CHAPTER 2
Social Welfare: Basic Concepts

CHAPTER SUMMARY

- Chapter 2 is concerned with the definition of social welfare.
- The chapter begins with a discussion of the concept of stigma and is followed by a brief review of descriptive definitions of social welfare.
- The authors then move on to what they consider to be the critical element in the concept of social welfare – its function in society.
- After these introductory conceptual discussions, Chapter 2 presents a categorization of major social welfare services according to broad societal function.
- Categories include services for people who are economically dependent and services for people who are dependent because they are unable to fulfill roles, either by their own definition or as defined by others.
- The chapter concluded with a discussion of the conservative, liberal, and radical perspectives on social welfare.

CSWE COMPETENCIES FOUND IN THIS CHAPTER

Critical Thinking   Diversity in Practice   Policy Practice   Practice Contexts

CHAPTER OUTLINE

Stigma and Social Welfare
Social Exclusion and Social Welfare
Descriptive Definitions of Social Welfare
      Social Welfare as Nonmarket Economic Transfers
      Social Welfare as Services to Meet Basic Needs
A Functional Definition of Social Welfare
      Social Structure
            Status and Role
            Social Institutions
            Family and Kinship
            Government and Politics
            Economics
            Religion
            Education
      Dependence, Interdependence, and the Social Welfare Institution
            Dependency and Opportunity
            Institutional and Residual Conceptions of Social Welfare
            Is the United States a Welfare State

SUGGESTED IN CLASS DISCUSSION QUESTIONS

1. Start the initial discussion in the policy class with "What's policy got to do with it?"
   a. The professor presents definitions of social policy and social welfare policy. Students are asked to indicate "if and how" social welfare policy impacts their day, including their journey to school by describing how they benefited. Social welfare policy examples: food stamps, TANF, Section 8, Medicare, Medicaid. What are three conceptualizations of dependency which can help define functional categories of social welfare services, and what types of services have been developed to meet these three different needs?

2. Similarly, ask students to describe "if and how" their parents and grandparents benefited from the welfare state. Finally, did they know that they and their families were "welfare recipients"?

CLASS ASSIGNMENTS

1. If the class is small enough for it to be manageable, tours of local agencies are useful. Institutional settings tend to have the greatest impact – state schools, nursing homes, juvenile detention centers, children's homes. Non-institutional settings such as welfare department offices, family agencies, etc., tend to look like just another office building and so a tour offers little more benefit, and quite a bit more trouble, than simply having a guest from the agency visit the class. Having the students write a short reaction paper tends to increase the value of a tour.

2. Wilensky and Lebeaux's conception of the culture of capitalism presented in the text almost always provides for a lively class discussion. Ask the students to think of people they know and to comment on whether they observe a correlation between material success and moral virtue. Students generally call the idea that unvirtuous people are rarely successful into serious question. During the discussion it is necessary to point out to students that Wilensky and Lebeaux are not arguing that the assumptions of the culture of capitalism are the way things are, or the way things should be, but rather that this is the way many Americans believe things are and/or should be.

3. Describe to students the role of the home health visitor in Great Britain as an example of an institutional approach to child welfare. Then briefly describe the U.S. system of child protective services as a residual approach. Ask students for their feelings about which is preferable. Initially at least, a number of students will react very negatively to a government representative visiting homes without any prior indication of a problem. This brings home to students the deep seated resistance we as Americans feel regarding government involvement in family and individual lives, and how this resistance is at least partially responsible for our continuing residual approach to social welfare.

ADDITIONAL RESOURCES

Center for Law and Social Policy <www.clasp.org>: CLASP is a national nonprofit organization with expertise in both law and social policy affecting the poor. Through education, policy research, and advocacy, CLASP seeks to improve the economic conditions of low-income families and children and to secure access for the poor to the U.S. civil justice system. Site provides documents related to current social welfare issues.

Care2 Make a Difference <www.care2.com>: Links to sources on social policy, welfare reform, children's issues, and numerous other social welfare sources.

Social Work History Online Time Line <www.socialpolicy.ca/cush/m4/evolution.htm>: A good time line featuring the major events in the development of social work and social welfare in the United States. Includes links to detailed histories of many of the featured dates and events.

SWAN—Social Work Access Network <www.sc.edu/swan>: Run by the University of South Carolina College of Social Work, this site includes information about numerous areas of social work and social welfare, as well as links to other resources.

University of California Data <ucdata.berkeley.edu>: University of California–Berkeley's principal archive of computerized social science and health statistics information. It is a bit more difficult to use than most web sites, but it contains a wealth of information on issues related to social welfare.

Get Students Connected with MySocialWorkLab

MySocialWorkLab is a dynamic website that provides a wealth of resources geared to help students develop and master the skills articulated in CSWE's core competencies—and improve their grades in their Social Work courses.

MySocialWorkLab offers:

- A complete **Pearson eText** of the book
- **A wealth of engaging videos**
    o Brand-new videos—organized around the competencies—that demonstrate key concepts and best practices
    o Career Exploration videos that contain interviews with a wide range of social workers
- **Tools for self-assessment and review**—including book-specific chapter quizzes, videos, and chapter activities, a chapter audio file, and flashcards
- A **Gradebook** that reports progress of students and the class as a whole
- **MySocialWorkLibrary**—a compendium of articles and case studies in social work, searchable by course, topic, author, title
- **MySearchLab—**a collection of tools that aid students in mastering research assignment and papers.
- And much more!

LEARNING EXPERIENCES USING MySocialWorkLab

Activity	Competence	Assessment Opportunities
Diversity in Practice: Learning From the Client to Co-create an Action Plan	Diversity in Practice	Multiple Choice
Policy Practice: Participating in Policy Changes	Policy Practice	Multiple Choice
Domestic Violence: Faith Harper	Human Rights and Justice	Multiple Choice
Human Rights and Justice: Social and Economic Justice: Understanding Forms of Oppression and Discrimination	Human Rights and Justice	Multiple Choice
Substance Abuse: Frank	Practice Contexts	Multiple Choice

Activities

1. Watch the video on Diversity in Practice: Learning From the Client to Co-create an Action Plan. How does the social worker integrate the experiences of the client to assist him in dealing with his feelings of oppression?
2. Watch the video on Policy Practice: Participating in Policy Changes. Contrast and compare the various policy concerns of the social worker and correctional officer meet with prison correctional administrator.
3. Analyze a social welfare issue based on a problem presented in Domestic Violence: Faith Harper (my social work library).
4. Watch the video on Human Rights and Justice: Social and Economic Justice: Understanding Forms of Oppression and Discrimination. Why is their often stigma attached to homelessness? What factors contribute to the stigma?
5. Read Substance Abuse: Frank. How might liberal advocates address the problem of substance abuse?(my social work library).

ASSESSMENT AVAILABLE IN MySocialWorkLab

Using the MySocialWorkLab is a great way for students to develop their overall understanding of the content of this chapter, as well as understanding the theoretical application in practice settings.

There are two types of multiple-choice (and essay) assessments included for each chapter:

- Practice Test
- Chapter Exam

Practice Test

After reading the chapter, students are then recommended to take the *Practice Test*. The *Practice Test* measures student comprehension of the material learned in this chapter.

Chapter Exam

After class discussion and/or assignment chosen by the instructor, students should then complete the *Chapter Exam* on MySocialWorkLab. This *Chapter Exam* will be graded and will automatically feed into the MySocialWorkLab instructor gradebook upon completion.

To view the Practice and Chapter Exam test questions, visit www. mysocialworklab**.com.**

ASSESSMENT FOR IN-CLASS USE

The following test questions were developed for in-class use. These questions are <u>not</u> the same as the test questions found on MySocialWorkLab.

Pick the <u>best</u> possible answer from each of the four options provided with each questions.

Difficulty: 1 = Easy; 2 = Moderate; 3 = Challenging

Multiple Choice Questions

1. Which of the following statements describes the nature of "stigma" as it relates to welfare?
   a) Society values individual characteristics such as self-reliance and a willingness to work hard, welfare recipients are seen as dependent and lazy.
   b) Social welfare hs been polarized as a "moral category", and its related policy includes treating the poor in a dignified manner, as to highlight the responsible nature of the welfare recipients.
   c) The norm of reciprocity explains the societal obligation to make some return for the things received, welfare recipients are stigmatized because they are able to be seen as making appropiate contributions for the benefits they incur.
   d) The capitalistic nature of U.S. society stresses that those who work hard and have the ability will be rewarded with success, welfare recipients are equal to those who do not receive welfare because both groups of people deserve the benefits of success.

Answer: A
Difficulty: 3
Competence: Critical Thinking

2. Which of the following statements is not a descriptive definition of social welfare?
   a) Social welfare is a benefit -allocation mechanism functioning outside the economic marketplace.
   b) Social welfare is a nation's system of programs, benefits, and services that helps people meet the social, economic, educational, and health needs that are fundamental to the maintenance of society.
   c) Social welfare is an institution that emerged to handle dependence and facilitate interdependence.
   d) Social welfare as laws, services, and programs designed to bring people's level of well-being up to some minimum.

Answer: C
Difficulty: 2
Competence: Critical Thinking

3. In a society, which of the following categories is not seen as a social institution?
   a) Government/Politics
   b) Social Roles
   c) Education
   d) Economics

Answer: B
Difficulty: 2
Competence: Practice Contexts

4. Family is seen as the most basic institution, what function does it support?
   a) Population
   b) Socialization
   c) Mutual Support
   d) All of the above

Answer: D
Difficulty: 1
Competence: Critical Thinking

5. Which of these is not an adequate description of how social welfare began to emerge as an institution?
   a) The number of people needing food, shelter, and financial assistance because of unemployment became too great for churches to deal with.
   b) The number of orphans became so great as to be seen as a threat to social order.
   c) The number of people with disabilities with viable job opportunities were increasing.
   d) The number of senior citizens left with no family to care for them were too great for social sustainability.

Answer: C
Difficulty: 2
Competence: Policy Practice

6. Which of the following is a reflection of the residual conception of social welfare?
   a) Unemployment benefits for people who have recently been out of work.
   b) Community care, a temporary, market-oriented system of mutual aid.
   c) Medicare, as medical care for the elderly is likely to be beyond the reach of all but the very wealthy.
   d) Social security as a way to sustain basic living for the elderly, survivors, and people with disabilities.

Answer: B
Difficulty: 2
Competence: Policy Practice

7. Which of these is not an example of services for people who are economically dependent?
   a) Public Assistance Programs
   b) Supplemental Security Income
   c) Veterans Compensation and Pensions
   d) Mental Health Services

Answer: D
Difficulty: 1
Competence: Engage, Assess, Intervene, Evaluate

8. Which of these is not an example of services for people who are dependent because they are unable to fulfill roles, as defined by themselves?
   a) Employment Services
   b) Supplemental Nutrition Assistance Program
   c) Family and Relationship Counseling
   d) Recreation and Socialization Services

Answer: B
Difficulty: 2
Competence: Practice Contexts

9. Which of these is not an example of services for people who are dependeant because they are unable to fulfill roles, as defined by others?
   a) Advocacy, Liaison, and Access
   b) Probation and Parole
   c) Child Protective Services
   d) Mandatory Employment and Training Programs

Answer: A
Difficulty: 2
Competence: Policy Practice

10. Which of the following describe the radical perspective of social welfare?
   a) Those who are fortunate because of birth or achievement have a moral obligation to assist those who are less fortunate.
   b) Helping others is the cost of living in a modern society, that ultimately ends up benefiting the helpers themselves.
   c) The government should not only recognize people's rights to more benefits but also back away from regulating the poor, especially in demeaning and punitive ways.
   d) People are assisted because they have a right to assistance to achieve a certain standard of living.

Answer: C
Difficulty: 3
Competence: Critical Thinking

11. The social exclusion explanation of social welfare:
    a) places emphasis on individual shortcomings.
    b) places emphasis on social processes in which some are unable to participate.
    c) appeals to conservative trends of blaming the victim.
    d) focuses on provision of counseling or therapy.
    Answer: B
    Difficulty: 2
    Competence: Human Rights and Justice

12. Descriptive definitions of social welfare include:
    a) economic transfers outside the market system.
    b) benefits and services to help people achieve self-actualization.
    c) both of the above.
    d) none of the above.

Answer: A
Difficulty: 1
Competence: Policy Practice

13. Which would NOT be considered within a definition of social welfare as transactions outside the economic marketplace?
    a) loans to airlines facing bankruptcy.
    b) agricultural subsidies.
    c) services at a mental health clinic.
    d) FHA home loans.

Answer: C
Difficulty: 2
Competence: Policy Practice

14. Status may include categories such as:
    a) ethnicity.
    b) gender.
    c) profession.
    d) all of the above.

Answer: D
Difficulty: 1
Competence: Human Rights and Justice

15. Which of these functions are NOT required to maintain society?
    a) production, distribution, and consumption.
    b) socialization.
    c) social change.
    d) social control.

Answer: B
Difficulty: 2
Competence: Critical Thinking

16. The institution which has the primary function of social control is:
    a) the family.
    b) religion.
    c) government.
    d) education.

Answer: C
Difficulty: 2
Competence: Policy Practice

17. The primary function of the educational institution is:
    a) to answer questions about the meaning and purpose of life.
    b) social control.
    c) social integration.
    d) socialization.

Answer: D
Difficulty: 3
Competence: Policy Practice

18. When a person is unable to perform his or her roles adequately, whether the problem is on the individual or the institutional level, we speak of the person as being:
    a) interdependent.
    b) dependent.
    c) independent.
    d) all of the above.

Answer: B
Difficulty: 3
Competence: Human Behavior

19. Social welfare is the institution in society that manages dependency:
    a) through the provision of opportunity.
    b) by exerting penalties on those who are dependent.
    c) by rewarding increasing independence.
    d) all of the above.

Answer: A
Difficulty: 2
Competence: Policy Practice

20. The idea that social welfare is not an institution but an emergency back-up system is called the:
    a) institutional conception.
    b) reactionary conception.
    c) liberal conception.
    d) residual conception.

Answer: D
Difficulty: 2
Competence: Policy Practice

21. Institutional approaches to social welfare would include:
    a) homeless shelters.
    b) soup kitchens.
    c) unemployment insurance.
    d) assistance payments.

Answer: C
Difficulty: 1
Competence: Policy Practice

22. One president of the United States who attempted to move health care from a residual to an institutional approach was:.
    a) George W. Bush.
    b) Jimmy Carter.
    c) Ronald Reagan.
    d) Bill Clinton.

Answer: D
Difficulty: 1
Competence: Policy Practice

23. A term often used in the press and in political dialogue to refer to a society that makes the well-being of people the responsibility of government is:
    a) residual state.
    b) welfare state.
    c) socialist state.
    d) blue state.

Answer: B
Difficulty: 1
Competence: Policy Practice

24. Among people identifying themselves as social conservatives on the General Social Survey, what proportion expressed support for government social service efforts?
    a) one-fifth
    b) one-third
    c) two-thirds
    d) three-quarters

Answer: C
Difficulty: 2
Competence: Research Based Practice

25. An example of services for people who are economically dependent would be:
    a) Supplemental security income.
    b) mental health services.
    c) probation and parole.
    d) recreation and socialization services

Answer: A
Difficulty: 1
Competence: Policy Practice

Essay Questions

1. What are the similarities and differences between the conservative, liberal, and radical perspectives on social welfare?

Difficulty: 1
Competence: Critical Thinking

2. In social welfare policy, what are in-kind benefits? Give three examples of what an in-kind benefit might entail for recipients.

Difficulty: 1
Competence: Policy Practice

3. How do conflicting ideologies impact social welfare policy? Give two examples from chapter 2.

Difficulty: 2
Competence: Policy Practice

4. Compare and contrast the institutional and residual conceptions of social welfare.

Difficulty: 3
Competence: Policy Practice

5. What are three conceptualizations of dependency which can help define functional categories of social welfare services, and what types of services have been developed to meet these three different needs?

Difficulty: 2
Competence: Engage, Assess, Intervene, Evaluate