SL/HL 395 SOCIAL WELFARE POLICY IN THE UNITED KINGDOM AND JAMAICA: A SERVICE LEARNING PERSPECTIVE AND PRACTICUM
IES Abroad London

DESCRIPTION: This experiential learning course combines sound social theory, action research and direct involvement in the work of voluntary and statutory services to provide students with a unique learning experience – and provide those they serve with the opportunity to undertake work they would otherwise be unable to do.

The UK is at a crucial point in deciding the future for Charities, Self Help and Community Organizations. The 2010 Coalition Government, under the heading of “The Big Society,” handed over services that were public/state funded to charity and community organizations, with the aim of empowering communities and giving more control of their own lives to individuals and families.

This change in funding highlights the ideological conflict between the concept of a “Welfare State” and self-sufficiency that has been an undercurrent of political and social life in the UK since the creation of the National Health Service and other key elements of social and financial care in 1948.

Students will, therefore, have the opportunity to further develop on-going work with both statutory and voluntary sector organizations in London, and experience firsthand the impact of a change in political culture on communities and the service agencies.

After 12 weeks in London, students travel to Kingston, Jamaica for field studies, continuing the coursework at the University of the West Indies School of Nursing, Mona and engaging in a practicum at comprehensive community health clinics in Kingston.

CREDITS: 6 credits

CONTACT HOURS: 120 hours

LANGUAGE OF INSTRUCTION: English

METHOD OF PRESENTATION:
• In-class discussions
• Lectures
• Skill development exercises
• Other media such as film and documentaries.
• In addition, students will provide a plan of action for their placement work. The Instructor will supervise the project and final report from the placement, and coordinate with the on-site supervisor/manager in London.

REQUIRED WORK AND FORM OF ASSESSMENT:
• Class Participation: 10%
• Weekly Journal (from day 1 through Jamaica FS): 10%
• Essay: 40%
• Oral Presentation: 20%
• On-site SL Placement Assessment: 20%

Contact hours:
• Seminar, London and Kingston: 60 hrs
• Community placement, London and Kingston: 120 hrs

*Students participating in an internship or service learning placement with IES Abroad London are required by UK immigration law to submit records of the number of hours completed at their placement each week. Therefore, timesheets MUST be submitted weekly by midnight on Sunday. This should be done by sending a photo or scan of the signed timesheet to timesheets@ieslondon.org.uk. Should a student miss this deadline once they will receive a 'first and only warning' reminder to
submit their timesheet. If a student misses this deadline a second time they will incur an automatic grade penalty of one third from their final grade for the course (for example, going from an A- to a B+) unless there is a valid excuse given IN ADVANCE of that Sunday deadline, for example: the student was sick and did not attend their placement that week. Any subsequent non-submissions will carry additional grade penalties of the same deduction rate.

LEARNING OUTCOMES:
By the end of the course students will be able to:
• Analyze the ideology of and developments in service and welfare in the UK
• Compare social welfare policy in the UK and US.
• Describe key elements of health care policy in Jamaica in the context of the country’s social welfare policy.
• Develop and apply skills and training in research, including data collection, interviewing, observation, data processing and presentation.

In addition, all students will provide a baseline from which to measure their development through the course. This measurement will be in the form of a Service Learning Contract, which will include the student’s previous experience and personal aims and goals. An end-of-experience form will give the student, Instructor and IES Abroad a picture of development through the London placement.

Academic Component:
The classroom and off-site work will be grounded in theory and the examination of policy. In coming back into the classroom each week, students have an opportunity to reflect on and resolve any problems or issues they are experiencing at their placement site. The course will draw primarily on a social psychological exploration, with political sociological underpinnings (for example, when looking at the ideology of service).

Practical Component:
The provision of information resources and research can be a valuable service for statutory and voluntary services and their clients. The focus of the students’ involvement in the agencies will be on developing, guided by the agency staff, a viable research and/or action project. A guiding principle of placements will be to match the specific knowledge and background of the students with the needs of the agency.

Students will be supported in developing skills in research, and utilizing personal attributes such as openness, commitment, the ability to empathize, tact, fascination with the other – and an inquisitive nature. Students, the instructor and the placement staff will work together to formulate a plan of action which will provide the host organization with a piece of work that is of value to them, and the students’ with a learning experience, and skill development.

Each session will include a group supervision component, supporting students in their placement, and sessions 1-3 will include skill development.

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| Week 1 | • Introductions to the concepts of service and learning, and to the basic theoretical concepts to support the practical and the academic components - the Welfare State as a social and political entity; community psychology; social stratification; social identity; helping behavior; need; state, voluntary and private service. Differences between London and the rest of the UK will be highlighted during the course.  
• Part One Research Methods: data collection, observation, interviewing and surveys in | • Thane part 2; Theory Pack One; Research Methods Pack |
| Week 2 | • Symbolic Interactionism and Group Formation; inter and intra group interaction; social identity related to the service interaction roles.  
• Part Two Research Methods: Communication skills – listening, feedback, support – action and participant research, when to be a researcher and when a participant. | • Lindesmith, Straus and Denzin chapter 1; Research Methods Pack |
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| Week 3 | • Social Ecology, social hierarchy and The Concept of Service - its differing manifestations – The British class system, castes and other cultural meanings relevant to London.  
• Part Three Research Methods: Formative research, and working for and in a group environment. There may also be specific skills or processes that the organization or group would want included. Students should be embedded in their placement by week 2. | • Theory Pack Two; Macionis and Plummer chapters 8 and 10, Research Methods Pack. |
| Week 4 | • On Being Served – the impact of vulnerability or need on people of different gender, ethnicity, age, and disabilities, social policy as a response to the perception of need. Relating the work covered in this class to the work of the placements and formulating the Action Plan. | • Orford Part 2; Heller Chapter 2; Baldock Chapter 4 |
| Week 5 | • On being of service – the psychology of helping – empathy, altruism, helping and co-operation  
• Placement supervision | • Argyle Chapters 1-3, Macaulay (pp. 1-59; 103-151) |
| Week 6 | • Communicating Worth – a vital part of any organization’s work is the communication of its worth to society – or at least to potential patrons. This class will look at the role of communication and media, with examples from state, voluntary and private organizations  
• Involving people – who gets involved and why? The hypothesis will be that individuals have to have a sense of hope and their own worth to get involved  
• Placement supervision | • Hall Chapter 15, Baldock Chapter 4  
• From this mid-semester point forward, each class will allow some time for working together on the analysis and presentation of the research / action project. |
### Week 7
- The social ecology of Service - The Big Society and Political Ideology on Service – what is happening on the streets and in the Communities?
- Placement supervision and project
- A file on impact of and responses to the current economic and political process. There will also be access to relevant documentaries and commentaries.

### Week 8
- Alternatives to a Hierarchical Service System - Self help, Protest, Issue Politics. This week will explore how the placement organizations fit into the overall spectrum of services, and examples of a variety of responses to perceived need.
- Biographies of key figures and histories of agencies in the development of services and copies of The Big Issue (a magazine written and sold by the Homeless)

### Week 9
- Addressing the students’ questions and applying theoretical constructs.
- Jarvis et al Chapter 7

### Weeks 10-12
- Final Projects – the presentation of final project reports should be made on site.

### Week 13-14
- The University of the West Indies School of Nursing, Mona Lectures:
  1. Introduction to Health Care Policy and Practice in Jamaica
  2. The role of PAHO/WHO
  3. Overview of Nursing Education in Jamaica
  4. Healers and alternative medical practice
- Placements: Duhany Clinic, St. Andrew’s; Comprehensive Clinic, Kingston
- A reading packet will be distributed in Kingston.

### REQUIRED READINGS:
- Argyle Michael; Cooperation The Basis of Sociability (Taylor Francis 1991)
- Heller Agnes; The Theory of Need in Marx (Allison and Busby/Spokesman Books 1976)
- Jarvis Matt; Russell J; Flanagan C; and Dolan L: Angles on Psychology (Nelson Thorns 2001)
- Lindesmith AR; Strauss AL; Denzin NK: Social Psychology 8th Edition (Sage 1999)
- Orford Jim; Community Psychology Challenges, Controversies, and Emerging Consensus (John Wiley and Sons 2008)

The Theory and Research Methods Pack will be available electronically on Moodle, and will contain hand-out summaries, and chapter sections from a variety of sources, including either copies of, or references to, journal papers. A reading packet will be distributed in Kingston.

### RECOMMENDED READINGS:
- National and Local newspapers
- Sinclair Ian: Hackney that Red Rose Empire (Hamish Hamilton 2007) – an evocative account of the author’s life in and observations of a London Borough