

**SW516 Social Welfare Policy and Services
Monday Section (003), Dr. Rogge
Fall, 2005
Course Timeline**

Aug 29 #1	Sep 5 #2	Sep 12 #3	Sep 19 #4	Sep 26 #5	Oct 3 #6	Oct 10 #7	Oct 17 #8	Oct 24 #9	Oct 31 #10	Nov 7 #11	Nov 14 #12	Nov 21 #13	Nov 28 #14	Dec 5 #15
The Nature of Social Policy, Social Policy Analysis & Social Policy Practice					Historical and Current Context of US Social Policies					Current Policy Issues and Strategies for Influencing Policy				
	Labor Day – no class			Policy paper prospectus due	EXAM	Field trip Hodges Library rm 128; PowerPoint			Report packets due	deadline to submit full paper draft		in-class presentations may begin	In-class presentations	In-class presentations; policy paper due

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

SW516 - SOCIAL WELFARE POLICY AND SERVICES

Course Outline
Fall 2005

Fall Semester 2005
Social Work 516, Section 003
Monday, 9:05 - 12:05 p.m.
Social Welfare Policy and Services
209 Henson

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Course Outline

- I. Nature of Social Policy and Social Policy Analysis
- II. Defining Social Welfare Policy
- III. The Role of Policy Analysis in Understanding the Policy Process
- IV. Ethics in the Policy Process
- V. Historical Development of Social Welfare Policy and Services and the Relationship to the Social Work Profession
- VI. The Role of Policy Practice in Social Work
- VII. Current Policy Issues and Strategies for Influencing Policy
- VIII. Affecting Change in Social Welfare Policy

Course Requirements:

A basic text has been selected and readings are listed in the bibliography. Assigned readings may change occasionally to reflect topical events. 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. Check current local newspapers, the *New York Times* (especially the Sunday edition), the *Wall Street Journal*, the *Washington Post*, and other regional or national sources, with particular attention to in-depth reporting and editorial analyses and commentaries of current issues. For diverse political perspectives, read in journals such as (from political right to left) the *National Review*, *The Public Interest*, *The Economist*, *National Journal*, *Congressional Digest*, *The Atlantic Monthly*, *The New Republic*, *The American Prospect*, *New York Review of Books*, *The Nation*, and *In These Times*.

The course includes lectures, class discussions, group exercises, and student presentations. Graded assignments include an in-class exam and written policy papers. Late assignments will be marked down; requests for exceptions should be discussed with the instructor at least a half 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.

Students are expected to: (1) complete assigned readings in advance in preparation for each class session, (2) attend and participate in class discussion/activities, (3) complete all assignments on time, and (4) enjoy at least some of the work some of the time.

The grading scale for the course is:

94 - 100	A	Superior performance
90 - 93	B+	better than satisfactory performance
82 - 89	B	satisfactory performance
79 - 81	C+	less than satisfactory performance
72 - 78	C	performance well below the standard expected of graduate students
67 - 71	D	clearly unsatisfactory performance, cannot be used to satisfy degree requirements
< 67	F	extremely unsatisfactory performance, cannot be used to satisfy degree requirements (descriptions are from the UT Graduate School catalog)

The final grade will be determined as follows:

In-Class Exam	30%
Public or Field Policy Report	25%
In-class Policy Paper Presentation	15%
Policy Analysis Paper	30%

In-Class Examination (30%)

The in-class exam will cover material included in class sessions and readings. The exam, during Week 6 (Oct. 3) of the semester, covers material from Weeks 1-5, and is worth 30% of the course grade.

Policy Analysis and Practice Paper (30%) and In-class Presentation (15%)

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 fourth week of class, presenting an in-class PowerPoint-based presentation 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, Sept. 26, 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 for your final paper
2. The social issue it addresses that is your primary concern
3. Your rationale of why it is important for you as a social worker to:
 - a. Understand the policy and
 - b. 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. I will accept a full draft of the paper for review and comments if it is submitted by Week 11.

The Policy Paper, 20 - 25 pages, should include the following components:

- 1) A summary of the mission and goals of the policy. Include stated goals that are documented in the policy, and unstated goals (i.e. are there folks advocating for the policy because they will gain financially or politically for doing so?) Identify major stakeholders (i.e. key legislators; special interest groups advocating for or against the policy; populations of citizens that have the most to gain or lose from the policy) Identify NASW's position on the issue addressed in the policy, using, for example, NASW's (2000) Social Work Speaks, information from NASW national's website, or discussion with NASW representations at national or state level. (10 pts.)
- 2) A brief description of the policy's allocations and eligibility requirements (*who*), provisions and delivery systems (*receives what*), and financing and administrative delivery systems (*how*). (10 pts.)
- 3) Critique the value and ideological base of the policy (e.g., does the policy imply that the source of the social problem is deficiencies in the individuals needing help, deficiencies in social institutions, or a combination? Is its political base liberal, conservative, a combination (bi-partisan)? Identify and describe 2-3 major positive and negative consequences of the policy's value base. (e.g., if you argue that your policy is more residual than institutional, one advantage may be that it is cost-effective because it limits the number of people receiving benefits; one disadvantage may be that it harms its recipients by unfairly labeling or stigmatizing them in some way). (10 pts.)
- 4) Critique other strengths and weaknesses reflected in the policy. Include its effects on people of color, people who are poor, children, women, gay, lesbian, bisexual, and transgendered persons, immigrants, elderly people, people who are otherwise oppressed or discriminated against, or other vulnerable groups in society. If appropriate, include an international perspective in your critique (10 pts.).

(I'd suggest drawing from part III of Dolgoff & Feldstein's analytic framework (e.g. adequacy, financing, coherence, consequences). Feel free to incorporate ethical/values material from any of your courses.)

- 5) Alternatives to the policy, in terms of allocations and eligibility requirements (*who*), provisions and delivery systems (*what*), or financing and administrative delivery systems (*how*) (e.g., were some needy populations excluded from the policy? Are there other ways the policy could be paid for or delivered that would be more equitable or efficient? (15 pts.)

For items 1 - 3), I suggest drawing primarily from parts I and II of Dolgoff & Feldstein's analytic framework, e.g. chapter , to structure your discussion. Feel free to draw from other frameworks reviewed in class and readings. Jansson's chapters 7, 14-15 may be useful. Majchrzak should also be a useful reference for the entire paper.

- 6) Drawing from your discussion thus far, offer specific recommendations for changes in the policy. Specify why your recommendations are feasible, how they can improve conditions for those affected by the policy, and how their benefits outweigh any harmful consequences. (15 pts.)
- 7) Specify the main arguments your opponents might raise against your proposed recommendations and your rebuttals to their arguments. (15 pts.)

Sections 5), 6), and 7) build on your critical thinking in sections 1 - 4) Majchrzak should be a useful reference, as well as the Jansson chapters for the second half of class.

8) The paper should be organized by the 7 sections described above, using headings. Use at least 12 references; half of which should come from peer reviewed journals. The paper will be assessed for integration of course content, writing, and organization. Use American Psychological Association (APA) format for references in the text and bibliography. The references and any appendices you may attach (e.g. copy of legislation) are not part of the body or text of the paper. Please note that text beyond the 25-page maximum will not be read. (15 pts.)

In-class presentation of the paper, using Powerpoint. During the four weeks prior to your presentation, each student pair should set an appointment (plan on approximately an hour) with me to review your Powerpoint presentation. (15 % of course grade)

The final paper is due at 9:05 a.m. the last day of class, Week 15, Dec. 5.

Public Policy OR Field/Agency Policy OR 2004 Presidential Election-related Activity and Report (25%)

Choose one of the following options for this assignment. I suggest that you review this assignment as soon as possible with your agency field instructor to discuss the possibility of using the assignment to fulfill one or more tasks in your practicum learning plan.

a. Public Policy Issue and Meeting Report

Attend at least one local or regional public council or committee hearing or meeting, for example: city government, county government, public transportation, Knox delegation legislators, school board, committee, police review board (see, for example, the government section of the Knoxville Oak Ridge Regional Network website (<http://www.kornet.org/>)). Please note that in the dynamic world of public policy and social change, meeting agendas can change at the last minute. For this reason, it is to your advantage to identify and attend a meeting earlier in the semester rather than later.

Identify an issue that is currently being debated publicly (you may be aware of an issue or select an issue using resources such as reading local and regional newspapers). Attend a meeting in which your issue is on the agenda. The length of the report should be 4-5 pages double-spaced. Spelling and grammar should be correct (5 pts.)

1. Collect media article(s) or other documents that you used to track the issue (5 pts.).
2. Provide notes (legible handwritten is fine) from the meeting(s) you attend (5 pts.)
3. Prepare a 5 page, double-spaced report that addresses:
 - a. The nature of the meeting and who attended it. Who spoke? Whom did speakers represent? What were their major arguments about the issue? (15 pts.)
 - b. Your analysis of the issue (50 pts.):
 - b1. Is there public interest in this issue? Why or why not?
 - b2. Does the issue effect people of color, people who are poor, children, women, gay, lesbian, and transgendered persons, immigrants, elderly people, people who are otherwise oppressed or discriminated against, or other vulnerable groups in society in the community? If so, which ones? How does it affect them?
 - b3. Has the media influenced the debate, and if so, how?
 - b4. Describe the different views on the issue. What are the similarities and differences in opposing arguments about the issue?
 - b5. How does the process you observed in the meeting restrict or foster communication,

participation and influence?

4. Reflect on what you learned from the experience that applies to your social work practice (20 pts.).

OR

b. Field/Agency Policy Report

Identify a local, state, or federal policy that affects a target population at your field agency. The policy you choose should be different from the one you assess for the Policy Paper assignment. Write a 5 double-spaced page paper that addresses the following information. Attach a copy of the policy to your paper. Spelling and grammar should be correct (5 pts.)

1. Identify and interview 1-2 key people in your agency about the policy. If available, attend a meeting of agency, community, or governmental decision-makers who have influence over the policy or seek to influence it. Identify those whom you interview and why they were important to interview. If you attend a meeting, describe the nature of the meeting and who attended it. (5 pts.)
2. Describe the policy, what it is intended to achieve, and who are the decision-makers in regard to its implementation. (10 pts.)
3. Discuss (60 pts.):
 - a. The effects (intended and unintended) the policy is having on a) the target population you select and b) social work/ social service personnel at your field agency.
 - b. Ethical dilemmas, value issues, or role conflicts involved with the implementation of the policy.
 - c. If and how the policy effects people of color, people who are poor, children, women, gay, lesbian, and transgendered persons, immigrants, elderly people, people who are otherwise oppressed or discriminated against, other vulnerable groups in society or other diversity-related issues in: a) the target population, b) your field agency, c) the community.
 - d. Discuss how the policy might be improved and the role of social workers in making the improvements you recommend.
4. Reflect on what you learned from this analysis that applies to your social work practice (20 pts.).

Policy Report packets (including media articles, policy documents, meeting notes, report, etc.) are due no later than the beginning of class, Week 10, Oct 31).

Course Texts:

Required:

Dolgoff, R., & Feldstein, D. (2003). Understanding Social Welfare, 6th Ed. New York: Pearson Education, Inc.

Optional:

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

Majchurzak, A. (1984). Methods for Policy Research. Beverly Hills: Sage.

Other Assigned Course Readings are in Hodges Library Reserve as photocopies, texts, are online, or will be available to you through Blackboard. Over the course of the semester, some required readings may be changed, or additional required readings made available.

Please also familiarize yourself with these University of Tennessee resources:

The University of Tennessee Libraries. (2004-2005). Reference Shelf – Style Manuals. Retrieved December 14, 2004 from <http://www.lib.utk.edu/refs/style.html> (for APA style).

The University of Tennessee Libraries. (2004). Understanding Plagiarism. Retrieved December 14, 2004 from <http://www.lib.utk.edu/instruction/plagiarism/students.html>

The University of Tennessee Libraries. (2004). Diversity Committee's Diversity Resource Guides. http://www.lib.utk.edu/diversity/resources/diversity_resource_guides.html

The University of Tennessee Department of English (2004). The Department of English Writing Center. Retrieved December 14, 2004 from <http://web.utk.edu/%7EEnglish/writing.php>

Readings and Outline:

*Readings with an * are required.*

PART 1 - THE NATURE OF SOCIAL POLICY AND SOCIAL POLICY ANALYSIS

Week 1 Aug. 29 Course overview.

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

**Browse the following website resources for ideas regarding your policy report and policy paper assignment. Consider in particular how the organizations at these sites address issues of people of color; people who are poor; children; women; gay, lesbian, bisexual, and transgendered persons; immigrants; elderly people; people who are otherwise oppressed or discriminated against; or other vulnerable groups in society.*

THOMAS Legislative search: <http://thomas.loc.gov/>

NASW Advocacy: <http://www.socialworkers.org/advocacy/>

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

Electronic Policy Network at: <http://www.movingideas.org/>

Children's Defense Fund at: <http://www.childrensdefense.org/>

Knoxville/Oak Ridge Regional Network of Tennessee (KORRNET – click on “Government”): <http://www.kornet.org/>

WorldWideWeb Resources for Social Workers <http://www.nyu.edu/socialwork/wwwrsw/>

Information for Practice (IP) <http://www.nyu.edu/socialwork/ip>

Week 2 Sept. 5 LABOR DAY, NO CLASS

Week 3 Sept. 13 Policy Analysis and Policy Practice

Assessing and defining social welfare policy and problems addressed by social welfare policies.

The role of policy analysis and policy practice in understanding policy processes, formulation, implementation, and assessment.

Readings:

*Dolgoff & Feldstein (2003). Ch. 1 Socioeconomic structure, human needs, and mutual responsibility. (pp. 1-14) and Ch. 6. Concepts for social welfare (pp. 108-132).

*Jansson, (2003). Ch. 1. Joining a tradition of social reform (pp. 1-34).

Gil, D. (1981). Unraveling Social Policy, Ch. 1. Emerging Views of Social Policy. (pp. 3-12).

*Visit the following websites:

UT Databases: <http://www.lib.utk.edu/databases/>

UT Libraries Government Documents at: <http://www.lib.utk.edu/gpo/govdoc.html>

UT College of Social Work 500+ Resources: <http://www.csw.utk.edu/swbookm2.htm>

Week 4 Sept. 19 Ethics in the Policy Process

Roles of societal and professional values, ethics and self-development.

Readings:

*Jansson, Ch. 2. Articulating four rationales for participating in policy advocacy. (pp. 34-66).

*International Federation of Social Workers (Ethics, Human Rights, and Policy Statements regarding Migration and Refugees at: <http://www.ifsw.org/>

*NASW Code of Ethics at <http://www.naswdc.org/CODE.HTM>

See also: National Association of Social Workers. (2003-2006). Social Work Speaks: NASW Policy Statements (6th Ed.). Washington, DC: National Association of Social Workers.

In class policy exercise

Week 5 Sept. 26 The Role of Policy Analysis and Research in Social Welfare Policy.

Comparative policy analysis frameworks for critical thinking, problem solving, policy formulation, analysis, and research.

Readings:

* Dolgoff & Feldstein (2003). Ch. 7. Examining a social welfare program: Structural components, alternative program characteristics, and evaluation (pp. 133-156).

*Ginsberg, L. (1996). Ch. 8: Analyzing Social Policies and Models for Policy Analysis.

*Majchurzak, A.. (1984). Methods for Policy Research.

Policy paper prospectus due at the beginning of class

Week 6 Oct. 3

In-class EXAM

II. HISTORICAL AND CURRENT CONTEXT OF U.S. SOCIAL POLICIES

Week 7 Oct. 10 Field Trip to Hodges Library and PowerPoint Orientation (Room 128)

Convene in Hodges Library room 128 for orientation to government documents and Internet sources with Dr. Janette Prescod, Assc. Professor.

We will also review definitions of the U.S.CODE; laws vs. bills, acts, etc.; and how a bill becomes a law, and have an orientation to the use of Powerpoint presentations.

*UT Library resources <http://www.lib.utk.edu/govdoc/guide110.html>

*Tennessee State Government: <http://www.state.tn.us/>

Following the orientation by Dr. Prescod, we will review basic PowerPoint construction techniques.

Week 8 Oct. 17 Historical Development of Social Welfare Policy and Services and the Relationship to the Social Work Profession. History of social welfare policy; voluntary/not-for-profit, public, private sector influences on social welfare policy and service delivery.

Readings:

*Karger & Stoesz (1998). Ch. 3. The origins and future of American social welfare (pp. 50-75).

*Dolgoff & Feldstein (2003). Ch. 11. Non-profit and private social welfare (pp. 278-300).

*Jansson, (2003) Ch. 4. Understanding the ecology of policy in governments, electoral, community, and agenda settings. (pp. 101-137).

*Visit the following website:

*Social Work History Station: <http://www.idbsu.edu/socwork/dhuff/XX.htm>

Week 9 Oct. 24 Discrimination, Oppression, and Inequality- Historical and Current 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 (2003). Ch. 8. The welfare society and its clients (pp. 157-188).

*David, G., & Lin, J. (1997). Civil rights and Asian Americans. Journal of Sociology and Social Welfare, 24(1), pp. 3-24.

*Sherraden, M. (1991). Assets & the poor, Ch. 4.

*Visit the following websites:

*NASW: <http://www.naswdc.org/>

*Individual Development Accounts (IDAs). Center for Social Policy Development at: <http://gwbweb.wustl.edu/csd>

Weeks 10-12 (Oct. 31, Nov. 7, Nov. 14) 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 guest speakers during this three-week period

Readings:

*Dolgoff & Feldstein (2003). Ch 9. Current social welfare programs - economic security (pp. 189-229). Ch. 10. Social welfare programs: Sustaining the quality of life (pp. 230-277). Ch. 14. Social trends affecting social welfare (pp. 340-361). Ch. 15. Alternative programs to meet social welfare needs (pp. 362-393).

*Healy, L.M. (2001). Ch. 10. Understanding and influencing global policy. (pp. 219 – 237). In L.M. Healy, *International Social Work: Professional Action in an Interdependent World*. New York: Oxford.

*Kilty, K.M., & de Haymes, M.V. (2000). Racism, nativism, and exclusion: Public policy, immigration, and the Latino experience in the United States. *Journal of Poverty*, 4(1/2), pp. 1-25.

*Padilla, Y.C. (1997). Immigrant policy: Issues for social work practice. *Social Work*, 42(6), pp. 595-606.

*Robbins, S.P. (2003). Has the Americans with Disabilities Act gone too far? ? In H.J. Karger, J. Midgley, & C. Brene Brown (Eds.). *Controversial Issues in Social Policy*. (pp. 144-160). Boston: Allyn and Bacon. 2nd Ed.

*Rocha, C. (1997). The working poor. In R.L. Edwards (Ed). *Encyclopedia of Social Work*. 1997 Supplement (pp. 331-342). Washington, DC: National Association of Social Workers.

*Rogge, M.E., & Combs-Orme, T. (in press). Protecting our future: Children, environmental policy, and social work. *Social Work*.

*Wagner, M., Van Voorhis, R., & Longres, J.F. (2003). Is legislation for lesbian and gay rights necessary? In H.J. Karger, J. Midgley, & C. Brene Brown (Eds.). *Controversial Issues in Social Policy*. (pp. 45-56). Boston: Allyn and Bacon. 2nd Ed.

*Greene, R.R., & Knee, R. I. (1996). Shaping the policy practice agenda of social work in the field of aging. *Social Work*, 41(5), pp. 553-560.

*Sullivan, M.D. (2002). The illusion of patient choice in end-of-life decisions. *American Journal of Geriatric Psychiatry*, 10(4), 365-372.

*Visit the following websites:
FedWorld.gov: <http://www.fedworld.gov/>
Government Information eXchange: <http://www.info.gov/>
Fed Disability-related Resources: <http://www.DisabilityInfo.gov/>

Report packets are due at the beginning of class Week 10

PART III CURRENT POLICY ISSUES AND STRATEGIES FOR INFLUENCING POLICY

Week 13-14 (Nov 21, Nov. 28) The Role of Policy Practice in Social Work

The Role of Policy Practice in Social Work. Strategies and tactics for class advocacy, empowerment, power, and persuasion, influencing the policy process and implementing policy.

Readings:

*Jansson (2003) Ch 8. Presenting and defending policy proposals (pp. 248-286). Ch 9. Developing and

using power (pp. 288-326). Ch. 10. Developing political strategy (pp. 327-344); Ch. 11. Putting political strategy into action (pp. 345-374).

Depending on the number of presentations, in-class policy paper presentations (using Powerpoint) will begin during Week 13 or 14.

Week 15 Dec. 5 Wrapping up: U.S. Social Welfare Policy in a Global Context

*Explore the Praxis website at: <http://caster.ssw.upenn.edu/~restes/praxis.html>

*In-class policy paper presentations (using Powerpoint) conclude
Policy Paper is due at 9:05 a.m. Dec. 5.*

ADDITIONAL INTERNET RESOURCES

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

<http://www.fedstats.gov> Data from 70+ agencies

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

<http://www.southernstudies.org/> The Institute for Southern Studies

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 Community Practice

Journal of Social Work Education

Journal of Sociology & Social Welfare (JSSW)

Public Welfare

Social Development Issues

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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- Billingsley, A. (1968). Black Families in White America. Englewood-Cliffs: Prentice-Hall.
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- Chambers, C., and Hinding, A. (1968). Charity Workers, the Settlements and the Poor, Social Casework, 49, February, 96-101.
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- Ellwood, D. (1988). Poor Support: Poverty in the American Family. New York: Basic Books.
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