

Values in Social Services and Health Care

Boston College • PL 23301 • Fall 2006
Thursdays 4:30 - 7:00 p.m. • Room Carney 104
David W. Manzo, Lecturer

Course Procedures

The class meets on Thursday afternoons from 4:30 to 6:00 p.m. for lectures and from 6:15 to 7:00 for discussion groups. The instructor and teaching assistants lead discussion groups. Teaching Assistants will also, in consultation with the instructor, evaluate papers and journals. The instructor determines final grading.

Brief Course Description

This course has a dual purpose. Its broadest mission is to give perspective and offer reflection on your services experiences to date and then to help you discern the answer to the question, "What's next?"

We will try to accomplish this through readings, lectures, discussions, and written assignments. Together we will pursue some of the questions raised by the facts, philosophies, and statements listed at left. And we hope to do more.

Among the objectives for Values in Social Services and Health Care are:

to communicate an understanding of the social services and health care delivery system;

to explore ethical problems and challenges related to the allocations of limited resources, regulations, economic injustice, community conflicts and the responsibility for the dependent person;

to consider strategies for effecting positive changes in the social service and health care system.

"But you know, there are no children here. They've seen too much to be children."

LaJoe Rivers

There are No Children Here

"Homelessness in America begins at home."

Kathleen Hirsch

Songs from the Alley

"When a patient thinks his or her doctor is wrong and insists on a different, perhaps unwise, course of treatment, what should a physician do?"

Fred Friendly

Ethics in America

"Help them all and let God sort it out."

Jim Greene

"We can degrade people by caring for them; and we can degrade people by not caring for them."

Steven Marcus

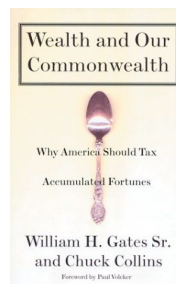
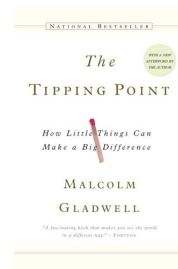
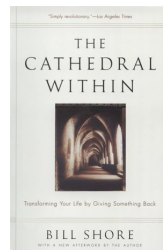
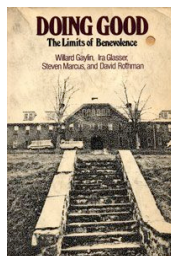
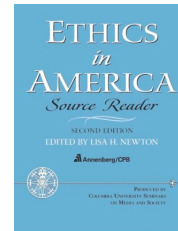
Doing Good

"The service requirement delivered me to the place but my heart grew while I was there."

Toni Ann Kruse

BC Class of 2004

Texts



- [*The Tipping Point*](#) • Malcolm Gladwell
[*There are No Children Here*](#) • Alex Kotlowitz
[*Songs from the Alley*](#) • Kathleen Hirsch
[*Ethics in America Source Reader 2nd Edition*](#) • Lisa Newton
[*Doing Good*](#) • Willard Gaylin et al
[*The Cathedral Within*](#) • Billy Shore
[*Wealth and Our Commonwealth*](#) • William Gates, Sr. & Chuck Collins

Grading

Option A	Option B	Option C
PULSE Student	4Boston Volunteer	Others
Field Placement - 40%	Final Paper – 30%	Final Paper - 45%
	Presentation of Final Paper – 5%	Presentation of Final Paper - 5%
Exam - 30%	Exam - 35%	Exam - 35%
Journal - 15%	Journal - 15%	
Class Participation & Discussion Group - 15%	Class Participation & Discussion Group - 15%	Class Participation & Discussion Group - 15%

PULSE Students (Option A) will participate in an approved PULSE field project or an approved independent PULSE project. In addition, you will keep a weekly journal of the project and course involvement, incorporating readings, lectures, and field experience. Journal entries are to be e-mailed to your discussion group leader with a copy to me at manzo@bc.edu prior to each discussion group. Journal entries cannot be made up at a later date.

4Boston Volunteers (Option B) will participate in an approved 4Boston project. In addition, you will keep a weekly journal of the project and course involvement, incorporating readings, lectures, and field experience. Journal entries are to be e-mailed to your discussion group leader with a copy to me at manzo@bc.edu prior to each discussion group. Journal entries cannot be made up at a later date. 4Boston Volunteers will write an 8-10 page paper, due November 30, 2006, addressing a critical issue that you have faced at your placement. Please e-mail your topic to me by October 12, 2006 for approval. You will present the final paper in a 7 to 10 minute presentation near the end of the semester.

Non-PULSE Students (Option C) (i.e. all others) will write a well researched and documented paper, 15-20 typewritten pages, due November 30, 2006 relating to a specific issue related to the health or social service system. Your paper **MUST** include documentation of interview(s) and site visit(s). Please e-mail your topic to me at manzo@bc.edu by October 12, 2006. You will present the final paper in a 7 to 10 minute presentation near the end of the semester.

About Journals

For Options A & B: As a PULSE or 4Boston Student you must keep a weekly journal. Your journal gives you the opportunity for a written dialogue about your perceptions, feelings, questions, obstacles, and successes regarding your placement, the readings, the lectures, etc.

During the first 2 to 3 weeks of the semester, as you begin the process of choosing a placement, journal entries should include your reflections on the placement process. What brought you to a particular placement? What was your tour like? How did you feel? Your journal entries during this period should also include reflections on the readings and lectures. Try to tie your classroom experience to your placement experience or explore why the relationship is challenging.

By the end of September you should be working at your placement. Continue your weekly journal. Make your entries on a regular basis. Some of the most insightful entries are written during the first hours after you leave your placement. Pay attention to how your feelings and perceptions change during the semester. How have your relationships evolved? What obstacles are you encountering? What is the neighborhood like? What about the people you encounter at your placement? How do the readings, films or lectures relate to your placement?

Exam

Exam on the readings and lectures will be given as a take home. The tentative date for distribution is November 2, 2006. You will have two weeks to complete the exam which will cover all texts and lectures through the class of November 9, 2006.

Discussion Sections

Discussion Sections will be lead by the instructor and the teaching assistants. In addition to lectures and readings, topics will be drawn from field placement involvement. I expect you to come to class with an understanding of the readings and the ability to enter into discussion.

Course Calendar and Readings

Date	Topic	Speakers	Required Readings
September 7, 2006	Class Introduction and Reflections on Service and Accessibility	David Manzo	
September 14, 2006	Inner-City Adolescents, Gangs and Violence Prevention	Reverend Raymond Hammond, Founder 10 Point Coalition	(No Children Here) Introduction – 145
September 21, 2006	Mental Health	William O'Brien, L.I.C.S.W, Executive Director UMASS Memorial Behavioral Health Systems	(No Children Here) 146 – 193 View Film <i>Titicut Follies</i> **at O'Neil Library (Ethics in America) The Greek Tradition 1 - 45
September 28, 2006	Social Conflicts in American Society	Timothy Callahan, Executive Director Brandon Residential Treatment Center	(No Children Here) 193 – end (Doing Good) Gaylin ix - 38 (Ethics in America) Religious Tradition 48 - 86
October 5, 2006	Massachusetts Department of Social Services	Commissioner Harry Spence	(Songs) Prologue – 167 (Doing Good) Marcus 41-66
October 12, 2006 *Please Note: If BC closes early on 10/12 this class will be held at 4:30 pm 10/18/06 in Carney 004	Management of Not-for Profits Organizations & The Dilemmas They Face	David Manzo	(Songs) 276 – 318 (Doing Good) Rothman 69-96

Course Calendar and Readings

October 19, 2006	Homelessness	Jim Greene Boston Emergency Shelter Commission	(Songs) 168 – 276 (Ethics in America) Moral Law 87, 96–131, 142-149
October 26, 2006	Civil Rights for Protected Populations of Students	John Verre, Director COMPASS Consulting	(Songs) 318 – end (Ethics in America) Utilitarianism 147–153, 172–177
November 2, 2006	The Cathedral Within	Billy Shore, Founder Share Our Strength	(Cathedral Within) Entire Text
November 9, 2006	What's Next: Reflections and Questions about Service	David Manzo	(Tipping Point) 3 – 110, 133 –168, & 253 – 280 (Doing Good) Glasser 99 - 168
November 16, 2006	Community Health Care Issues	Anne Kane, RN PHD Terry Rooney Clinical Specialists	Handouts/Exam
November 30, 2006	The Evolution of the American Legal System	Henry Clark, Esq., Clark Hunt & Embry	Papers and Presentations
December 7, 2006	Towards a Fair Economy	Chuck Collins Responsible Wealth Co-director United for a Fair Economy	(Wealth and Our Commonwealth) Gates and Collins

** "After a showing of TITICUT FOLLIES the mind does not dwell on the hospital's ancient and even laughable physical plant, or its pitiable social atmosphere. What sticks, what really hurts is the sight of human life made cheap and betrayed. We see men needlessly stripped bare, insulted, herded about callously, mocked, taunted. We see them ignored or locked interminably in cells. We hear the craziness in the air, the sudden outbursts, the quieter but stronger undertow of irrational noise that any doctor who has worked under such circumstances can only take for so long. But much more significantly, we see the 'professionals', the doctors and workers who hold the fort in the Bridgewaters of this nation, and they are all over...TITICUT FOLLIES is a brilliant work of art..."
Robert Coles, *The New Republic*