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 2019

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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, Knoxville Student Disability Services office 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. Council on Social Work Education and the U.S. National Association of Social Workers, the College of Social Work defines “the dimensions of diversity as the intersectionality of multiple factors, including” age, class, color, culture, mental or physical disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, religion, sex, and
sexual orientation. 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. 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 trends of the economic and political system as well as 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; 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).

NB: Each assignment title on the syllabus includes “CC: and DI:” this is to connote which of the above course competencies (CC) are being measured in that particular assignment and which dimension (DI) is being used to measure the content.

SW510 Social Work and Social Welfare Policy and Programs
Wednesday 9:05-12:05

Course Timeline

Jan 9 – Week 1
Jan 16– Week 2- Concept Map
Jan 23 – Week 3-Timeline
Jan 30 – Week 4-Ethics in Policy assignment
Feb 6 – Week 5 - Prospectus for Policy Poster
Feb 13 – Week 6-Concept Map
Feb 20– Week 7- 1st Quiz turned in on Canvas
Feb 27 – Week 8-
Mar 6 – Week 9 - Concept Map
Mar 13 – Week 10 – Poster Presentations
Mar 20– Week 11- Spring Break
Mar 27– Week 12 – Week of Social Work Day on the Hill
Apr 3 – Week 13
Apr 10 – Week 14 2nd Quiz turned in on Canvas
Apr 17 – Week 15
Apr 24- Week 16 Testimonies

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.

Students are expected to:
- Complete assigned readings in advance in preparation for each class session,
- Attend and participate in class discussion/activities, (unexcused absence will negatively affect your participation grade.)
- Complete all assignments on time
- 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:
- Quizzes- 40 points each (2)
- Policy testimony—100
- Poster and Presentation 100
- Concept maps-20 points each (3)
- Ethics assignment-20 points
- Timeline assignment-20 points
- Attendance/ Participation—40 points (given at the end of the semester)

Total points for the course: 420
Quizzes (CC: 1,2,3,4,5,6; DI: Knowledge, Cognitive and Affective Processes, Values)

The two quizzes will cover material included in class sessions and readings. The format of these quizzes will be brief essay responses to a prompt provided through the Canvas Quiz section.

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

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

Quiz 2, given during Week 15 of the semester, covers material from Weeks 8-14. This quiz will require competency in the topics:

- Politics in policy development
- Cultural diversity in the field of welfare policy
- Identification of issues of service delivery on local, national and international levels
- Social justice

Concept Mapping Assignments: (CC: 1,2,3,4,5,6,7,8; DI: Knowledge, Cognitive and Affective Processes)

You will construct three concept maps that organize the content from the readings you did for that week (readings for week 2, Concept Map completed for those readings) in a way that makes sense to you – complete these on your own and bring with you to class (hard copy) the date it is due. The Concept Maps will be used in class in group collaborative activities. The following videos should help explain this activity.

- [Video 1](http://www.youtube.com/watch?v=A625Yh6v6uQ&feature=youtu.be)
- [Video 2](http://www.youtube.com/watch?v=MlabrWv25qQ)
- Brainstorm a list of the major terms or concepts you see as important for your concept map. These terms are taken from the readings for that particular assigned week of class. Fifty terms per concept map is expected.
- Sort through the list and group concepts that are related to one another.
- Based on these relationships, arrange the concepts on a page, leaving space for connecting lines.
- Draw lines between the concepts that you think are related.
- Write on the lines the nature of the relationship between the concepts.
- Add any new concepts and relationships that you think of as you are creating your map.
- If you like to work electronically, there are lots of concept mapping sites out there, including this one (there is a free and paid version, you can use the free version for our purposes) which I would suggest: [coggle.it](http://www.coggle.it)
Timeline Assignment (CC: 1,2,4; DI: Knowledge, Values)

In order to get a deeper understanding of some portions of Social Welfare history, please make a theme or topic based time line relating to how a particular theme or concept you are interested in has unfolded through time.

- Consider the following:
  - To **annotate** means to list and explain.
  - An **annotated timeline** is a listing of items, in timeline form, that includes:
    - historical event
    - the date the historical event occurred
    - an explanation or brief summary detailing the significance of the historical event
  - Choose a **theme** (social justice, diversity, human rights, ethics etc.) or a **topic** (New Deal, welfare reform, behavioral health/mental illness, healthcare, any particular form of discrimination, gender, LGBT, Veterans etc.) from the readings (Dolgoff and Feldstein chapters 4, 5, 6) about the history of social welfare and develop a timeline based on that theme or topic.
  - Design a format for your timeline. Review [How to Make a Timeline](http://example.com) for more information. Timelines can be creatively depicted or they may be done in a chart format like this:

<table>
<thead>
<tr>
<th>Date</th>
<th>Name/Title of Event</th>
<th>Annotation (explanation/summary detailing why the event is important)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Include 10 dates/events that are most vital to understanding the theme/topic of your choice (if you need a couple more than this it’s ok).
- Briefly annotate each event using no more than three sentences.
- Bring to class (hard copy) to turn in and use in discussion.

Ethics in Policy Assignment (CC: 2,4; DI: Values, Cognitive and Affective Processes)

This assignment has two steps:

- Review a case study that you will receive in class.
  - Examine it in light of the NASW Code of Ethics and your own personal values.
  - Write a response to the case utilizing the steps of ethical decision making and professional values discussed in class (roughly 500 words)
- Choose a particular social welfare policy area (income maintenance, reproductive rights, immigration, affirmative action, healthcare) and write a reflective response clarifying your understanding of how the NASW Code of Ethics impacts a social workers practice within that policy area.
  - Please also reflect on possible ethical dilemmas or conflicts that may arise in this area.
  - Also, reflect on your own values, beliefs, interests and slants and consider any conflicts or issues you may have with the policy area in your own experience or professional career. Consider how you would handle any conflicts or dilemmas
between your own values/beliefs and the Professional Code in your practice (roughly 500 words).

Group Policy Analysis Poster and Presentation Project: (CC: 1,2,3,4,& 5; DI: Knowledge, Skill)

- Students will complete a policy poster project IN GROUPS of no more than 4 people. 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) in class, and
  3. The prospectus of your poster (due a week before your presentation, March 6).

- The goals of this assignment are for you to identify how a current policy addresses a social problem and delivers services, to analyze the influences of the policy, and then to develop the recommendations to improve current policies and practices. In our second class (class 2), small groups (no more than 4 per group) 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. (You will be provided with a list of topic areas based on the Tennessee State Chapter of NASW Advocacy Priorities.)
- You should have a minimum of 10 references.

The POLICY POSTER PROSPECTUS. By the beginning of the 5th week of class, each group of students will hand in a preliminary prospectus of your policy poster project for the class. This short prospectus should identify:

- The title of the state policy you will analyze
- The social issue it addresses that is your primary concern
- Your purpose in analyzing this policy (advocate for the policy to change, remain the same, or be terminated)
- The prospectus is not a graded assignment, but it will help focus your thinking and research for the Policy Poster. As the semester progresses, feel free to discuss your developing poster with me at any time.

The POSTER will have the following five headings and address the following information:

1. The Policy:
   What policy will you analyze? Name and bill number. Is it currently in place or in the legislative process?

2. Background of the Policy:
   What social problem is the policy designed to alleviate (utilize the format of the problem statement discussed in class)? Carry out an appropriate literature review of the problem and policy. 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 their groups are impacted by the current policy?

4. **Policy Analysis**: Analyze the program/policy using the “Five E” framework:
   - **Effectiveness**: How well does it work (or how well will it be predicted to work)?
   - **Efficiency**: How much work does or will it entail? Are there significant financial costs associated with this policy, and are they worth it?
   - **Ethical Considerations**: Is it ethically sound? Are there unintended consequences? Incorporate into the policy analysis the six core values of the social work profession identified in the NASW Code of Ethics.
   - **Evaluations of alternatives**: How good is it compared to other approaches? Have all the relevant approaches been considered?
   - **Establishment of recommendations for positive change**: What can actually be implemented? Is it better to amend, replace, remove, or add a policy? What are your recommendations to improve current policy? (approximately 5 recommendations). These recommendations should address all levels of social work practice and may include examples of how other states have addressed this same policy issue.

**POWERPOINT PRESENTATION** regarding the poster and what you have learned from the process of studying this policy. This presentation must be **approximately 15 minutes in length**. The final slide should be the poster you created. *Posters must contain graphs describing data and pictures in order to receive full credit. (this makes the poster more likely to be viewed and understood).*

- 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.**

**Testimony Assignment**— (CC: 1,5,6 DI: Knowledge, Cognitive and Affective Processes, Skill)

You will work with a partner to give a 10 minute testimony as you would to a congressional body on an issue or piece of legislation that you would especially like to see changed or maintained. (Example: a student wants to see the five year cap on welfare benefits expanded to ten years, so the student makes an argument to say that this should happen and why, based on evidence).

- Please be ready to respond to questions.
- You may choose any issue or legislation that is on a federal level.
- You will have no more than 10 minutes to present your testimony to the class.
- The testimony will be graded as follows:
  - Introduction: Who you are and who you represent. Thank the committee for hearing your testimony (5 pts.)
  - 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.)
  - Be able to state why your proposal is better than alternative suggestions (30 pts.)
  - Closing remarks (sum up your proposal, thank the committee again, and provide contact information. (10 pts.)
  - Appropriate length, grammar, following the directions for a testimony in the book. (5 pts.)
  - Delivery, response to questions, creativity added to testimony (i.e. handouts or power point (10 pts).

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 rschri1@utk.edu 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.
- 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:
Optional:

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 and Feldstein, Ch. 8 The Welfare Society and it’s Clients.
Ch. 12 Social Work: The Emergence of a Profession
Ch. 13 Social Work: Functions, Context and Issues

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

*Create a Concept Map based on the required readings from week 1 and 2, bring to class in paper format to use for group activity and to turn in.*

**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 and Social Welfare: The American Experience
Ch. 5 America, Poverty, Two Paths: the American Experience II,

*Develop and bring to class a timeline for discussion in class and to turn in.*

**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 complete the ethics in policy assignment and bring to class for group activity and to turn in.*

Readings:
Review the previously read: Dolgoff and Feldstein Ch. 12 Social Work: The Emergence of a Profession
Ch. 13 Social Work: Functions Context and Issues
Two articles on the Canvas Site under “Ethics and Social Welfare Policy”
Week 5 - The Role of Politics within Social Welfare Policy
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.

*Please turn in the Prospectus for the Policy Poster project, listing who is in your group (no more than 4 people) and the other necessary information.*

Readings:
Rocha, Ch. 6 Essentials of Interest Group Politics.
Ch. 7 Essentials of Community-based Policy Practice
Two articles on Canvas site in module on “The Role of Politics”

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

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.

*Create a Concept Map based on the readings from week 6, bring to class in paper format to use for group activity and to turn in.*

Readings:
Dolgoff and Feldstein Ch. 7. Examining a social welfare program: Structural components, alternative program characteristics, and evaluation.
Dolgoff & Feldstein, Ch. 9 Current Social Welfare Programs—Economic Security
Dolgoff and Feldstein Ch. 10 Social Welfare Programs: Sustaining the Quality of Life
Dolgoff & Feldstein, Ch. 11 Nonprofit and Private social Welfare

Week 7
*Quiz 1 due through Canvas and in-class orientation to government documents and internet sources.*

Week 8
*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:
Rocha, Ch. 9. Monitoring the Bureaucracy and Creating Change within Organizations.
Dolgoff and Feldstein Ch 14. Social Trends Affecting Social Welfare
Recommended:
Jansson, Ch. 4. Understanding the Ecology of Policy in Governmental, Electoral, Community and Agency Settings

**Week 9**
**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.

*Create a Concept Map based on the readings from weeks 8 and 9, bring to class in paper format to use for group activity and to turn in.*

Readings:
Rocha, Ch. 2. Essentials of the Planning Process
Article in Canvas under "Professional Analysis" Module

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

**Week 10– Poster Presentations**

**Week 11 – Spring Break**

**Week 12 Social Work Day on the Hill** – This is a trip to Nashville to advocate for NASW priorities at the Capital. Students will present Policy Posters in a contest against other schools. More information will be provided in class about the trip. This is a trip all students are encouraged to attend but not required. Students each year find this to be a highly informative and positive experience.

**Week 13– 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
Week 14 --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. Human rights and immigration will be addressed.

Readings:
Dolgoff & Feldstein, Ch. 15. Toward the General Welfare and Social Justice
Article under module “international Social welfare Discrimination, Oppression & Inequality – Issues and Trends”

Week 15--Organization and Structure of American Social Welfare System
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

2ND Quiz due through Canvas

Readings:
Articles in Canvas under “Organization and structure” Module

Week 16
Testimonies on policy issues, all students expected to attend to support those presenting as well as being engaged in presentations enough to ask questions of the presenters. Questions will be noted and help contribute to the class participation grade.

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
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

Bibliography


Substance Abuse and Mental Health Services Administration. (2010). About SAMSHA. Available at: www.samhsa.gov/about


