

SAN JOSÉ STATE UNIVERSITY – SCHOOL OF SOCIAL WORK
SW 120 Social Welfare Institutions and Policies I
Section 02 – Course Code 45927

Fall 2011

Instructor: Kristen Gustavson, LCSW, PhD**Class:** Tuesday; 6:00 – 8:45PM**Classroom:** MacQuarrie Hall (MCH) 322**Phone Number:** 408-924-5838**Office:** WSQ 217J**Office Hours:** 5:00 – 6:00pm;

or by appointment

E-mail: kristen.gustavson@sjsu.edu**Catalog Description**

Development of social work as a profession, including mission, values, ethics. Development and changes in the philosophy, legislative base and structures for social services as these affect social and economic justice and impact health and well-being. (3 units)

Course Description

This course is a foundation course that examines of the general policies, conditions, legislative basis, institutions, and broad range of services relevant to contemporary social welfare. Major areas covered are: income maintenance, civil rights, health, mental health, economic development, child welfare, services to the elderly and to the physical and developmentally disabled. Each is viewed from a historical perspective and emphasis is given to social work value and ethics, diversity, economic and social justice, and populations-at-risk.

Learning Objectives

Upon completion ScWk120, through written assignments, in-class assignments, and tests student will be able to:

1. Demonstrate an understanding of the growth and development of social welfare institutions, particularly as they relate to power and privilege; and the oppression of disenfranchised, marginalized, and culturally, racially, and ethnically diverse populations. B1.1 (Transcultural Model); B1.2 (Diversity); B3.1 (Power, Privilege and Oppression)
2. Identify current major social welfare programs and policies by being able to explain the major historical developments of current social welfare programs and policies. B3.2 (Impact of Social Policy); B3.3 (History)
3. Demonstrate the ability to recognize policy issues within the social welfare system, with a focus on social and economic justice, in the context of social work values and ethics. B1.3 (Values/Ethics); B3.2 (Impact of Social Policy)
4. Demonstrate the ability to integrate knowledge of social services with the study of social policy by being able to analyze, synthesize and integrate information about major social welfare programs and policies. B3.2 (Impact of Social Policy); B4.2 (Critical Thinking/Information Literacy)
5. Identify the issues and needs of special populations; namely, people of color, women, and gay and lesbian persons by being able to distinguish critical areas of concern in terms of social welfare from a historical perspective. B1.1 (Transcultural Model); B1.2 (Diversity); B3.1 (Power, Privilege and Oppression); B3.3 (History)

COURSE REQUIREMENTS

Learning Experiences:

Class sessions will be organized around lectures and class discussions. Films and guest speakers may be utilized to illustrate various approaches to the development of social welfare policy in U.S. history. Students are expected to prepare for class so that they can participate effectively.

Readings: Students are required to read all assigned material and should be prepared to discuss the reading material assigned for each class. Class outlines and supplemental readings are provided to students in class and are offered to further illustrate the points made in class and during discussion.

Class Attendance and Participation: Active discussion of the ideas contained in the readings and lectures as well as class attendance is critical to each student's success in this course. Students are expected to be able to support their opinions with data and/or logical argument, share ideas and listen to the ideas of others, maintain focused discussion and integrate class content with other courses in the major.

Academic Integrity Statement: Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at: http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html

Campus policy in compliance with the Americans with Disabilities Act: "If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability." Additional information on the Disability Resource Center can be found at: <http://www.drc.sjsu.edu/>.

Required Textbooks

Day, P. J. (2008). *A new history of social welfare*. (6th Ed.). Boston, MA: Allyn and Bacon

Myers-Lipton, S. [Ed.] (2006). *Social solutions to poverty: America's struggle to build a just society*. Boulder, CO: Paradigm Publishers.

Recommended Books

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

All written work for this class is to be submitted according the style in the *APA Publication Manual*.

Skloot, R. (2010). *The immortal life of Henrietta Lacks*. New York: Crown Publishers.

Takaki, R. (2008). *A different mirror: A history of multicultural America* (Revised Edn.). Boston: Little, Brown & Co. (1994 version is also suitable)

Grading and Evaluation (100 points total)

10% Class Participation: Each student is expected to attend all classes; and complete the readings. Students are expected to share their ideas, in a respectful manner, listen to the ideas of others, and work to understand the material. One of the ways to participate in class is to be on time for class when a weekly question regarding the readings will be handed out. If you are late to class you won't get a copy of the question. If you are not attending class, you are not participating.

30% 3 Written Assignments (10 points each): Review of a policy issue discussed in a newspaper article (not an article from a magazine, newsletter, or professional journal) from the previous week. You will be preparing a brief review (one page) of a policy that will include an: (1) explanation of what the issues are regarding the proposed policy, specifically who is affected and how; (2) identification of who the **proponents** would be and their arguments -- why they believe what they believe about the issue; (3) identification of who the **opponents** would be and their arguments -- why they believe what they believe about the issue; and (4) use the transcultural perspective in analyzing the policy issue that is being presented in the newspaper article. Attach the article or a copy of the article (with the name of the paper, the date and the page on which it was found) to your one page review. The format for your written assignments should follow these minimum standards:

- No more than two typed page of narrative.
- Title page with title (centered on the page), your name, the name of the university, the course and the date

These assignments are due on the following dates (no late assignments accepted):

September 27th
October 25th and
November 15th

- 25% Midterm : *October 11th***, the midterm will be a multiple choice test, with 35-45 questions.
- 5% End of the Semester Summary:** Due ***December 6th***: For this final assignment you are expected to reflect upon your course work in this class over the semester and provide a one page of assessment of your learning. This is to be written evidence of what you have learned in this course over the semester.
- 30% Final Exam: *December 6th***, the final exam will be a multiple choice test, with 60-75 questions, held on the last day of classes.

Extra Credit Options:

All extra credit is due ***December 6th***: Write one review of one of the additional readings. You can choose either one of the recommended books (excepting the APA Publication manual). Prepare a five-page paper as a review of the book you choose to read. Explain the essential thesis of the book, and explore the major themes discussed by the respective authors; and identify a minimum of two social welfare policy issues discussed in the book. The paper is not to be longer than 5 pages of narrative with an additional page for the title page. The paper must be turned in by the last day of the course in order to receive the extra credit (Total possible amount of extra credit available: up to 5 points.)

Grades: The following assignments will be completed for this course:

<i>Attendance & Participation</i>	<i>10 points</i>
<i>Three Two Page Policy Reviews</i>	<i>30 points</i>
<i>Midterm</i>	<i>25 points</i>
<i>Final Exam</i>	<i>30 points</i>
<u><i>End of the Semester Learning Assessment</i></u>	<u><i>5 points</i></u>
<i>Total</i>	<i>100 points</i>

Formatting Requirements for all assigned papers**Structure of the paper:**

- You must use appropriate grammar and style for a college paper; specifically, this is not a journaling assignment, therefore limit the use of first person personal (i.e., *I, me, my, we, us, our*, etc.)
- Include a title page on top of the body of your paper. The title page should include (centered on the page): the title, your name, the name of the university, the course and the date
- Word-processed using #12 Font (Using Arial or Times New Roman font) and double-spaced with one inch margins OR typed using double-spacing with one-inch margins
 - NO handwritten papers will be accepted
- You will lose points if you use a font other than Arial or Times New Roman; or if you do not use one-inch margins and double spacing.
- Please prepare an APA formatted title page for each written assignment turned in to me

Late Assignments

1. I **do not** accept assignments e-mailed as attachments. Often students have contracted computer viruses and I do not want any of the computers on which work to be infected with a computer virus. Please make arrangements to have a hard copy turned in.
2. Papers must be turned in the day they are due in class. If a student can not be in class the day a paper is due, the paper can be turned in early. If a student has an emergency, please be prepared to bring evidence of the emergency (i.e., the hospital band from your stay in the hospital, notes from a doctor, etc).

Special Note

If you need course adaptations or accommodations because of a disability, if you have an emergency medical information to share with me, or if you need special arrangement in case the building must be evacuated, please make a special appointment with me as soon as possible, or see me during office hours.

San José State University
Social Work Programs: Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate *critical thinking*¹ and *communication*² skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

One method to evaluate students' critical thinking and communication skills is via written assignments. To evaluate your writing, the social work faculty will use the writing guidelines established in the *Publications Manual of the American Psychological Association* (5th Ed.). If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

*Plagiarism*³ is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services⁴. Any student who plagiarizes will be dealt with according to San José State University policies and procedures, which may include expulsion from the University.

¹*Critical thinking* is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

²*Communication* is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

³According to SJSU Academic Senate policy F88-10, “. . . *plagiarism* is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to, 1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work” (http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm).

⁴ See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/So2-4.htm>).

SJSU CAMPUS EMERGENCY PROCEDURES

FIRES EARTHQUAKES AND OTHER DISASTERS:

- **Call 911** or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your **name**, the nature of the emergency and your specific **location**. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, **close all room doors** to confine the fire, **pull** the building **fire alarm lever**, **evacuate** the area or building, and then call the University Police at **911**.
- Remain calm during an earthquake. **“Duck and cover” under a desk or table or stand in a doorway or against an interior wall**. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evaluate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.5 FM for campus information. A campus information line will be set up as soon as possible after a major emergency – call 924-SJSU (924-7578).

MEDICAL EMERGENCIES:

- **Call 911**. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.).
- **Assist the victim** until help arrives. If you or someone in the area is trained in CPR, perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. **Do not leave victims unattended**.
- For minor first aid, report in person to the Student Health Center weekdays from 8:00 am – 5:00 pm or call University Police at **924-2222**.

BUILDING EVACUATION:

- **Leave** by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or Building Emergency Team member.
- **Take keys**, books, **wallets** or billfolds, prescription **medicines** and important personal belongings with you in case this building cannot be reentered immediately. **Move** at least **150 feet away** from all structures. Do not smoke.
- **Use the stairs**. Do not use elevators-in case of fire or earthquake many elevators stop in place and you may be trapped or exposed to deadly smoke.
- Re-enter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

DATES	COURSE OUTLINE (cont'd) <i>Subject to change with notice</i>	ASSIGNMENTS
Week 1 8/30	<p>Introductions Overview of the Course</p> <ul style="list-style-type: none"> ◆ Introductions ◆ Review of the syllabus <ul style="list-style-type: none"> ◆ Discussion of course and assignments 	
<u>SOCIAL ASSISTANCE TO THE POOR</u>		
Week 2 9/6	<p>Defining Social Welfare Policy</p> <ul style="list-style-type: none"> ◆ Introduction of the Transcultural Model ◆ Dimensions of social Welfare policy: <ul style="list-style-type: none"> • Universal vs. Selective, • Public vs. Private, • Categorical vs. Block Grant; The Role of Politics 	
Week 3 9/13	<p>Defining Social Welfare Policy</p> <ul style="list-style-type: none"> ◆ Dimensions of Social Welfare Policy: <ul style="list-style-type: none"> • Review of previous lecture ◆ The role of “Politics” in setting policy ◆ Definitions ◆ Class discussion to review baseline understanding of social welfare policies <p>Readings: Day, (2006). Chapter 1 and 2.</p>	
Week 4 9/20	<p>History of Social Welfare – Part I From the Beginning to the establishment of British Traditions, Establishment of the Poor Law</p> <p>Readings: Day, (2006). Chapters 3 to 7. Myers-Lipton, (2006). pp. 1-6; 29-38</p> <ul style="list-style-type: none"> ◆ Video: Life in Jamestown/Jefferson’s Plantation 	
Week 5 9/27	<p>Social Welfare from the Revolution to the Civil War Establishment of private assistance Transition from colonies to a federated republic Myers-Lipton, (2006). pp. 31-38; 56-60</p> <ul style="list-style-type: none"> ◆ Freedman’s Bureau ◆ Discussion of how understanding this period fits Transcultural Model: Cultural Knowledge 	DUE: One-page policy review

DATES	COURSE OUTLINE (cont'd)	ASSIGNMENTS
<i>Subject to change with fair notice</i>		
Week 6 10/4	<p>The Promise of Social Welfare Policy: The Progressive Era</p> <p>Readings: Day, (2006). Chapter 6 – 8</p> <p>Myers-Lipton, (2006). pp. 61-69; 107-110; 111-122; 151-157</p> <ul style="list-style-type: none"> ♦ Video: Legacies of Change (Part I) ♦ Women of power and substance <ul style="list-style-type: none"> ◦ Ida B. Wells and Mary Church Terrell ◦ Mary Richmond and Jane Addams 	
Week 7 10/11	<p>Midterm</p> <p>The Progressive Era – Prior to WWI to 1930's</p> <p>Readings: Day, (2006). Chapter 9</p> <ul style="list-style-type: none"> ♦ Myers-Lipton, (2006).), pp. 159-167; 204-210 ♦ Discussion: <ul style="list-style-type: none"> ◦ The Great Depression ◦ The Dustbowl ◦ The Policy Response: The New Deal Programs ♦ Transcultural Model – Power, Privilege and Oppression in the development of the welfare state 	Midterm
Week8 10/18	<p>The Policy Response to the Great Depression</p> <p>Readings: Day, (2006). Chapter 9</p> <p>Myers-Lipton, (2006). pp. 159-167; 204-210</p> <ul style="list-style-type: none"> ♦ Discussion <ul style="list-style-type: none"> ♦ New Deal Programs ♦ The Beginnings of the Welfare State ♦ Transcultural Model – Power, Privilege and Oppression 	

DATES	COURSE OUTLINE (cont'd)	ASSIGNMENTS
<i>Subject to change with fair notice</i>		
Week 9 10/25	<p>The Beginning of the US Welfare State</p> <p>Readings: Myers-Lipton, (2006). pp. 159-167; 204-210</p> <ul style="list-style-type: none"> • Discussion: <ul style="list-style-type: none"> ◦ The role of World War II ◦ The House Committee on UnAmerican Activities <p>Video: Legacies of change (Part II)</p>	DUE: One-page policy review
Week 10 11/1	<p>The Cold War to Reaganomics</p> <p>The Beginning of Philosophical Shift</p> <p>Discussion: Nixon and Social Welfare Policy</p> <ul style="list-style-type: none"> Focus on the worthy poor The values embedded in Reaganomics Welfare Reform Leaning to the Right: Transcultural Model – Power, Privilege, and Oppression <p>Readings: Day, (2006). Chapter 10 – 11</p> <p>Myers-Lipton, (2006). pp. 211-220; 251-257</p> <p>Video: “Ending Welfare As We Know It”</p>	
<u>SOCIAL WELFARE POLICIES IN SPECIFIC FIELDS OF PRACTICE</u>		
Week 11 11/8	<p>Reviewing Social Security and Medicare</p> <p>Video: Social Security Administration</p> <p>Day, (2006). Chapter 12-13</p> <p>Meyers-Lipton, (2006): pp. 259-272; 306-313</p> <ul style="list-style-type: none"> ♦ Needs of the Elderly and the Implications for Poor Public and Private Retirement Systems 	

DATES	COURSE OUTLINE (cont'd) <i>Subject to change with fair notice</i>	ASSIGNMENTS
Week 12 11/15	Continuing: Health Care and Mental Health Care Policy, Day, (2006). Chapter 13 <ul style="list-style-type: none"> ♦ Public and Private Health Insurance ♦ Public and Private Systems of Medical Insurance ♦ Managed Care <i>Video:</i> "Sicko"	DUE: One-page policy review
Week 14 11/22	Child Welfare Policy and Child Welfare (Part I) Reading: Handout – McGown, B. G. (2005). Historical evolution of child welfare services. In G.P. Mallon and P. M Hess (Eds.). <i>Child welfare for the 21st Century: A handbook of practices, policies and programs</i> (pp. 10-46). New York, NY: Columbia University Press. <ul style="list-style-type: none"> ♦ History of child welfare ♦ Public Financing of Child Welfare ♦ Current Child Welfare Services Summarizing Child Welfare Policies from a Transcultural Perspective	
Week 15 11/29	Child Welfare Policy and Child Welfare (Part II) Readings: Handouts – Kortenkamp, Katherine and Jennifer Ehrle (January 2002). <i>The Well-Being of Children Involved with the Child Welfare System: A National Overview</i> , The Urban Institute. Kozol, Jonathan (December 11, 1995). "Spare Us the Cheap Grace," <i>Time</i> . MacDonald, Heather (Spring, 1994). "The Ideology of 'Family Preservation'," <i>The Public Interest</i> , 115, 45-60. <ul style="list-style-type: none"> ♦ Current Child Welfare Services Summarizing Social Welfare Policies from a Transcultural Perspective	
12/6	Final Exam	DUE: End of semester summary

Social Welfare Policy Reading Resources

- I. Theory of Responding to Need
- Caputo, R. K. (1997). Family poverty and public dependency. *Families in Society: The Journal of Contemporary Human Services*, 78(1), 13-25.
- Dionne, E.J., Jr. (2000, May) Keeping promises: What we owe the working poor. *Commonweal*, 127(10), 8.
- Dodenhoff, D. (1998). Is welfare really about social control? *Social Service Review*, 72(3), 310-336.
- A. History
- Almgren, G., Kemp, S. P. & Eisinger, A. (2000). The Legacy of Hull House and the Children's Bureau in the American mortality transition. *Social Service Review*, 74(1), 1.
- Cauthen, N. K. & Amenta, E. (1996). Not for widows only: Institutional politics and the formative years of aid to dependent children. *American Sociological Review*, 61(3), 427-448.
- Katz, M. B. (1998). Segmented visions: Recent historical writing on American welfare. *Journal of Urban History*, 24(2) 244-255.
- Loseke, D. R. (1997). 'The whole spirit of modern philanthropy': the construction of the idea of charity, 1912-1992. *Social Problems*, 44(4), 425-444.
- Quadagno, J. (1994). *The color of welfare: How racism undermined the war on poverty*. NY: Oxford University Press.
- B. Residual approaches
- Moretti, E. & Perloff, J. M. (2000). Use of public transfer programs and private aid by farm workers. *Industrial Relations*, 39(1), 26-47
- Stoesz, David. (1996). Aiding the poor without a safety net. *Social Policy*, 27(1), 27-31.
- II. Development of the Welfare State
- Headey, B., Goodin, R. E., Muffels, R. & Dirven, H. (1997). Welfare over time: Three worlds of welfare capitalism in panel perspective. *Journal of Public Policy*, 17(3), 329-359.
- Kautsky, J. H. (1996). Contexts of conservatism, liberalism, and socialism (differences between the U.S. and Europe; European culture of aristocracy). *Society*, 33(3), 48-52.
- Myles, J. & Quadagno, J. (2000). Envisioning a 'third way': The welfare state in the twenty-first century. *Contemporary Sociology*, 29(1), 156.

III. Areas of Social Welfare Policy: Social insurance policy, health care policy, mental health policy, family well-being, child welfare, and welfare reform

- Anderberg, D. & Andersson, F. (2000). Social insurance with risk-reducing investments. *Economica*, 67(265), 37-56.
- Braun, B., Bauer, J. W. & Olson, P. (1999). Managing at the margin: Families moving off welfare. *Journal of Family and Consumer Sciences*. 91(4), 88-90.
- Giroux, H. A. (2003). Zero tolerance, domestic militarization, and the war against youth. *Social Justice*, 30(2), 59-65.
- Guendelman, S., Schaffler, H. H., & Pearl, M. (2001). Unfriendly shores: How immigrants children fare in the U.S. health system. *Health Affairs*, 20(1), 257-266
- Halperin, R. , & Harris, J. L. (2004). Parental rights of incarcerated mothers with children in foster care: A policy vacuum. *Feminist Studies*, 30(2), 339-352.
- Kronebusch, K., & Elbel, B. (2004). Simplifying children's Medicaid and SCHIP. *Health Affairs*, 23(3), 233-246.
- Mallon, G. P. (2000). Gay men and lesbians as adoptive parents. *Journal of Gay and Lesbian Social Services*, 11(4), 1.
- Maluccio, A. N. (2000). The future of child and family welfare: Selected readings. *Child Welfare*, 79(1), 115-122.
- McGowan, B. G. & Walsh, E. M. (2000). Policy challenges for child welfare in the new century (Special Issue: Future Challenges and Opportunities in Child Welfare). *Child Welfare*, 79(1), 11-27.
- Morton, T. D. (1999). The increasing colorization of America's child welfare system: The overrepresentation of African-American Children. *Policy & Practice of Public Human Services*, 57 (4), 23.
- O'Beiren, K. A. (2000, June). Politician steps up - Why Bush decided to do it (private retirement accounts). *National Review*. 52(10).
- Rose, N. E. (2000). Scapegoating poor women: An analysis of welfare reform. *Journal of Economic Issues*, 34(1), 143-157.
- Smits, S. J. (2004). Disability and employment in the USA: The quest for best practices. *Disability and Society*, 19(6), 647-662.
- Snowden, L. (2005). Racial, cultural and ethnic disparities in health and mental Health: Toward theory and research at community levels. *American Journal of Community Psychology*, 35(1 – 2), 1-8.
- Snell, R. & Madrid, G. (2000). Social security reform poses problems for states. *State Legislatures*, 26(1), 28.
- Wulczn, F. W. (2000). Federal fiscal reform in child welfare services. *Children and Youth Services Review*, 22(2), 131-159.
- Yip, K. S. (2000). The community care movements in mental health services: Implications for social work practice. *International Social Work*, 43(1), 33-78.