 9, "The Development of Antipoverty Programs"; and Chapter 14, "Housing, Homelessness, and Community Development."

Goal 2. Objective b. Demonstrate social work practice skills in a culturally competent manner across client populations, colleagues, and communities.

This objective is satisfied through student visits to programs serving senior citizens and their written observations of these programs. It is also satisfied through critiques of films demonstrating social work practice with seniors, including "Living with Pride: Ruth Ellis @ 100" "Aging in America," "Big Mama," and "Complaints of a Dutiful Daughter."

Goal 2. Objective c. Demonstrate the ability to understand forms of oppression and discrimination and be able to advocate for social and economic justice.

This objective is satisfied through the readings from Popple (Chapter 15, "Aging"), Chapter 8, "The Nature and Causes of Poverty"; Chapter 5, "Responses to Human Diversity"; and from Cruikshank Chapter 1, "Cultural Myths and Aging"; Chapter 2: "Fear of an Aging Population"; Chapter 7, "Gender Class, and Ethnicity"; Chapter 8, "Ageism."

Goal 2. Objective d. Demonstrate the ability to analyze, formulate, and influence social policies. See Goal 1. Objective f.

In addition this objective is satisfied through the reading assignment on the Swedish Welfare State and New Challenges" in order to give a global comparison between United States and another country's social policies related to poverty, aging, gender equality, and sexual orientation.

Goal 3. Objective a. Demonstrate understanding of the value base of the NASW Social Work Code of Ethics.

This objective is satisfied through the reading assignment in Popple, Chapter 3 "Social Work as a Profession," in particular pp. 89-93, "Social Work Values and Philosophical Base," and "Social Work Ethics and Ethical Dilemmas."

Goal 4. Objective c. Demonstrate critical thinking, writing, speaking, and quantitative and qualitative reasoning skills required for generalist social work practice.

This objective is satisfied through the Policy Brief Assignment, demonstrating the students abilities to decipher and interpret quantitative and qualitative research, and to evaluate current and proposed social policy legislation, as well as the positions of political candidates on social welfare issues.

Required Texts & Readings

Cruikshank, M. (2003). *Learning to be old*. Lanham, MD: Rowman & Littlefield.

Popple, P.R. & Leighninger, L. (2005). *Social Work, Social Welfare, and American Society*. (6th ed.). Boston, MA: Pearson Allyn & Bacon.

Other readings will be assigned as the semester progresses. These readings will be on reserve at Clemens Library or distributed in class or by email.

Guidelines for Written Assignments

All written assignments should be typed, double-spaced, have one-inch margin and be printed in a 12-point font. They are to have page numbers and be stapled (not paper clipped) together. Check your papers for errors in spelling and grammar. Be sure to cite your text and the other readings in the body of your paper using the American Psychological Association (APA) format. Also, include a complete list of references. Written work with errors will lose points. Late assignments are not accepted unless a special arrangement has been made with the instructor at least 48 hours before the due date. Requests for an extension on papers must be submitted in writing (not email) at least 5 days before the assignment is due. **It is more than a theoretical possibility for an "A" paper to receive a failing grade as a result of format violations and/or lateness. These penalties are easily avoidable. Students have the responsibility to ensure they are meeting format and timeliness requirements. It is my responsibility to clearly inform you of the requirements and accurately reflect them in your grades.**

To find the correct way to site references APA style, go to the CSB/SJU library home page. Then go to:

1. Research Guides
2. Research help citing electronic sources.
3. APA, MLA, Turabian and Chicago Citation Styles: Citation Style for Research Papers.
4. APA

Means for Evaluating Student Learning

Attendance and Class Participation – 20% of total grade

Class participation is important because the exchange of ideas is necessary in the quest for knowledge and understanding. Active class participation facilitates learning not only for the individual participating but for the other class members as well. In order to obtain full credit for participation students need to attend all classes. Of course if you are not in class, you will not receive credit for participation during that period. **Students who miss more than three classes will fail the course.**

In order to prepare for class students will be given questions on the readings. Students will answer these questions typed in 12 point type. At the end of the questions, students will be asked to write down three things they have learned from the class and any questions they might have as a result of the class discussions. The answers to the questions, the three things learned in class and questions the student may have will be turned in at the end of each class. These responses will be included in the student's attendance and class participation grade.

Developing the ability to participate in a group discussion is essential in the social work field. In class students are expected at all times to demonstrate courteous listening skills. In other words, when someone is speaking, others are quiet and attentive. Students who fail to demonstrate courteous listening skills (as observed by the professor) will lose points in class participation. During in-class group assignments, students are expected to discuss material relevant to the topic. Students who engage in discussion unrelated to the topic will lose points in class participation. In preparation of and during class students should:

- Prepare before class to think and speak clearly about assignments.
- Use answers from questions from assigned readings to inform your responses.
- Participate verbally so others can learn from your insights.
- Ask questions for clarification.
- Show respect for peers, guests, and professors by responding to their ideas.
- Participate non-verbally by practicing professional listening skills.
- Learn to give and receive constructive feedback.
- Collaborate fairly by sharing responsibility in team projects.
- Offer input and leadership in small and large group exercises and discussions.
- Identify your own strengths and use them.
- Support your peers in sharing their strengths for the benefit of the class.
- Identify areas needing to be strengthened and ask for support (if needed) in improving.
- Identify how the NASW Code of Ethics applies to your behavior as a student.

Class participation will be graded as follows:

A = Excellent participation includes frequent and appropriate contributions which:

1. Pose useful questions for the group
2. Use relevant reading material to answer particular questions
3. Invites others to contribute information or interpretations to the discussion
4. Build on the comments of others
5. Appropriately discloses confusion, concerns, and asks for clarifications
6. Give interpretations, explanations, and opinions
7. Uses personal disclosure appropriately

B = Regular contributions that are integrative or interpretive such as:

1. Offering facts and some new information
2. Single sentences or phrases, rather than more complex formulations, very little elaboration
3. Limited connection with other participants in discussion

C= Little contributions such as:

1. Speaking only a few times
2. Offering little or no information
3. Offering ideas that are vague or relatively unformulated
4. Stating unsubstantiated opinions or educated guesses

D= Minimal participation such as:

1. Usually saying nothing
2. Making irrelevant or distracting comments
3. Disrespectful behavior such as interrupting a speaker, speaking when someone else has the floor

F= No participation. – Never talking except to present in-class assignments

Guidelines for Class Discussion – These guidelines are open for discussion and modification based on the needs of the class.

1. We want to create a safe atmosphere for open discussion and learning. Members of the class may wish to make comments that they do not want repeated outside the classroom. If so, the student will preface his/her remarks with a request and the class will agree to honor the request.
2. We acknowledge that oppression (ageism, racism, sexism, classism, homophobia) exist, and that any critical understanding of oppression means that we need to recognize that we have been systematically taught misinformation about our own group as well as about members of other groups. This is true of all groups.
3. We cannot be blamed for the misinformation we have learned. We will be held responsible for repeating misinformation after we have learned otherwise. (Perpetuating oppressive beliefs)
4. We will assume that people are always doing the best they can.
5. We will not blame people and groups for institutional oppression and its ramifications on the human condition and spirit.
6. We will actively pursue information about our own group and others.
7. We will share information about ourselves with other members of the class and we will never demean, devalue, or in any way put down others or ourselves for our life experiences.
8. We each have an obligation and responsibility to actively combat the myths and stereotypes about our own groups and other groups to support social and economic justice for all.

Course Evaluation

<u>Assignment</u>	<u>Percent of Grade</u>	<u>Due Date</u>
Policy Brief	30%	Dec 13
Group Film Project	20%	various
Attendance & Class Participation	20%	each class
Midterm and Final Exams	25%	
Report visit to senior site	5%	
Total	100%	

Grading Scale

A = 95 - 100	B = 85 - 89	C = 75 - 79	D = 65 - 69
AB = 90 - 94	BC = 80 - 84	CD = 70 - 74	F = Below 65

Description of Assignments**1. Public Policy Brief – 30 % of total grade – Due December 13**

Policy briefs, also known as executive summaries, issue notes, or issue briefs, are succinct (10 – 15 pages average; but can be shorter depending on the issue) documents that provide descriptions of an issue of public concern; summaries of pertinent research; delineations of policy alternatives; analyses of the strengths and weaknesses of these alternatives; fiscal implications of policy alternatives; identification of positions of advocates pro and con; and recommendations and rationales for those recommendations from the brief writer. They are prepared to assist policymakers in reaching decisions. Students will receive a list of websites containing policy briefs to use for example purposes only.

Each student will complete a 10 – 15 page brief (double-spaced, typed and using APA style to cite references) on a specific social problem and the policy or policies created to address it. The policy you choose may be either a specific policy for a social or child welfare agency or a larger issue, such as juvenile delinquency, housing, child abuse.

As a general rule, it is better to focus tightly and to pick a policy and program that is narrow in scope. This makes the literature review and the overall paper more manageable.

The following outline is suggested for the paper/website:

- I. **Problem or Need to Be Addressed – Draft due September 25**
 - a. How is the problem or need defined?
 - b. Who defines it?
 - c. Who is affected and how? How many people are affected?
 - d. Objective & Subjective data

e. Summary

At a minimum, this requires that the student **define the problem using objective and subjective data**. Although often the most demanding and troublesome step in the inquiry process, it is nevertheless vital. Having defined the problem or need, it then becomes possible to determine its magnitude and scope, the salient characteristics of the problem and the theoretical notions or empirical evidence suggesting causes of the problem or conditions associated with its occurrence. Also consider the role of diversity in the problem or need.

II. **Policy Analysis – Desired Public Policy Goal/Outcome – Historical Overview -**

- a. Legislative overview (county, state, federal)
- b. What is expected by this public policy approach – intent of policy

III. **Policy Analysis – Current Public Policy/Policies Impacting the Problem/Need**

- a. Are there current policies, regulations, and programs addressing the problem/need?
- b. How many people are served, by whom, where, and at what cost?
- c. What is required to make current policies and programs more effective in eliminating/reducing the problem or addressing the need?

IV. **Pertinent Research Findings**

- a. What do research findings tell us about the problem and possible solutions?
- b. What are the limitations on this research knowledge?

The purpose of this task is to arrive at a general understanding of the present-day policies that have been established to address the social problem under consideration. More specifically, the policy analysis attempts to **determine historical antecedents (preceding events/factors) to existing policy; the values and goals implicit and/or explicit in a policy; and the sources – legislative, judicial, executive, or administrative – from which the current formalized policy has emanated.**

Policy Analysis (II, III) and Research Findings (IV) Draft due October 30V. **Program Analysis – Draft due November 21**

- a. Describe the program – agency structure (profit, nonprofit, govt.) existing to deliver programs; services designed to meet policy objectives; factors which facilitate, neutralize, or impede such efforts.
- b. Assessment of the programs' impact on intended population, are the objectives of the policy being realized in the nature of the service being offered?
- c. What is the perspective of the service recipients?

- d. What are the eligibility requirements of the program with respect to age, income, race, gender, sexual orientation, nationality/immigrant status?
- e. What is the funding history of the program and future plans?

Program analysis is closely related to policy analysis and sometimes inseparable from it for analytic purposes. Nevertheless, it is treated as a distinct phase of the inquiry process because the purpose is to achieve an understanding of the impact of policy objectives at the most local level. The primary focus of this phase of the inquiry is an understanding of the current agency structure existing to deliver programs and services designed to meet policy objectives; an understanding of the factors which impede, neutralize or facilitate such efforts; and an assessment of programs' impact on the population it aims to serve. In other words, the purpose of the program analysis is to determine whether the objectives of the policy are being realized in the nature of the service being provided the target population. **At a minimum, it means calling an agency and speaking to a decision maker about the way services are provided, problems and prospects, and a general discussion of how the program is going.** Conscientious researchers will also interview service recipients (or their parents) to determine the effectiveness of the service provision from the client/recipient's perspective.

Students may use the program analysis to fulfill two assignments: the program analysis as well as a **site visit** to a program focusing on the needs of senior citizens.

VI. **Policy/Program Options/Alternatives – Draft due December 6**

- a. Generate a list of possible policy/program options/alternatives and for each include a statement and an analysis of the strengths and weaknesses and fiscal implications, i.e. how much will it cost to implement this option?

VII. **Recommended Action and Rationale – Draft due December 6**

- a. Suggest the most desirable option/alternative and specify why this is the most desirable.
- b. Suggest an acceptable option/alternative and specify what would be lost if this alternative is implemented.
- c. Create a new policy, modify an existing policy
- d. Write a one to two page letter to a legislator sharing your research on an existing problem and/or policy and your recommendations for legislative action along with your rationale for the changes you recommend.

Complete and mail an actual letter. The advocacy letter should be short, 1 to 2 pages. In the first paragraph, state your reason(s) for writing. In the second paragraph, state your position on the Bill and the facts (research or experience) supporting this position. In the third paragraph, state what action you want the legislator to take. Finally, thank the legislator for their time and consideration of your opinion. Make sure to include your identifying information, i.e. name, address, and telephone number. An example letter will be provided.

See the following websites for information regarding the Minnesota State Legislature:

www.leg.state.mn.us
www.naswmn.org

See the following websites for information regarding U.S. Congress Legislature:

www.house.gov
www.senate.gov
www.us.gov

The intent of this assignment is to familiarize students with the federal and state legislative processes and how they shape and define social welfare policy. It is hoped that students will gain the knowledge and skills needed to become active participants in the political process as a civic responsibility and to advocate effectively on behalf of various client systems.

REFERENCES should be included in the paper using APA format.

Examples:

Problem – Economic poverty of the aged.

Policy –Social Security Act of 1935

Program – Old Age Survivors and Disability Insurance

Recommendations – Create individual investment accounts through a portion of the payroll tax

Problem – Inability of senior citizens to pay for prescription drugs

Policy – Medicare Act of 1965; revised 2005

Program Prescription Drug Managed Care enrollment program

Recommendations – Eliminate “donut hole” feature of the program to insure that there is no gap in prescriptions benefit coverage. Federal government controls prices of prescription drugs through negotiations with drug companies.

It’s best to get started on the paper right away. The hardest part of the paper is choosing the topic. Ask yourself the following questions:

Part I	Part II/III	Part V	Part VI/VII
Is there a social problem that really motivates you? Is there some issue you’ve been wanting to learn about? Do you have access to lots of data on some social issue	Have you come into contact with a piece of legislation that has sparked your curiosity? Made you angry? Is there some historical trend you’d like to explore more thoroughly?	Have you worked for a program, and wondered where it got it’s funding, etc.? Have you seen a program you’d like to work with, and would like to do more research on it to prepare yourself?	Do you feel very strongly about the unfairness of an issue that has touched your life? Are you angry about a certain social injustice?
Students most often think of initial paper topics that are too large. Move from the general to the specific. Please let me know if you would like to discuss your ideas individually.			

Policy Brief – Grading Criteria

Organization of the paper	30%
Uses of sources	30%
Style and mechanics	25%
Critical Thinking	15%

The instructor is willing to read drafts and give feedback up to (but not after) five days before the due date. Late papers are not accepted unless a special arrangement has been made with the instructor. Requests for an extension on papers must be submitted in writing at least 5 days before the assignment is due.

Resources that can be used:

1. Encyclopedia of Social Work
2. Director/Program Manager of a specific seniors program, program recipients
3. Recent journal articles
4. The Federal Depository in Clemens Library
5. The 1998 Green Book (available on line)
6. The U.S. Census
7. Research Navigator – see Popple & Leighninger text (inside cover)
8. Metropolitan Senior Federation www.mnseniors.org (Issues and Activism)
9. AARP www.aarp.org (Issues and elections)
10. Central Minnesota Council on Aging www.cmcoa.org (Resources)

Significant Federal Statutes

1. Social Security Act of 1935, P.L. 74-271
2. Medicare Title XVIII of the Social Security Act, 1965
3. Americans with Disabilities Act of 1990, P.L. 101-336
4. Economic Opportunity Act of 1964, P.L. 88-452

3. Film Presentation and Critique (20% of grade)

Another way of viewing aging and social policy is through personal stories. Films have a powerful way of demonstrating human need and resilience. In this assignment students will critique films which represent issues of aging. All students will participate in the viewing and critique of the film “Living with Pride: Ruth Ellis @ 100,” in class and will select an additional film, working with two or three other students. These groups will present a portion of the film and discussion of aging, policy, and the interaction between generations to the class. Below is a list of films from which students may make their selections:

“Big Mama,” the story of a grandmother who takes in her emotionally disturbed grandson as a foster child
Ordered. Will be available in Clemens.

“Iris,” the story of British novelist Iris Murdoch shuttling between her young seductive past and the onset of Alzheimer’s disease. This group will present the film “Iris,” for the Gender and Women’s Film Series.

Alcuin Media DVD Call # 332.

“Complaints of a Dutiful Daughter,” a documentary about the interactions between a woman with Alzheimer’s disease and her daughter.

Clemens Media Video Call # RC523.C65

“I Never Sang for My Father,” Melvyn Douglas and Gene Hackman play the roles of a stubborn, opinionated father and his kindhearted but exasperated son after the death of the wife/mother.

Clemens Media Video Call # PS3501.N34 12

All of these films are available in the Alcuin or Clemens Libraries.

Students critiquing the films are asked to consider the following questions:

1. How does the film represent aging and old people?
2. In what ways does the film represent a “strengths perspective”?
2. What interactions, if any, do the characters in the film have with social services, social welfare, health care providers? What is your assessment of the assistance that these characters receive from these systems?
3. What unfilled needs or policy changes do these films suggest? What would be your recommendations?

In presenting the film to the class (or GWST Film Series), students are to give some background about the film, when it was produced, for what type of audience. Students are to check reviews of the films to see how others evaluated them. Because of the length of some films, student presenters may need to select the most important segments of the film in which to highlight key issues of the film to the class. The films are intended to spark class discussions. Students will prepare several questions to prompt discussion in the class.

4. Mid-term Exam (10 % of grade) and Final Exam (15% of grade)

The mid term and final exams test the students’ abilities to integrate the information they have received from readings, lectures, guest speakers, site visits, and films. The exams are composed of essay questions in which the students’ abilities to connect aspects of social welfare policy, the history of social work, issues affecting the aged (both in the past, contemporary, and future) will be tested. The mid-term exam will consist of three questions; the final exam four questions, three of which will be on material covered since the mid-term exam and one covering the entire course. Students may bring notes and books to the exam, along with a blue exam book to write their responses to the questions. Students are expected to write their responses to the questions which will be distributed in advance. They will have a choice of two questions out of four, and one question that every student will answer. Similarly the final exam will include five questions from which the student will pick three. One additional question will be asked of all of the students. Students are not allowed to bring written responses and copy them in the exam book. Laptop computers are not allowed. Students will have one hour and ten minutes

5. Senior Site Visit (5% of grade)

In order to understand the context of policies affecting the aged and aging population, students will be required to visit a senior setting and write a two page report on the information received and their observations at the setting. This visit could be combined with the **Program** part of the Policy Brief. A list of potential senior sites where students can visit to fulfill this requirement will be distributed in class.

Course Outline

Schedule of Topics, Reading, and Activities – This schedule is subject to change to accommodate unexpected opportunities and/or topics requiring additional attention.

DATE	TOPIC	ASSIGNMENT & ACTIVITIES
Aug 30	Social Welfare Policy – Course Overview	Introductions, Orientation, Assignments
Sept. 1	Political Perspectives	Read Popple, Chapter 1
Sept 5	Definitions for Social Welfare	Read Popple, Chapter 2
Sept 7	History of social work	Read Popple, Chapter 3; Chapter 6: 190-201
Sept 11	Poverty	Read Popple, Chapter 7 Poverty Simulation Exercise
Sept 13	Who are the Poor?	Read Popple Chapter 8 Film: “To Be Old, Black, and Poor”
Sept 15	Antipoverty Programs Does Welfare Reform Really work	Read – Popple, Chapter 9
Sept. 19	Social Welfare in Scandinavia	Read – “The Swedish Welfare State and New Challenges,” Nuimmi Kurian, in <i>Welfare States and their Future</i>. On reserve in the Clemmons Library
Sept 21	Aging	Read – Popple, Chapter 15 Read Cruikshank Introduction and Chapter 8
Sept 25	Film: “Aging in America”	Read – Cruikshank, Chapters 1 and 2 Problem Draft Due.
Sept 28	Myths and Fears About Aging	Discussion on Cruikshank Chapters 1 & 2 and “Aging in America.”
Oct 2	Responses to Human Diversity	Read – Popple, Chapter 5 Read - Cruikshank Chapter 6
Oct 4	Gender and Sexual Orientation in aging	Film: “Living with Pride: Ruth Ellis @ 100” Read Cruikshank, Chapter 7 Read <i>Outing Age</i>, executive summary (to be distributed)
Oct 10	Gender and Sexual Orientation Aspects in Aging	Discussion on “Ruth Ellis” and readings for Oct 4
Oct 12	Aging and the politics of the 2006 election	Invited speaker/candidate Read information about the candidates background and voting record;
Oct. 16	Mid term Exam	Covers readings and questions from texts, films, speakers and class discussion.

DATE	TOPIC	ASSIGNMENT & ACTIVITIES
Oct 18	Health Care Film: "And Thou Shalt Honor"	Read Cruikshank, Chapter 3
Oct 20	Healthy Aging	Read Cruikshank Chapters 4 and 5
Oct 24	Mental Health and Developmental Disabilities	Read Popple Chapter 13
Oct 26	Film Critiques and Presentations	Preparation for Film Critiques and Presentations
Oct 30	Depression, Chemical Dependency and Older adults	Readings assigned Guest Speaker Policy and Research draft due
Nov 1	Child Welfare	Read Popple, Chapter 10
Nov 3	Kinship Foster Care	Film: "Big Mama," Student presentation
Nov 7	Religion and Social Work	Read Popple Chapter 6 Read Cruikshank Chapter 9
Nov 9	Benedictine Sisters and Old Age	Members of the Order of St. Benedict
Nov 13	Seniors as Volunteers	RSVP program
Nov 15	Film: "Iris"	GWST Film Series, student presentation and discussion. Alcuin Media 1, 7-9 p.m.
Nov 17	Intergenerational Issues	Film, "Complaints of a Dutiful Daughter" Student presentation
Nov 21	Intergenerational Issues	Film, "I Never Sang for My Father" Student presentation Program draft due
Nov 28	Crime and Criminal Justice	Read – Popple, Chapter 11
Nov 30	Housing, Homelessness, and Community Development	Read – Popple, Chapter 14
Dec. 4	Student research presentations	
Dec. 6	Student Research presentations	Options and Recommendations draft due; letter to legislator due.
Dec. 8	Student Research presentations	
Dec. 12	Student Research presentations	
Dec. 14	Recap, review for final, evaluations	Policy Brief due in entirety (all parts, revised)
Dec 20 8-10 am	Final Exam	Covers the entire semester with an emphasis on material since the Midterm exam.