

**THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK**

**SW 510 - Social Work and Social Welfare Policies and Programs
Section 005
3 credit hours
Spring 2018**

Instructor: Ragan Schriver, PsyD, LAPSW
Class Time: Wednesday 9:05-12:05
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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 MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

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

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.

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.

Course Description

This is a required Foundation course. Key professional competencies, diversity, justice, critical thinking, and evidence-based practice are emphasized. Organizational, community, and legislated policies related to social issues, problems, and client systems using local to international comparisons. The use of justice, power, social construction and social work values and ethics in analyzing, influencing, developing, implementing, and advocating for policies and programs.

The course establishes the connection between social welfare policy and social work practice. As such, first, the course critically analyzes the historic and contemporary contexts of social welfare. Particular emphasis is put on social workers’ roles as critical thinkers in affecting change. The influence of social policy on the holistic health and well-being of individuals, society and of social work practice is examined.

Course Rationale

This course provides foundation content to students regarding the knowledge about, and orientation to the designs and functioning of social welfare policies, programs, and services. Through their participation in this course, students appreciate and learn the place and influence of social welfare

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate:

1. Analyze and synthesize historical and contemporary evidence-based data, theories, structures, and issues, around social problems and policies at micro, macro and mezzo levels (local including neighborhood, state, national, and international levels) including the use of various technologies to monitor legislative and regulatory activities and to communicate political messages. 5.1, 4.1, 3.2 (content: major social problems, theories for practice; social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues and utilizing information technology for identifying same; identify policies designed to alleviate social problems; social, environmental and economic justice as a basis for understanding policy; history and background of social policy)
2. Analyze the informal and formal influence and the social construction of policy’s financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. 2.1, 5.2 (content: *services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies including access to technology by diverse groups including the poor and those who live in rural communities and ; culturally relevant services*).

3. Identify issues in social welfare policy and social service delivery at the micro, mezzo and macro levels (agency, local including neighborhood, state, national and international levels, including the capacity to prevent or promote social, economic and environmental justice and access to services 3.2, 5.3 (content: *identification of the interconnections between micro, mezzo and macro levels; how specific social welfare policies may prevent or promote social, economic and environmental justice: Links between ACEs and current local, state and national Health, Mental Health, Welfare, and Criminal & Juvenile Justice policies*).
4. Analyze social welfare and economic policies and how they impact delivery of and access to social services, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate and advance basic human rights at the individual and system levels (micro, mezzo, macro) and social, environmental and economic justice. 1.1. 7.1, 7.3 (content: *how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change at the individual and system levels (micro, mezzo and macro) for social, environmental and economic justice; how to assess policy adherence to social work values and ethics; History and impact of ACEs Study on policy and practice, including examples of ACEs related policy change such as TN Building Strong Brains initiative, trauma-informed care, etc.*).
5. Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders. 1.3, 1.4, 5.2 (content: *analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change*).

Course Timeline

Jan 10 – Week 1

Jan 17– Week 2-

Jan 24 – Week 3

Jan 31 – Week 4

Feb 7 – Week 5 - Prospectus due

Feb 14 – Week 6

Feb 21– Week 7- 1st Exam

Mar 7 – Week 8 Poster Presentations

Mar 14 – Week 9 – Spring Break

Mar 21 – Week 10 – Week of Social Work Day on the Hill

Mar 28– Week 11

April 4– Week 12

Apr 11 – Week 13

Apr 18 – Week 14 2nd Exam (Take Home) due

Apr 25 – Week 15 Testimonies and Policy Paper Due

Course Requirements:

A basic text has been selected and readings are listed in the bibliography. In addition to assigned articles, students are encouraged to draw from a variety of sources including congressional records, peer review journals (see, for example, the list in the syllabus), *reliable* Internet sources, and news sources.

Late assignments will be marked down five (5) points per day past the due date; requests for exceptions should be discussed with the instructor at least a day before an assignment is due. **NO** exceptions will be made for assignments that are late because of technological, problems (e.g., printer or computer problems). All written assignments should be double-spaced and sources should be documented and referenced, using APA format. **No more than 50% of your sources should be from the Internet websites.**

Students are expected to:

1. Complete assigned readings in advance in preparation for each class session,
2. Attend and participate in class discussion/activities, (unexcused absence will negatively affect your participation grade.)
3. Complete all assignments on time
4. Enjoy at least some of the work some of the time.

The grading scale for the course is:

A = 95-100

A- = 90-94

B+ = 87-89

B = 83-86

B- = 80-83

C+ = 77-79

C = 70-76

D = 67-69

D = 60-66

F = <60

The final grade will be determined as follows:

- Two Exams--(40 and 40)—80 points
- Policy Analysis Paper and testimony—180
- Poster and Presentation 100
- Attendance/ Participation—40

Examinations

The two exams will cover material included in class sessions and readings.

The exam 1, given during Week 7 of the semester covers material from Weeks 1-6. The exam will require your competency in the following topics:

- History of social welfare
- Definition of social problems
- Use of evidence based criteria to address problems
- Review of ethical considerations in policy development
- Definition of social policy

(Course competencies measured: 1,2,4,5; Dimensions of measurement: Knowledge, cognitive and affective processes, values)

The exam 2, given during Week 15 of the semester, covers material from Weeks 8-14. This exam will require competency in the topics: Course competencies 1,3,5,6

- politics in policy development
- cultural diversity in the field of policy analysis

- identification of issues of service delivery on local, national and international levels
- issues of social justice

(Course competencies measured: 1,3,5,6; Dimensions of measurement: Knowledge, values, cognitive and affective processes)

The format of these exams will be a combination of short answer questions and essay.

Policy Analysis Paper (Competencies 1-6, see breakout below; dimensions of measurement: Knowledge, skill, values, cognitive and affective processes)

Course competencies (CC) and dimensions of measurement (DI) noted in brackets near each portion of the paper.

During the first two weeks of class, students will be paired to begin work on the policy papers due at the end of the semester. Each student pair will share equal responsibility for preparing a prospectus on the paper to be handed in during the fifth week of class, presenting an in-class brief on the paper during the last three weeks of class, and completing the final paper.

Policy Paper Prospectus. By the beginning of the 5th week of class, each pair of students will hand in a preliminary, double-spaced, 1-2 (maximum) page prospectus of your final policy paper for the class. This short prospectus should identify:

1. The title of the state or national policy you will analyze
2. The social issue it addresses that is your primary concern
3. Your purpose in writing this paper

Understand an existing policy, and/or advocate for maintaining or changing it.

The prospectus is not a graded assignment, but it will help focus your thinking and research for the final paper. As the semester progresses, I encourage you to discuss your developing paper with me at any time.

The Policy Paper, 20 pages maximum, should include the following components:

The Policy Paper is to be 20 pages per pair. (Hint: The topics discussed each week will build towards a complete paper at the end of the course.)

Since this paper will be written as if you are presenting it as a proposal to convince readers to support your ideas, the report should be written convincingly, clearly explaining the facts and logic behind your recommendation. (Percentage Points)

1. Title Page – Name of your proposal/analysis, for whom it has been prepared, the purpose for which it was prepared, the date of submission, and the names of those in your work group. (4 pts)
2. Executive Summary – “shorter version” of proposal/analysis (no more than 500 words). Similar to an abstract or summation in a research paper. It should be on a page(s) by itself. The last sentence should be a formal statement of recommendation. (6 pts.)
3. Problem Statement – the third page should begin the narrative. This should be a summary of the problem experienced by the population affected by your policy. Specifics should be included such as numbers of people affected, impacts on individuals and society, and cost of not dealing with the problem. Utilize the components of a problem statement learned in class. (7 pts) **(CC 1,2,3; DI Knowledge)**
4. History and Current Status of Policy – previous efforts that have been made to solve the problem and reasons the problem still exists. Demonstrate your expertise in this area to gain the reader’s confidence. Frame the history so that it lays the ground work for your

proposal/analysis. You may organize this section by level of government, topically, or through a timeline. (8 pts) **(CC 5 DI Knowledge);**

5. Public Perception – this section will summarize your view of norms and values. You will need to discuss how any stakeholders, voting public, the press and legislators may feel about the issue. You should identify groups that would support/oppose a policy. You also will want to provide a framework for a political discourse that will garner support.

This section is where you will discuss any relevant issues in relation to NASW Code of Ethics or any other relevant ethical norms. Please include NASW's position on this. Note any bias/exclusions. (NASW website or visit to representative from local chapter. (8 pts)**(CC 5,4; DI Values)**

6. Political Realities – identify political individuals or groups that are likely to take positions on the issue. (Draw from the political analysis we will do in class week 6.) Present your analysis as non-judgmental as possible. (7 pts)

7. Delivery System – discuss the services, programs or organizations tied to your policy issue. Identify strengths and weaknesses (diplomatically) and any ideas for revision. It is best to let facts speak for themselves. (Hint: who, what, when, where, how of delivery system.) (9 pts)**(CC 3,4,5; DI Knowledge)**

8. Alternative Solutions – this is to be a brief yet comprehensive discussion of the potential solutions you can develop to solve the problem identified. You may have one solution or several. They should be viable, research backed solutions. (If analyzing an existing policy, are there alternatives to this? What changes could be made?) (9 pts)**(CC 1,2,3,5; DI Cognitive and affective processes)**

9. Cost Effectiveness and Outcomes – you can describe how you would/did determine the best of the alternative solutions. You can base this on cost benefit analysis, forecasting study, etc. You should also describe how this initiative is/would be measured. (You could draw off Part III of Dolgoff & Fieldstein analytic framework.) (10 pts)**(CC 3,4,5,6; DI Cognitive and affective processes)**

10. Proposed Solution – a brief summary of your solution or the policy solution and a summary of reasons why this is the best solution. If any portion of the problems is not addressed, be sure to explain why you did not address it. (9 pts)**(CC 1,2,3,4,6; DI Knowledge and cognitive and affective processes)**

11. Potential Effects – discuss unintended consequences and the ways these could be avoided. (9 pts) **(CC 2; DI Cognitive and affective processes)**

12. Summary – include a brief sentence or two from each section. A shorter version of the “Executive Summary”. (6 pts)

13. References – APA format; interviews, news articles, journal entries, T.V. news spots, internet sources. etc. included. (8 pts)

- This paper should be organized by the 13 sections using headings. Use at least 12 references (a wide variety of style with at least five (5) from refereed journals.)
- Any text beyond the 20-page maximum (including reference list) will not be read/counted toward your grade.
- ***This paper is due the last day of class, at the beginning of the session in hard copy ONLY.***

14. Testimony—You will provide a testimony based on your policy analysis (**Course Competencies 1,5,6 DI Skill**)

Page 142 of Rocha's (2007) Essentials for Social Work Policy Practice provides tips on how to successfully testify before a legislative committee. Make sure that you follow both sections: the substance and the structure. Although this is not a policy brief, you must be familiar with the arguments that may be presented against your proposal. Thus, you will want to anticipate these in your testimony and refute them. You will need to be ready to respond to questions. You may use your policy analysis as the backdrop for your testimony. In other words, if there are changes that could be made to the policy, based on your analysis of it, you may choose this issue to use as the subject of your testimony. You will have no more than 10 minutes to present your testimony to the class. This time will include questions and debate may follow. The testimony will be graded as follows:

1. Introduction: Who you are and who you represent. Thank the committee for hearing your testimony (5 pts.)
2. Body: Discuss the bill, give your argument of the specific route the legislation should take. Base this on statistics, research, law, stories, etc.(40 pts.)
3. Be able to state why your proposal is better than alternative suggestions (refute potential arguments against your proposal). (30 pts.)
4. Closing remarks (sum up your proposal, thank the committee again, and provide contact information. (10 pts.)
5. Appropriate length, grammar, following the directions for a testimony in the book. (5 pts.)
6. Delivery, response to questions, materials used for testimony (i.e. handouts or power point (10 pts)

Group Policy Analysis Poster and Presentation Project: 100 points of total grade

- Students will complete a policy poster project IN GROUPS. This project involves three parts:
 1. The development of policy poster (based on policy analysis),
 2. The presentation of your policy poster information (using powerpoint), and
 3. The abstract of your poster (due a week before your presentation, March).
- The goals of this assignment are for you to identify how the current policy addresses social problem and deliver services, to analyze the influences of the policy, and then to develop the recommendations to improve current policies and practices (**Course Competencies # 1,2,3,4,& 5; DI Knowledge, Skill**).
- In our second class (class 2), small groups with similar policy interests will be formed and will meet periodically throughout the semester to complete the policy poster project. Group members will select one STATE LEVEL policy/issue interest. You will need to visit NASW website at <http://www.socialworkers.org/advocacy/default.asp>, 'Legislative Issues' for ideas.
- You should have a minimum of 10 references listed below. Some class time will be designed for your group's discussion as well as group consultation with your professor.

- This POSTER and Presentation will have the following five headings and address the following information:

1. *The Policy:*

What policy will you analyze? Describe when the policy was enacted and at what level of government.

2. *Background of the Policy:*

What social problem is the policy designed to alleviate? Provide appropriate Literature review of the problem addressed. Utilize data to explain the social problem. Critically analyze the issues surrounding the problem.

3. *Description of the Policy*

What benefits or services are provided by the policy?

Who is eligible for the program?

How is the program financed?

How is the program administered?

Identify vulnerable and at-risk populations and specific ways in which these groups are impacted by the current policy?

4. *Policy Analysis:*

Analyze the program/policy using one of the frameworks provided in your readings as guides—choose one (*Examples: Adequacy, equity, efficiency, political feasibility, legality, or economic feasibility*).

What are the strengths and limitations of current policy?

Incorporate into the overall policy analysis the six core values of the social work profession identified in the NASW Code of ethics.

5. *Recommendations:*

What are your recommendations to improve current policy? (at least 5 recommendation). These recommendations should address all levels of social work practice and may include examples of how other states have addressed this same policy issue.

- Each poster **MUST** be accompanied by a PowerPoint Presentation regarding the poster. This presentation must be **no more than 10 minutes in length**. *Posters must contain graphs and pictures in order to receive full credit.*
 - The practice of policy is inherently a group process and to conduct effective policy practice, one must participate in a group process. Therefore, it is imperative that students engage substantively in the group processes and acquire the skills to integrate multiple ideas and activities respectively and successfully. **Be aware, if one group member is not pulling their own weight then this member will receive an automatic zero for the project.**

Attendance and Participation

Students must attend class both physically and mentally. If you have an issue that must prevent you from attending class such as an illness or a family emergency, please email me as soon as you know you will be missing class so you will not be docked any percentage points. For each class missed without prior notice the student will lose 2 percentage points on your final grade. This includes not being present mentally, if you are noticed to be engaged with your computer or phone during class rather than participating this will be counted as an absence.

Course Texts

Required:

Dolgoff, R., & Feldstein, D. (2013). *Understanding Social Welfare Policy*, 9th Ed. Boston: Pearson.

Rocha, C. (2007). *Essentials of Policy Practice*. Hoboken, NJ: Wiley & Sons.

Optional:

Jansson, Bruce. (2003). *Becoming an Effective Policy Advocate: From Policy Practice to Social Justice*. 4rd Ed. Belmont, CA: Wadsworth Press.

Readings and Outline:

Week 1 Introduction to course and the nature of Social Policy

Review syllabus, class assignments, required test, assigned readings, computer use, academic integrity. Begin discussion of definitions of social welfare policy.

Required readings:

Dolgoff and Feldstein, Ch. 1 Socioeconomic Structure, Human Need, and Mutual Responsibility.

Rocha Ch. 8 *Essentials of Legislative Policy Practice*

Week 2: Social Policy Analysis and Identifying Social Problems

Various types of policy analysis for social welfare will be discussed. Identifying oppressed and disadvantaged groups and understanding how these groups are affected by social policy. Identifying oppressed and disadvantaged groups and understanding how these groups are affected by social policy and the problems, such as poverty and health disparities, that our society faces.

Required readings:

Dolgoff & Feldstein, Ch. 6. *Concepts for Social Welfare*.

Dolgoff and Feldstein, Ch. 8. Ch. 2 *Social Values and Social Welfare*. Ch. 3 *Social Values...*

Recommended readings

Jansson, Ch. 1. *Joining a tradition of social reform*. Ch. 2 *Articulating four rationales for participating in policy advocacy*.

Week 3 – Historical Overview

We will address the history of social welfare policy and the plight of oppressed groups. Juvenile justice policy will be used as a case example. We will also discuss techniques of historical review.

Readings:

Dolgoff and Feldstein, Ch. 4 *Social Values...* Ch. 5 *America, Poverty, Two Paths: the American Experience II*, Chap 6 *Concepts for Social Welfare*

Week 4 - Ethics in the Policy Process

We will sum up the discussion of history in relation to social policy. We will also discuss the roles of societal and professional values, ethics and self-development. **Please bring in a copy of the ethical guidelines of your field placement agency or place of employment.**

Readings:

Dolgoff and Feldstein Ch. 12 Social Work: The Emergence of a Profession, Ch. 13 Social Work: Functions Context and Issues

NASW Code of Ethics: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Week 5 - The Role of Politics within Social Welfare Policy, Prospectus due

We will discuss the various political parties and alliances as well as special interest groups and political action committees. The role of political discourse and lobbyists will be identified. We will address appropriate ways of dealing with the above.

Readings:

Rocha, Ch. 6 Essentials of Interest Group Politics; Ch. 7 Essentials of Community-based Policy Practice

Recommended:

Jansson, Ch. 3 obtaining skills and competencies for policy advocacy., Ch 9 Developing and Using

Power, Ch. 10 Developing Political Strategy, Ch. 11 Putting Political Strategy into Action, Ch. 12

Engaging Ballot Based Policy Advocacy

Policy paper prospectus due at the beginning of class

Week 6 - Review of Delivery System

We will analyze the processes that create social policy and look at administrative and funding processes. Issues and challenges surrounding diversity will be discussed. We will discuss the service delivery system through case examples.

Readings:

Rocha, Ch. 9. Monitoring the Bureaucracy and Creating Change within Organizations; Ch. 7. Examining a social welfare program: Structural components, alternative program characteristics, and evaluation.

Dolgoff & Feldstein, Ch. 8. The Welfare Society and its clients

Week 7

Exam 1 and orientation to government documents and internet sources.

Week 8 Poster Presentations

Week 9 Spring Break

Week 10 Addressing Alternative Solutions to Policies Look again at identifying social problems and address alternative solutions for oppressed groups. Best characteristics of social policies will be addressed.

Readings:

Dolgoff & Feldstein, Ch. 9. Current Social Welfare Problems – Economic Security
Dolgoff & Feldstein, Ch. 10. Social Welfare Programs: Sustaining the Quality of Life.

Recommended:

Jansson, Ch. 4. Understanding the Ecology of Policy in Governmental, Electoral, Community and Agency Settings

Week 11 – Professional Analysis of Social Welfare Policy and a Review of Policy-maker Interaction

We will discuss the various components of cost benefit analysis and its application in policy practice. We will address the purpose and procedures for outcome evaluation. We will look at voluntary/not-for-profit, public, private sector influences on social welfare policy and service delivery.

Readings:

Dolgoff & Feldstein, Ch. 11. Non-profit and private social welfare.
Rocha, Ch. 2. Essentials of the Planning Process

Recommended:

Jansson, Ch. 4. Understanding the ecology of policy in governments, electoral, community, and agenda settings.
Jansson, Ch. 13. Troubleshooting Policies
Jansson, Ch. 14. Assessing Policies

Week 12 Compiling an Effective Policy Report and Taking Action

These readings focus on formulating a report, the use of effective policy documents and preparing verbal presentations in order to better advocate for policies. The process of action plan development is also addressed in these readings.

Readings:

Rocha, Ch.1. Introduction to Community-based Policy Practice; Ch. 3. Essentials of Effective Interpersonal Communication; Ch. 4. Communicating with the Public Through Media; Ch. 5. Utilizing Technology in Policy Practice.

Recommended:

Jansson, Ch. 7. Developing Policy Proposals
Jansson, Ch.8. Presenting & Defending Policy Proposals
Jansson, Ch. 10. Developing Policy Strategy
Jansson, Ch. 11) Putting Policy Strategy into Action

Week 13– Issues in International Social Welfare and Discrimination, Oppression & Inequality – Issues and Trends

Social Welfare Policies and social and economic justice, institutional discrimination, oppression, poverty, and social control. Introduction to the Grand Welfare State.

Readings:

Dolgoff & Feldstein, Pg. 368-387.
Dolgoff & Feldstein, Ch. 8. The welfare society and its clients (review)

Dolgoff & Feldstein, Ch. 14. Social Trends Affecting Social Welfare.

Dolgoff & Feldstein, Ch. 15. Toward the General Welfare and Social Justice

Weeks 14 Organization and Structure of American Social Welfare System

2ND EXAM due

We will review the structure and content of major social insurance, public assistance, child and family, health-related, and other programs (e.g., for people who are poor, workers, individuals who are elderly, individuals who are disabled, children).

We will have a panel of guest speakers

Readings:

Dolgoff & Feldstein, Ch 9. Current social welfare programs - economic security. Ch. 10.

Social welfare programs: Sustaining the quality of life. Ch. 14. Social trends affecting social welfare. Ch. 15. (Review) Toward the General Welfare and Social Justice.

Week 15

Testimonies on policy issues, all students expected to attend.

Policy Paper is due at beginning of class.

ADDITIONAL INTERNET RESOURCES

<http://www.apha.org> American Public Welfare Association

<http://www.cbpp.org> Center for Budget and Policy Priorities

<http://www.statepolicy.org> National Committee for Educating Students to Influence State Policy and Legislation

MULTIDISCIPLINARY JOURNALS OF SOCIAL POLICY

Titles below include excerpts from "An Annotated Bibliography of Social Policy Journals in Human

Services Professions", compiled by David P. Fauri and Barbara J. Ettner (in Ginsberg, L. (1996).

Understanding Social Problems, Policies, and Programs, 2nd ed., Columbia, SC: University of South

Carolina Press.

American Behavioral Scientist (ABS)

Daedalus

Evaluation and Program Planning

Evaluation Review

Journal of the American Institute of Planners

Journal of Social Issues

Journal of Social Policy

Journal of Social Science Research

Policy Review

Policy Sciences

Policy Studies Journal

Policy Studies Review

Prevention in Human Services

Public Administration Review
Public Interest
Social Forces
Social Policy
Social Thought

JOURNALS OF POLICY ANALYSIS AND POLITICS

Evaluation & Program Planning
Journal of Policy Analysis and Management (JPAM)
Journal of Policy Modeling
Law & Policy Quarterly
Policy & Politics
Public Productivity & Management Review

SOCIAL WORK/SOCIAL WELFARE JOURNALS

AFFILIA Journal of Women and Social Work
Administration in Social Work
Journal of Social Work Education
Journal of Sociology & Social Welfare (JSSW)
Public Welfare
Social Service Review
Social Work

JOURNALS ADDRESSING SPECIALIZED AREAS OF INTEREST

Children and Families

Child Abuse & Neglect
Child Abuse & Neglect: The International Journal
Child & Youth Services
Child Welfare
Children and Youth Services Review
Families in Society: The Journal of Contemporary Human Services
Family Relations
Journal of Family Issues
Journal of Marriage and the Family

Gerontology

The Gerontologist
Journal of Applied Gerontology
Journal of Gerontology

Health Policy

AIDS and Public Policy Journal
AIDS Weekly
American Journal of Public Health
Health & Social Work
Journal of Community Health
Journal of Health Politics, Policy, & Law
New England Journal of Medicine
Social Work in Health Care

Social Science & Medicine

Mental Health Policy

Administration and Policy in Mental Health
Community Mental Health Journal
Hospital & Community Psychiatry

Justice Policy

Crime & Delinquency
Journal of Criminal Justice
The Journal of Criminal Law & Criminology
Juvenile and Family Court Journal

Future Policy

Futures
Futurist

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Administration for Children and Families. (2009). *Temporary Assistance for Needy Families (TANF): Eighth annual report to Congress*. Washington, DC: Author. Available: <http://www.acf.hhs.gov/programs/ofa/data-reports/annualreport8/ar8index.htm>

Administration on Aging. (2009). *A layman's guide to the older Americans Act*. Available at: http://www.aoa.gov/AoAroot/Aging_Statistics/Profile/2008/17.aspx

American Bar Association. (2009). *Criminal Justice improvements: Juvenile Justice and Delinquency Prevention Act*. Available at: <http://www.abanet.org/poladv/priorities/juvjustice/>

Annie e. Casey Foundation. (2009). *2009 Kids Count Data Book: A national and state-by-state effort to track the status of children in the United States*. Available at: <http://www.aecf.org/majorInitiatives/KIDSCOUNT.aspx>

Beer, C. (1909). *A Mind That Found Itself*. New York: Longmans Green & Co.

Bell, W. (1983). *Contemporary Social Welfare*. New York; Macmilan Co.

Bennis, W. (1993). *Beyond Bureaucracy*. San Francisco: Jossey-Bass.

Beverly, D. and McSweeney (1987), *Social Welfare and Social Justice*. Englewood-Cliffs: Prentice-Hall.

Billingsley, A. (1968). *Black Families in White America*. Englewood-Cliffs: Prentice-Hall.

Briar-Lawson, K., Naccarato, T., & Drews, J. (2009). Child and family welfare policies and services. In J.

Midgley & M. Livermore (Eds.). *The handbook of social policy* (2nd ed.) (pp.315-335). Thousand Oaks, CA: Sage Publications.

Born, C. (1983). Proprietary Firms and Child Welfare Services: Patterns and Implications, *Child Welfare*, 62, March-April, 1983, 109-118.

Center for Children and Families. (2010) Georgetown University. Available at: http://ccf.georgetown.edu/index/cms-filesystem-action?file=ccf_publications/health_reform/health_reform_summary.pdf

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