**Stella & Charles Guttman Community College at CUNY**

**50 W 40th Street, New York, NY**

**Health and Human Services Policy**

**Course Number/Section:** HSVC 213

**Instructor Name: Anya Spector**

**Days/Times:** Mon 3:00PM - 4:30PM and Wed 3:00PM - 4:30PM

**Office Phone:**

**Office Hours: 611-I**

**Course Location:** Guttman Room 409A

**Office Email: anya.spector@guttman.cuny.edu**

**Course Blog/Website: http://guttman.textbookx.com/institutional/index.php?action=browse#books/1462052/**

**Course Description:**

This course traces current health and human service programs and policies from their historical origins and provides an overview of the process of policy development, implementation and analysis. Students develop an understanding of the connections between social problems faced by the diverse residents of New York City communities, their varying causative explanations, and the health care and human services policies that are intended to address those problems. The course examines how policies are shaped within the context of political the process. Federal, state, and local programs, such as TANF, Medicare and Medicaid, and Social Security are explored in the context of the problems they address and the impact they have on the populations served ‐ all from the very important perspective of the human service provider.

**Co-requisites or Pre-requisites:**

GOVT 202-American Government & Politics

**Credits/Contact Hours:**

3 credits, 3 hours

**Learning Outcomes:**

**Course Learning Outcomes:**

**Students will be able to:**

* Demonstrate an understanding of the complexities of health and social welfare policies and programs, particularly in the context of a diverse, urban setting
* Identify the entitlements and resources available for the populations in need that they will be working with in the field of human services
* Research revisions, updates and innovations in health and social welfare policies using internet and text-based resources.

**Human Services Program Learning Outcomes:**

Upon successful completion of the program, students will be able to:

1. Recognize the scope and principal features of the field of study, including its main theories and practices.
2. Develop a general understanding of values, beliefs, roles, skills and techniques of Human Services in work with individuals, families, groups within the society and environment (including advocacy and social change when necessary).
3. Demonstrate goal planning using the appropriate strategies, services, or interventions.
4. Develop and implement a treatment plan using appropriate resources, specialized assistance, and community supports to achieve the desired outcome.
5. Formulate a systematic method to evaluate the outcome of services and make referrals as appropriate.
6. Demonstrate professional and ethical interaction with a variety of Human Services providers and agencies.
7. Describe the effects of one’s own values and beliefs in the role of the human Services worker.
8. Use critical thinking and problem solving skills to assess the needs of individuals, families, and groups within the community.
9. Identify entry-level employment opportunities in human services and articulate additional degree and licensing requirements for career advancement.

This course meets HSVC Program Outcomes 1-3; 6-9.

**Guttman Learning Outcomes:**

**1. Broad, Integrative Knowledge: General Education**

a)    Engages with issues that have contemporary, historical, scientific, economic, technological, or artistic significance.

b)    Exhibits an understanding of how different disciplines create knowledge and approach questions.

c)    Evaluate multiple perspectives on key issues connected to societal concerns.

d)    Connects prior knowledge to ideas, concepts, and experiential learning across courses and majors.

e)    Expresses curiosity about the essential questions that drive personal, academic, or professional growth.

**2. Applied Learning**

a)    Build on content knowledge using research and analytical skills to provide creative solutions to real-world problems.

b)    Collaborates effectively with others to solve problems and complete projects.

**3. Specialized Knowledge: The Majors**

a)    Recognizes the scope and principal features of the field of study, including its main theories and practices.

b)    Understands and uses the vocabulary specific to the field of study.

c)    Connects content and concepts of specialized knowledge to the ideas studied in the City Seminars, Ethnographies of Work and other NCC general education courses.

d)    Demonstrates knowledge of problem-solving techniques and the ability to form hypotheses for research purposes.

**4. Intellectual Skills for Life-Long Learning**

a)    Demonstrates the ability to analyze ideas, theories and issues by breaking them down, identifying the component elements and explaining how they relate.

b)    Demonstrates a thorough understanding of context, audience, and purpose and their relationship in response to the assigned task(s).

c)    Demonstrates skillful attention to and successful execution of a wide range of written and oral conventions and stylistic choices appropriate to the task.

d)    Apply mathematical methods to reason about and solve quantitative problems from a variety of contexts and situations

e)    Analyzes and utilizes quantitative and qualitative data to explore, explain, and understand important issues

f)     Locates, evaluates and cites multiple information resources in projects, papers and presentations.

g)    Demonstrates ability to use appropriate technologies, and/or acquire new ones to meet academic, professional and personal goals

h)    Demonstrates ability to assess own work and trajectory as a learner.

**5. Civic Learning, Engagement and Social Responsibility**

a)    Identifies and explains his or her own civic and cultural background, including its origins, development and assumptions.

b)    Understands and respects diversity and cross-cultural perspectives and demonstrates how they influence interpretations of key problems in politics, society or the arts.

c)    Describes various historical and contemporary positions on democratic values or practices, and presents his or her position on specific problems.

d)    Takes an active role in a community context, such as work, service, or co-curricular activities, and examines the civic issues encountered with the insights gained from the community experience.

e)    Demonstrates integrity, honesty and ethical reasoning in academic and professional contexts.

This course meets the following GLOs:

1. Broad Integrative Knowledge: a, b, d, e
2. Applied Learning: a, b
3. Specialized Knowledge: The Majors: a, b, c, d
4. Intellectual Skills: a, b, c, h
5. Civic Engagement: b, c,d

**Optional to Buy Course Texts and Material: This book will be required reading but it is on reserve in InfoCommons**

**Segal, E. (2016). *Social welfare policy and social programs: A values perspective* (4th ed.). Belmont, CA: Brooks/Cole/Cengage Learning. (ISBN-13: 978-1305101920)**

**Retail:**

Text book (Publisher): $136.50-181.95; ebook (publisher) $35.99; Amazon=$164.76

Amazon Kindle=$88.49

Amazon Digital Rental Price=$50

<http://www.socialwelfarehistory.com/recollections/current-issues-and-programs-in-social-welfare/>

**College-wide Policies:**

**Policy on Academic Honesty**

Guttman Community College considers intellectual honesty to be the cornerstone of all academic and scholarly work. GCC views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to its Academic Integrity Officer, who keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student, or which is not adequately referenced, is considered plagiarism. Unintentional plagiarism is still plagiarism, so if you have any question about whether or not to acknowledge a source, acknowledge it. And if you are still uncertain, be sure to ask. Refer to Article II of your Student Grievance Procedures for further details on academic honesty and Guttman’s academic integrity procedures, at <http://guttman.cuny.edu/academics/AcademicPolicies.html>. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

**Disability Support Services**

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Guttman Community College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of AccessABILITY located in Room 506 to secure necessary academic accommodations.  For further information and assistance please call 646-313-8061 or speak to your Student Success Advocate or Career Strategist.

**Critical Incident Management**

Guttman expects students to respect the rights, privileges and property of other people. Faculty are required to report disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment or inhibits students' ability to learn.

**Viewpoint Tolerance**

Some of the issues covered during the seminar may evoke strong emotions. Students, faculty and staff must be able to disagree respectfully with others on topics that are personally very important to them. **Civility is essential to all scholarly discourse**.

**Expectations for Out-of-Class Time**

For every one instructional credit hour in class, a Guttman student is expected to spend at least two hours out-of-class studying, reading, writing, researching and working on projects, and preparing for tests. E.g. for a 3 credit course that meets for 3 hours each week, a student is expected to spend at least 6 hours outside of class time doing related course work. If a course provides more time in class than one hour for one credit, the additional time may offset out- of- class time expectations.

**Requirements & Course Policies:**

**POLICIES FOR WRITTEN WORK:**

All written papers are to be typed, double-spaced, using 12-pt. Times New Roman font with one inch margins on all sides. Each paper must include page numbers, proper use of citations and references. Please use APA citation style. See: <https://owl.english.purdue.edu/owl/resource/560/01/>

**A note on plagiarism:** I will check all papers for plagiarism, so please cite all your references when you paraphrase. If you use direct quotes, you must place the quote in quotations and provide the citation with the page number. If you are caught plagiarizing you will receive a 0 for the assignment.

* To be successful in this class you should set aside at least 6 hours per week in addition to class to work on readings and assignments.
* Ask for help if you need it. Please make an appointment to see me or come to office hours.
* Keep track of deadlines. The course ePortfolio will have all of the up-to-date deadlines.
* Be sure to check the course ePortfolio and the “living” syllabus for all updates.

**Expectations for Attendance, Reading, Participation & Engagement:**

This course requires participation from all students and is necessary for everyone to benefit. Therefore, a portion of your final grade will be based on the quality and appropriately relative frequency of participation, which, it is assumed will be based on careful reading of all assigned materials. Students are expected to read thoroughly before the class for which it is assigned and to be prepared to participate actively in class discussions. Much of the outcome of this course will depend on your commitment and dedication to the work. It has never been truer that the more you put into this, the more you will get out of it. **Students are expected to attend all classes. On the rare occasions where you must miss class, you must let the professor know in person, or by email.** If you have a personal or family emergency and are unable to complete an assignment, you must speak with me as soon as possible so we can discuss how and when you will complete the assignment. **Do not assume that you may hand in all of your assignments at the end of the course, or that you will be granted an extension.**

**Classroom Conduct Expectations:**

* Late arrivals & early departures are disruptive not only to me, but also to other students, therefore if you know you will be late or need to leave early—please talk to me *before* class (or email me *before* class).
* This class is discussion-oriented. I expect you to respect and listen to everybody’s opinions and perspectives. I value and respect your contributions. Please do the same for others in the class. We will discuss some difficult topics; however, our class is a space free of sexist, racist or other offensive comments.
* **Please silence and put away all electronic devices during class. Cell phones and Laptops will be used for instructional purposes only at the discretion of the professor. No texting in class.**

**As this course includes students in the Human Services Major, ALL MATERIAL or examples FROM FIELD, ORAL AND WRITTEN, IS CONFIDENTIAL. AS A PROFESSIONAL GROUP, WE COMMIT OURSELVES TO HOLDING SUCH MATERIAL IN CONFIDENCE WITHIN OUR GROUP. INFORMATION REGARDING AGENCIES, COMMUNITIES AND COLLEAGUES REVEALED IN CLASS DISCUSSION OR MATERIALS SHOULD NEVER BE SHARED OUTSIDE OF CLASS. NO IDENTIFYING INFORMATION ABOUT CLIENTS SHOULD BE REVEALED IN ORAL OR WRITTEN CLASS MATERIAL. PSEUDONYMS SHOULD BE USED.**

**Grading & Assignments:**

All assignments must be submitted through the Human Services ePortfolio of the student. Some assignments should be written and uploaded in a Word document with a link on the ePortfolio page. Students should then link the uploaded work to the assignment in Digication by clicking on upload ePortfolio and designating the page of the ePortfolio with the assignment on it as reviewed in class. **If the instructor is unable to find or open your work, then it cannot be considered for a grade. It is important that you make sure that your work is uploaded on time as no late assignments will be accepted unless previous arrangements are made with the instructor.** Taking notes in class is important as you can use them for the final exam.

**Please NOTE: ALL written assignments MUST be handed in to me in hard copy AND emailed to me at:** [**anya.spector@guttman.cuny.edu**](mailto:anya.spector@guttman.cuny.edu) **No late work will be accepted.**

**We will discuss this further in class.**

**Grading and Assignments:**

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| --- | --- |
| **Class Assignments** | **Points/% of grade** |
| Class participation/attendance  (this includes student being prepared and reading required pages) | 20% |
| Reflection papers | 15% |
| Race the Power of Illusion Paper | 10% |
| Community Board/Public hearing Reflection Paper | 10% |
| Individual Paper | 10% |
| Group Project (20%) and presentation (5%) | 25% |
| **Total** | **100 (100%)** |

**COURSE WORK ASSIGNMENTS – Guidelines will be distributed and posted on Eportfolio**

**Calendar is subject to change:**

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| --- | --- | --- | --- |
| **Date** | **Topics** | **READING** | **Assignments and Deadlines** |
| Class 1 Wed  Sept 11 | **Course Overview:**  Review syllabus, class assignments, required texts, assigned readings, academic integrity and overall expectations. Group assignments. | Segal  Ch. 1 |  |
| Class 2  Mon  Sept 16 | **Introduction:**  What is Social Welfare Policy?  What is “welfare”? What is a Liberal? What is a Conservative?  What are the concepts, theories and ideas that social welfare policies are built upon? | Segal  Ch. 1  Human Services Code of Ethics  Chapter 16 American Government textbook | **American Government textbook is OeR and is on my webpage:** |
| Class 3  Wed  Sept 18 | **History of Social Welfare Policy**  Race the Power of an Illusion video (the House we live in) and Reveal Podcast (the Red line) | Segal  Ch. 2 (first half) | **Quiz on Chapter 1 (Segal) and 16 (American Government)** |
| Class 4 Mon Sept 23 | **Roosevelt Institute training** | Ch. 2 (second half) |  |
| Class 5 Wed Sept 25 | **Roosevelt Institute training** | Abramovitz, (2005) *Untold Story of Welfare Reform and the human services*  Abramovitz, (2001) *Everybody is on Welfare* | **Topic for your group project is due today.** |
| Class 6  Wed  Oct 2 | **Finish history of Social Welfare** | Segal  **Finish Chapter 2 and begin Ch. 3** | **Paper on Race the Power of an Illusion and Reveal is due** |
| Class 7 Monday Oct 7 | **Conceptual Foundations of Social Welfare Policy**  **Discuss everybody is on Welfare** | **Chap 3** | **Quiz on Abramovitz articles and Welfare Reform** |
| Class 8 Mon Oct 14 | No Classes College is closed |  |  |
| Class 9  Wed  Oct 16 | **Conceptual Foundations of Social Welfare Policy Welfare Services**  **Analyzing and Researching Social Welfare Policies and the Delivery of Social Welfare Services**  **Classes follow a Monday Schedule** | **Chapter 3** |  |
| Class 10  Mon  Oct 21 | **Implementation of Policy- Delivery of Services (Intended and Unintended Consequences)** | Hagen & Owens-Manley  *Issues in Implementing TANF in NY* | **Quiz on Chapter 3** |
| Class 11  Wed  Oct 23 | Social Justice, Equity vs. Equality, Oppression and Privilege |  | **Reflection 1 due** |
| Class 12  Mon  Oct 28 | Systems of Oppression and Intersectionality  (Kimberle Crenshaw video) | **Harvard Review Paper- In class debate (is this racism? Why or why not)** | **Community board Assignment is due** |
| Class 13  Wed  Oct 30 | Poverty and economic inequality |  |  |
| Class 14  Mon  Nov 4 | Poverty and economic inequality |  | **Part 1 is due of your group project.** |
| Class 15  Wed  Nov 6 | Strategies for Preventing Poverty: Social Insurance Program and Programs connected to the economy, employment and unemployment |  |  |
| Class 16  Mon  Nov 11 | Strategies for Preventing Poverty: Social Insurance Program and Programs connected to the economy, employment and unemployment |  | **Reflection 3 due** |
| Class 17  Wed  Nov 13 | Prepare for Field work | **(interviewing reading and photovoice reading)** |  |
| Class 18  Mon  Nov 18 | Conduct Field Work |  |  |
| Class 19  Wed  Nov 20 | Discuss field work in class |  | **Part 2 of your group project is due including field work draft.** |
| Class 20  Mon  Nov 25 | Health Care and Mental Health Care |  |  |
| Class 21  Wed  Nov 27 | Disparities in Health |  |  |
| Class 22  Mon  Dec 2 | Advocacy and Activism for Policy Reform |  |  |
| Class 23  Wed  Dec 4 |  |  | **Individual Paper is due** |
| Class 24  Mon  Dec 9 |  |  |  |
| Dec 11 | LAST DAY of CLASS |  | **Group paper** |
| TBA | Final |  | **Presentations** |