

THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK
BSSW Program

SW 416 – Social Welfare Policies and Issues

SPRING 2018 (3 credit hours)

Instructor:	Dr. S. L. Bowie, Associate Professor	Class Time:	Tue/Thur, 8:10 – 9:25 AM
Office:	421 Henson Hall	Class Location:	Haslam Business Bldg, Rm 136
Phone:	(865) 974-0692	Office Hours	Mon, 11:30 AM – 12:30 PM
E-mail:	sbowie@utk.edu		Thur, 10:00 AM – 11:00 AM

Prerequisite(s): 200 and 250. Social work majors only. Students in majors other than social work may register for course with consent of instructor.

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (<http://www.csw.utk.edu/docs/BSSWHandbook.pdf>). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct

There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee

Board of Social Worker Certification.

- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), code of conduct violations will be addressed through the CSW Professional Standards Committee.

Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "[Hilltopics](#)". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an "F" for an assignment or examination or to assign an "F" in the course. See <https://hilltopics.utk.edu> for more detailed information.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity ([Hilltopics](#)).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability, and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:

<http://civility.utk.edu/>

Disability Services

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

*Instructor designation

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Inclement Weather

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Course Description:

Policy formulation processes, policymakers in systems, and policy-related role expectations. Emphasis on utilizing an analytical framework and social change efforts.

Extended Description:

In this course we will emphasize a major function of social work practice, “contribution to the development and modification of social policy.” Policy -- be it made by legislative bodies (federal, state, local), executives or government, judicial decisions, public administrative agencies, professional associations, directors and practitioners in social resource systems, or consumer groups, has a profound impact on practice in terms of what and how much is available, who the recipients are, and the delivery of social welfare services. As front-line workers, baccalaureate social workers are in a position to encounter dysfunctional policies, to call attention to these problems, to assist those who are in a position to facilitate change, and to formulate policy which is congruent with the mission of the profession. Social welfare policy is a vital concern and a critical part of practice, and if ignored, decisions which impact practice and the social well-being of others can be rendered by those who are ill-informed.

The course assignments, readings, and discussion content will routinely and deliberately place special emphasis on diversity issues in social work and social welfare, populations-at-risk, social and economic justice, and leadership development by social work students and social work practitioners.

Course Objectives:

The objectives of this course are to provide the student opportunities and the environment to understand and analyze:

1. that policy emerges from the influence of values, knowledge and experience;
2. the importance and the relationship of social welfare policy to social work practice;
3. the knowledge and skills necessary to influence, formulate, and evaluate policies that concern generalist social workers;
4. action strategies regarding policies that deny equal treatment and social equity to those assigned to minority status;

5. the importance of utilizing research findings and documentation in proposing policy implementation and reform.

Course Competencies:

By the completion of this course, students are expected to be able to demonstrate the following (through course activities, assignments, and/or exams):

1. Define and discuss social welfare policy, who formulates social welfare policy and why, where social welfare policy is developed, how it is implemented, and how it is evaluated; (5.1, 5.2, 5.3)
2. Understand the relationship between social welfare policy and baccalaureate social work practice; (5.1, 5.2, 5.3)
3. Identify major systems of resources utilized in generalist practice and specific policies that guide these resources at local, state, and federal levels; (5.1, 5.2, 5.3)
4. Discuss stages of policy formulation and identify points of intervention for generalist practitioners; (5.1, 5.2, 5.3)
5. Identify sources of knowledge regarding policies developed in various resource systems; (5.1, 5.2, 5.3)
6. Articulate gaps and/or problems in existing social welfare policies and in social welfare programs by assessing how social welfare and economic policies impact the delivery of, and access to social services; (5.1, 5.2, 5.3)
7. Identify and utilize a framework for policy analysis, as well as actively participate in the policy formulation process; (5.1, 5.2, 5.3)
8. Delineate strategies which are appropriate to baccalaureate level practice that may influence policymakers on behalf of people in need, including critical analysis, advocacy, and policy formulation that advances human rights and social, economic, and environmental justice; (3.1, 3.2, 5.1, 5.2, 5.3)
9. Articulate the critical elements and issues regarding a specific social welfare or public policy, thoroughly research all aspects of the policy, determine its strengths and weaknesses, and defend the policy in a structured, public speaking and debate forum (5.1, 5.2, 5.3)
10. Analyze and synthesize historical and contemporary evidence-based data, theories, structures, and issues, related to social problems and policies at micro, macro and mezzo levels (including neighborhood, state, national, and international levels), and the use of various technologies to monitor legislative and regulatory activities and to communicate political messages. (5.1, 5.2, 5.3)

BSWO

BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

INSTRUCTOR EXPECTATIONS OF STUDENTS:

- Demonstrated growth, development, and maturation in critical thinking capacity as it relates to social work practice, social welfare policy, and current national and international events related to social welfare policy;
- Demonstrated ability to effectively work in teams to complete a sophisticated and challenging policy analysis project in a timely manner;
- Demonstrated ability to prepare for and actively engage in high-level, structured discussions and debate regarding past and current social welfare policies and their impact on the public-at-large.

Required Textbook:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Structure and Organization of Learning Modules.

The class will meet two days per week (Tuesday and Thursday) for 1 hour and 15 minutes. Most course content and discussion will be presented using interactive lecturettes, integrated and guided by Power Point presentations, and facilitated by the instructor. The Power Point slides will include content from the bibliography of **recommended and supplemental readings** cited below, as well as content from current scholarly literature and research on policy, policy practice issues, and so forth, and how they relate to the social work profession, and to you as future social work professionals. The bibliography readings are provided for **optional** use to facilitate course assignments. The Power Point slides will be provided to the class electronically. *Students are responsible for knowing the information.*

Class requirements, Assignments, and Grading:

The final grade in the class will be based upon the following criterion and their corresponding grade percentages:

<u>Event(s)</u>	<u>% of Grade</u>	<u>Date/Deadline</u>
Midterm Examination	30%	March 8 (Tue)
Policy Analysis Term Paper	30%	March 22 (Thu)
Social Welfare Policy Debate(s)	30%	April 10 – April 26
Policy Debate E-Critiques	10%	April 12 – April 28

Total = 100%

Attendance Policy:

Students are not expected to miss any classes. The consequences may be the final course grade being lowered one letter grade. Emergencies, illness, accidents and inclement weather do

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occur, and you may need to be late or be absent sometime during the semester. The professor must be notified in a timely fashion, and students should be prepared to verify, if requested.

Major Course Assignments and Examination:

Note: All course assignments indicate course competencies they address as well as specific “Dimensions of Competency” (DOC) they target, i.e. Knowledge (KN), values (VL), Skills (SK), or Cognitive/Affective Processes (CA).

Assignment #1: Midterm Examination (30% of Grade)

****[Course competencies addressed: 1,3,4,6,8] DOC: KN, CA**

There will be a midterm examination on Tuesday, March 6, 2018. The examination will consist of materials from assigned readings and from material presented and discussed in class, as well as additional material that may be assigned by the professor. Specifically, the midterm examination will cover readings, class discussions, and other assignments related to the following competencies: (1) definition and discussion of social welfare policy, who formulates social welfare policy and why, where social welfare policy is developed, how it is implemented, and how it is evaluated; (2) discussion of the relationship between social welfare policy and baccalaureate social work practice; (3) Identification of major systems of resources utilized in generalist practice and specific policies that guide these resources; (4) discussion of stages of policy formulation and identification of points of intervention for generalist practitioners; and (7) Identification and application of a framework for policy analysis. Students are strongly urged to keep up with appropriate PowerPoint summaries to avoid getting too far behind and creating unnecessary stress.

Assignment #2: Policy Analysis and Intervention Term Paper (30% of Grade)

****[Course competencies addressed: 1,4,5,6,7,10] DOC: KN, VL, CA**

Individual students are required to select and evaluate a specific social policy (proposed or existing) involving the needs of a specific vulnerable client population. The policy topic will be assigned by the professor. The policy analysis will be done in accordance with the ANALYSIS model in McGinnis-Dittrich (1994). The ANALYSIS model and term paper specifications will be discussed thoroughly in class, and students will receive written details.

Each student will also develop a policy-related intervention plan and provide an proposal for implementing the plan. The plan must **clearly address identified gaps in the existing social policy, anticipated obstacles** to the proposed intervention, and an evaluation strategy. The analysis papers are also required to include content on diversity and multiculturalism issues. In other words, how is the policy you are writing about related to, or how might it affect the various “outgroups” discussed in class?

Instructor's Message on College-level writing (term papers):

The University of Tennessee, Knoxville is the "Flagship" University in the state, and we expect students in the College of Social Work to take writing assignments very seriously.

College-level work requires an ability to synthesize one's experience and knowledge into an explanation that demonstrates an understanding of the course material. Your papers are expected to be organized, succinct in conceptualization and syntax, and grammatically correct. Even if you use a computer with spell-check capability, it is imperative that you proofread your work. **Your final paper is expected to be well-written and error-free.**

The usage of the Publication Manual of the American Psychological Association (APA)(6th ed.) format including the use of headings/subheadings, reference list, and title page is expected to be used as a guide for writing and citing sources. The APA formats will be rigidly evaluated for accuracy, and proper APA style will carry significant weight in the final LA/A term paper grade. Grading criteria for term papers will include, but not be limited to:

- Adherence to assignment specifications;
- Quality and clarity of writing and organization;
- Comprehensiveness;
- Level of analysis and understanding of course content applied;
- The extent to which course concepts, discussion and readings are reflected in the writing; and
- Submission of assignments on the dates specified within the guidelines provided.
- Extent of adherence to APA writing rules.

The policy analysis term paper is due on Thursday, March 22, 2018. Students will receive detailed assignment specifications in class.

Assignment #3: Social Welfare Policy Debate (30% of Grade)

****[Course competencies addressed: 1,2,3,5,6,8,9] DOC: KN, VL, SK, CA**

Social welfare policies are debated at every level of the U.S. government system. In order to facilitate the critical thinking process and to help understand the dynamics of that process, ***each student will participate in a social welfare policy debate regarding specific (and controversial) topics of concern to social workers.*** This exercise will provide students with (1) an understanding of the policy-making process; (2) the opportunity to "debate the issues" relevant to them and the social work profession; (3) a forum to research, analyze, and evaluate specific policies through a group process; and, (4) an opportunity to actively participate in a major public speaking event.

Policy Debate Schedule	Team	Policy Debate Date and Location
Debate #1	Alpha Debate Team	April 10 th (Tue), Location TBA
Debate #2	Beta Debate Team	April 12 th (Thu), Location TBA
Debate #3	Delta Debate Team	April 17 th (Tue), Location TBA
Debate #4	Epsilon Debate Team	April 19 th (Thu), Location TBA
Debate #5	Gamma Debate Team	April 24 th (Tue), Location TBA

Policy Debate Format

The debate format used in this exercise is the most widespread form of debate. The debate issues or topics are policy-oriented (for example: “All people who receive welfare benefits should undergo mandatory drug testing.”) Two to three students will take an affirmative position on the topic area (“pro”) and two to three students will take an opposition position (“con”). Individual student grades will be given for the debate. ***This means that each individual student will be graded for his/her work alone.***

Note: The policy debate teams and topics will be assigned by the professor.

Each team will be required to take a firm stand on the issue, explain the logic of their position, use quantitative (statistical) and qualitative (personal or telephonic interviews with experts) data to support their arguments, and help the audience understand why their idea is more reasonable than that of the opponent (s). There is a strict format for the debates that includes specific time limits for presentation of affirmative and negative positions, cross-examinations by opponents, rebuttals, and closing arguments. The audience will also have an opportunity to ask questions, provide written comments to each debate team, and vote their preferences on which team presented the best arguments.

The professor recognizes that some students will be forced to take a position that they do not personally agree with. This is, however, a realistic aspect of social policy dynamics and will provide a valuable perspective on the political complexity of the policy-making process, as well as the role of personal and/or societal values. It will also help to elucidate the ideas of stakeholders, balance of power, out groups, oppression, and environmental influences on social policy.

The debates will be 70** minutes in length, with another 10 minutes allotted for class inquiries and discussion (time permitting). All debate team members must equally participate in the debate. **Any debate team members who do not actively and equally participate during the debate will receive an individual grade reduction.** The specific times allotted will be as follows:

Affirmative Team Opening Statement/argument	10 minutes
Opposition Team Opening Statement/argument	10 minutes
Opposition Team Cross-Examination	15 minutes
Affirmative Team Cross-Examination	15 minutes
Affirmative Team Closing Arguments	10 minutes
Opposition Team Closing Arguments	10 minutes

Total Debate Time = 70 minutes

NOTE: All debate team members are **required to take equal part in BOTH the opening or closing statements**. Each team member is also required to actively participate in both sides of the cross-examinations—simply asking questions is not sufficient. (**Note: Opening and closing statement presentation times may be slightly adjusted if there are more than two members on each debate team).

Written Policy Debate Outline

Debate teams are required to prepare a written debate outline and submit it to the professor **one week prior to the scheduled debate**. The outline must include the following information:

- (1) A clear statement of what your debate objectives are;
- (2) an outline of your strategy for achieving those objectives, including a summary of information to be presented, questions to be used in the cross-examination, etc. (this should be in numbered or “bullet” format);
- (3) Definitions of key terms that may have a bearing on your topic (do not assume that the audience is familiar with “specialized” terminology); and
- (4) A reference list for all documents and/or scholarly literature used for the debates (See APA VI). Each debate team (pro and con) are required to interview an individual or individuals who are knowledgeable about your topic and who can serve as a “legitimate authority” on your topic of interest. The interviews should be used to support your debate position. The interviews should be referenced in “personal communication” format (See APA VI), and NOT in the Reference page(s).

Assignment #4: Policy Debate “E-Critiques:” (10% of grade)

All students are required to conduct “e-critiques” of each of the policy debate teams. Critique guidelines will be provided by the professor to clarify and facilitate the process. E-critiques will be electronically aggregated and forwarded to the respective debate teams through CANVAS. This process will ensure anonymity of the raters. The E-critiques will rate debate teams on organization, effectiveness, strength of evidence, and quality/effectiveness of opening/closing statements and cross examinations. **E-Critiques will be due two days after each policy debate.**

Other Policy Debate Specifications:

Diversity and Multi-culturalism Content Requirement

Policy debates are required to include and address content on diversity and multi-culturalism issues related to their topic. For example, how is the debate topic related to, or how might it affect one or more of the ethnic or racial “outgroups” discussed in class? This issue must be addressed in a substantive manner during the debate.

Comparative Perspectives

Comparative and international perspectives are salient in relation to social welfare policy. Both debate teams must incorporate the experiences of another country and another state

(other than Tennessee) with respect to the selected policy issue. This should be examined in the context of, “what can be learned about this issue from previous experiences of another country or another state in the U.S.?” That information should be used to buttress the affirmative or opposition debate positions on the matter.

Policy Debate “Set-Up” Teams

The physical set-up for the policy debates is a vital aspect of the overall experience. It is important, therefore, that the preparation for the 5 consecutive policy debates be as efficient as possible. The five (5) debate teams will be responsible for the physical set-up and logistical implementation of at least one debate by another team. The rule is simple: the team that participates in their scheduled debate is responsible for set-up and management of the subsequent debate. Example: When the Beta Team (#2) debates on April 12, the Alpha Team (#1) will be their set-up crew. For the following debate (April 17), the Beta Team will manage the set-up for the Delta Team.

Set-up areas of responsibility include the following:

- Clock management
- Videotaping
- Debate logistics (e.g., microphone, extension cords, etc.)
- Debate protocol
- Debate team photos

Set-up teams are responsible for all aspects of managing the debate, and for making sure all equipment is operational, dismantled upon completion of debates, and returned to the instructor’s office. Set-up team members will sign up for the different areas of responsibility and the instructor will be given a copy of the sign-up sheet in advance. Set-up teams must have the room “debate ready” by approximately 7:55 AM, so the debate can begin promptly at 8:15 AM.

Assignment/Exam “Make-Up” Policy

If an assignment is not completed by the deadline date, or an examination is missed, the grade will be recorded as a “0” grade (no points). Make up examinations or assignment extensions will only be considered in cases of verifiable emergencies, and is based on the discretion of the professor.

Grading Scale:

The grading scale is as follows:

Grade		Performance Level
A	94-100	Superior
A-	90-93.9	Intermediate Grade
B+	86-89.9	Very Good
B	83-85.9	Good
B-	80-82.9	Intermediate Grade
C+	76-79.9	Fair
C	73-75.9	Satisfactory

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C-	70-72.9	Unsatisfactory
D+	66-69.9	Unsatisfactory
D	63-65.9	Unsatisfactory
D-	60-62.9	Unsatisfactory
F	< 60	Failure

SEMESTER TIMETABLE (*Subject to modification)

WEEK #

GENERAL DISCUSSION TOPICS*

- #1, Jan 11
- Student/Instructor Introductions
 - Overview of program goals, course syllabus, class protocols, and assignment/grading specifications
 - Common human needs and social problems
 - Review Ppts #1-10

Course Competencies #2,10

- #2, Jan 16
- Social welfare policy, defined and contextualized
 - Review Ppts #22-24, 26-34
- Jan 18
- Social problems and their classifications
 - Review Ppts #11-18
 - Differentiating social welfare policy and social work practice
 - Connectedness between federal, state, and local government policies
 - Structure of the federal government and political arena
 - Review Ppts #35-45, 90-100
 - Social welfare agencies—Public, profit, and non-profit
 - Social justice in a diverse American society
 - False consciousness and social welfare policy
 - Social policy responses to social problems and restraints
 - Review Ppts #19-21
 - Policy in the news

Course Competencies #1,2,3,6,10

- #3, Jan 23
- Jan 26
- ***** **Continuation of Content from Week #2** *****
 - Policy in the news

- #4, Jan 31
- American “out groups” and the social welfare paradox
 - Review Ppts #55-61

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#8, Feb 27
Mar 1

– **Reviews of Selected Policies and Issues**

- *Universal vs entitlement programs*
- *Social Security retirement insurance*
- *Unemployment insurance*
- *Medicaid*
- *Medicare*
- *Older Americans Act*
- *Temporary Assistance for Needy Families (TANF)*
- *Supplemental Security Income (SSI)*
- *General Assistance*
- *Veterans benefits*
- *Supplemental Nutritional Assistance Program (SNAP)*
- *School Food Program*
- *Public Housing/Subsidized Rentals*

***** Midterm Exam Review *****

#9, Mar 6

***** Tuesday, March 7th -- Midterm Examination *****

Course Competencies #1,3,6,10

DOC: KN, CA

Mar 8

Class Viewing and Critique of Sample Policy Debate

#10, Mar 13

NO CLASS TUESDAY – SPRING BREAK

Mar 15

NO CLASS THURSDAY – SPRING BREAK

#11, Mar 20

**INSTRUCTOR MEETINGS WITH INDIVIDUAL DEBATE TEAMS;
DEBATE TEAMS PREP TIME**

Setup Team: Delta

Course Competencies #1,2,3,5,6,8,9,10

DOC: KN, VL, SK, CA

#15, Apr 24

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Tennessee Policy Debate #5 – Gamma Team
Setup Team: Epsilon

Course Competencies #1,2,3,5,6,8,9,10

DOC: KN, VL, SK, CA

Apr 26

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Final Class Day

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Semester wrap-up, Guest Speaker, Graduate Social Work Education Opportunities

Recommended and Supplemental Reading Bibliography

- Anderson, J., & Carter, R. W. (Eds.)(2003). *Diversity perspectives for social work practice*. Boston: Allyn and Bacon.
- Axinn, J., & Stern, M.J. (2008). *Social welfare: A history of the American response to need* (7th ed.). Boston: Allyn and Bacon.
- Barusch, A. S. (2014). *Foundations of social policy: Social justice in human perspective* (5th ed.). Belmont, CA: Brooks/Cole.
- Blau, J., & Abramovitz, M. (2010). *The dynamics of social welfare policy*. New York: Oxford University Press.
- Bochel, H., & Daley, G. (2014). *Social policy* (3rd ed.). New York: Routledge.
- Bogenshneider, K. (2014). *Family policy matters*. New York: Routledge.
- Bowie, S. L., & Dopwell, D. M. (2013). Metastressors as barriers to self-sufficiency among TANF-reliant African American and Latina women. *Affilia: Journal of women and social work*, 28(2), 177-193.
- Bowie, S. L. (2009). Undergraduate social welfare policy debates: An assessment of outcomes using the Policy Debate Rating Scale. *Journal of Baccalaureate Social Work*, 14(1), 63-82.
- Bowie, S. L., Dias-Bowie, Y., Fields, B., & Bryant, S. D. (2009). Intimacy in poverty's midst: Marriage, intimate male relationships, and TANF-reliant African American women. *Families in Society*, 90(3), 1-7.
- Bowie, S. L. (2004). Privatized management in urban public housing communities: A comparative analysis of social service availability, utilization, and satisfaction with services. *Social Work*, 49(4), 562-571.
- Bowie, S., Stepick, C.D., & Stepick, A. (2000). Voices from the welfare vortex: A descriptive profile of urban, low-income African American women on the eve of devolution. In L.G. Nackerud, & M. Robinson (Eds.), *Early implications of welfare reform in the southeast* (91-111). Hunting, NY: Nova Science Publishers.

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- Briggs, H. E., & Rzepnicki (Eds.)(2004). *Using evidence in social work practice: Behavioral perspectives*. Chicago: Lyceum Books.
- Chambers, D. E., & Wedel, K. R. (2013). *Social policy and Social programs: A method for the practical public policy analyst* (6th ed.). Boston: Pearson.
- Chapin, R. (2014). *Social policy for effective practice* (3rd ed.). New York: Routledge.
- Colby, I. C., Dulmus, C. N., & Sowers, K. M. (2013). *Social work and social policy: Advancing the principles of economic and social justice*. Hoboken, NJ: Wiley.
- Crain, M., & Sherraden, M. (2014). *Working and living in the shadow of economic fragility*. New York: Oxford University Press.
- Day, P. J. (2012). *A new history of social welfare* (7th ed.). Boston: Allyn and Bacon.
- Devore, W., & Schlesinger, E. G. (1998) *Ethnic-sensitive social work practice* (5th ed.).
- DiNitto, D. M. (2010). *Social welfare: Politics and public policy* (7th ed.). Boston: Pearson.
- Dolgoft, R., & Feldstein, D. (2012). *Understanding social welfare: A search for social justice* (9th ed.). Boston: Pearson.
- Dulmus, C. N., & Sowers, K. M. (Eds.)(2004). *How institutions are shaping the future of our children: For better or for worse?* New York: Haworth Press.
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