

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

SW 416 – Social Welfare Policy and Issues

FALL 2008 (3 credit hours)

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PROGRAM MISSION

The BSSW program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained generalist social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing world without borders. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers; they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge-base, code of ethics, and professional values. Social workers are educated and trained to do things right as well as to do the right thing.

The mission of the BSSW program is to develop generalist social workers who are strategic thinkers, life-long learners and opinion shapers. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development, critical thinking, and leadership and prepares students to take appropriate action guided by the best available scientific evidence. We are dedicated to preparing practitioners for the challenges of today's complex pluralistic world. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

PROGRAM GOALS

Provision of education and training that enable students to become generalist social work practitioners who:

1. are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession;
2. are committed to evidence-based practice;
3. are grounded in systems theory and operate within a person-in-the-environment framework;
4. use the problem-solving process to intervene in multiple-level client systems;
5. have an understanding of human diversity, special populations, and domestic and international challenges, that informs practice interventions;
6. use critical thinking, evaluative skills, and leadership skills to address the needs of a complex, changing global world; and
7. are committed to continuous development of professional self.

CATALOG DESCRIPTION

Policy formation processes, policymakers in systems, and policy-related role expectations. Emphasis on utilizing and analytical framework and social change efforts. *Progression or consent of instructor required.*

EXTENDED DESCRIPTION

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

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

COURSE OBJECTIVES

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

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

COURSE COMPETENCIES

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

1. Define and discuss social welfare policy, who formulates social welfare policy and why, where social welfare policy is developed, how it is implemented, and how it is evaluated;
2. Discuss the relationship between social welfare policy and baccalaureate social work practice;
3. Identify major systems of resources utilized in generalist practice and specific policies that guide these resources;
4. Discuss stages of policy formulation and identify points of intervention for generalist practitioners;
5. Identify sources of knowledge regarding policies developed in various resource systems;
6. Articulate gaps and/or problems in existing social welfare policies and in social welfare programs;
7. Identify and utilize a framework for policy analysis, as well as actively participate in the policy formulation process;
8. Delineate strategies which are appropriate to baccalaureate level practice that may influence policymakers on behalf of people in need;

9. Articulate the critical elements and issues regarding a specific social welfare or public policy, aggressively research all aspects of the policy, determine its strengths and weaknesses, and defend the policy in a structured, public speaking and debate forum.

INSTRUCTOR EXPECTATIONS OF STUDENTS

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

REQUIRED TEXTBOOKS

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Note: The textbook and reserve reading content will be supplemented to a significant degree with Power Point class presentations by the instructor. The Power Point slides will include content from assigned reading, as well as current scholarly literature and research on social welfare policy. The Power Point slides will be provided to the class electronically and students are responsible for knowing the information.

RECOMMENDED READINGS

Barusch, A.S. (2009). *Foundations of social policy: Social justice in human perspective* (3rd ed.). Belmont, CA: Brooks/Cole.

Bowie, S.L., & Stepick, A. (1998). Diversity and division: Ethnicity and the history of Miami. In F.W. Becker, & M.J. Dluhy (Eds.), *Research in urban policy: Solving urban problems in urban areas characterized by fragmentation and divisiveness* (pp. 19-32). Stamford, CT: JAI Press.

Bowie, S., Stepick, C.D., & Stepick, A. (2000). Voices from the welfare vortex: A descriptive profile of urban, low-income African American women on the eve of devolution. In L.G. Nackerud, & M. Robinson (Eds.), *Early implications of welfare reform in the southeast* (91-111). Hunting, NY: Nova Science Publishers.

Diller, J.V. (1999). *Cultural diversity: A primer for the human services*. Belmont, CA: Brooks/Cole.

Jansson, B.S. (2005). *The reluctant welfare state: American social welfare policies—past, present, and future*. Belmont, CA: Brooks/Cole.

McInnis-Dittrich, K. (1994). *Integrating social welfare policy & social work practice*. Pacific Grove, CA: Brooks-Cole.

Rae, A., & Nocholas-Wolosuk, W. (2003). Social work, social change, and policy practice in the agency and community. In *Changing agency policy: An incremental approach* (pp. 1-22). Boston: Allyn and Bacon.

CLASS REQUIREMENTS, ASSIGNMENTS, AND GRADING

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

<u>Event(s)</u>	<u>% of Grade</u>	<u>Date</u>
Midterm Examination	30%	October 16 (R)
Group Policy Analysis Term Paper	25%	October 28 (T)
Group Policy Debate	30%	November 4- 25
Peer Review Group Evaluation	<u>15%</u>	December 2 (T)
Total = 100%		

DISABILITY SERVICES

If any student needs course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 2227 Dunford Hall, 974-6087. This will ensure that you are properly registered for services.

ATTENDANCE POLICY

Absences and tardiness are not permitted in this class. The consequences of a combination of more than three (3) absences and/or tardiness is the final course grade being lowered one letter grade. Emergencies, illness, accidents and inclement weather do occur. You may need to be late or be absent sometime during the semester. This policy allows three absences and/or tardiness for such events before your final grade is lowered.

MAJOR COURSE ASSIGNMENTS AND EXAMINATION:

Assignment #1: Policy Analysis and Intervention Group Term Paper (25% of Grade)

Class groups are required to select and evaluate a specific social policy (proposed or existing) involving the needs of a specific vulnerable client population. The policy must be selected by group consensus and approved by the professor. The policy analysis will be done in accordance with the ANALYSIS model in the McGinnis-Dittrich (1994). The ANALYSIS model will be presented and discussed thoroughly.

Each group will also develop a policy-related intervention plan and provide an agenda for implementing the plan. Guidelines will be provided for doing this in accordance with the problem-solving approach, which will also be discussed in detail. The plan must also clearly address identified gaps in the existing social policy, anticipated obstacles to the proposed intervention, and an evaluation strategy.

Policy analysis papers are also required to include content on diversity and multi-culturalism issues. In other words, how is the policy you are writing about related to, or how might it affect the various "outgroups" discussed in class?

Each group will collaborate and prepare a written report (term paper) not to exceed 40 typed and double-spaced pages. The paper must be written strictly by APA V guidelines and must include appropriate citations and references. The term paper is due on Thursday, October 28, 2008.

Individual student grades will be given for both the debates and the term papers. *This means that each individual will be graded for his/her work alone, but they will also be graded on the extent that their section of the paper flows well and logically fits with the other sections.*

Each group will be required to maintain a detailed log of group meetings, attendance, and indicate what tasks were completed by whom, including which group members wrote specific sections of the term paper. The instructor will hold 1-2 meetings with each group to assure adequate progress on the group assignment.

Assignment #2: Social Welfare Policy Debate (30% of Grade)

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

Policy Debate Schedule

Debate #1	Alpha Team	Tuesday, November 4 th
Debate #2	Beta Team	Thursday, November 6 th
Debate #3	Delta Team	Tuesday, November 11 th
Debate #4	Gamma Team	Tuesday, November 18 th
Debate #5	Kappa Team	Thursday, November 20 th

Policy Debate Format

The debate format used in this exercise is the most widespread form of debate. The debate issues or topics are policy-oriented (for example: “All people who receive welfare benefits should undergo mandatory drug testing.”) Two to three students will take an affirmative position on the topic area (“pro”) and two to three students will take an opposition position (“con”).

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

The professor recognizes that some students will be forced to take a position that they do not personally agree with. This is, however, a realistic aspect of social policy dynamics and will provide a valuable perspective on the political complexity of the policy-making process, as well as

the role of personal and/or societal values. It will also help to elucidate the ideas of stakeholders, balance of power, out groups, oppression, and environmental influences on social policy.

The debates will be 44 minutes in length, with another 10 minutes allotted for class inquiries and discussion. Any group that exceeds this time limit will receive a 10% penalty. All debate team members must equally participate in the debate. Any debate team that does not have equal participation by all group members will receive a 10% penalty. The specific times allotted will be as follows:

Affirmative Position Statement on Issue	5 minutes
Opposition Position Statement on Issue	5 minutes
Opposition Cross-Examination	15 minutes
Affirmative Cross-Examination	15 minutes
Closing Affirmative Arguments	5 minutes
Closing Opposition Arguments	5 minutes
Audience Questions	10 minutes
<u>Total Debate Time = 54 minutes</u>	

Written Debate Product (Outline of Debate Plan)

Students on each side of the social policy debate are required to prepare a written document and submit it prior to the beginning of the presentation. The paper should include the following:

- (1) a clear statement of what your debate objectives were;
- (2) an outline of your strategy for achieving those objectives, including a summary of information to be presented, questions to be used in the cross-examination, etc. (this should be in numbered or “bullet” format);
- (3) definitions of key terms that may have a bearing on your topic (do not assume that the audience is familiar with “specialized” terminology); and
- (4) a brief summary of where you obtained your quantitative and qualitative data. A minimum of two interviews are required with individuals who are knowledgeable about your topic and can provide “legitimate authority” perspective. These interviews should be referenced in “personal communication” format (See APA V). A minimum of four written references are required and at least two other references should originate from internet sources. References are required to be documented with the APA V guidelines, which will be discussed in class.

OTHER POLICY DEBATE SPECIFICATIONS:

Diversity and Multi-culturalism Content Requirement

Policy debates are required to include content on diversity and multi-culturalism issues. In other words, how is the debate topic related to, or how might it affect the various “outgroups” discussed in class? This issue must be addressed in a substantive manner during the debate.

Comparative Perspectives

Comparative and international perspectives are salient in relation to social policy. At least one part of the presentation and one reference in the written summary should address the

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

Policy Debate “Set-Up” Teams

The physical set-up for the policy debates is a vital aspect of the overall experience. It is important, therefore, that the preparation for the 5 consecutive weeks of debates be as efficient as possible. The six (6) debate teams will be responsible for the physical set-up and logistical implementation of at least one debate by another team. The rule is simple: the team that participates in their scheduled debate is responsible for set-up and management of the following debate. Example: When the Beta Team (#2) debates on November 6, the Alpha Team (#1) will be the set-up crew. The following week (November 11), the Beta Team will manage the set-up for the Delta Team.

Set-up areas of responsibility include the following:

- Clock management
- Videotaping
- Shiloh Room logistics (e.g., microphone, extension cords, etc.)
- Debate protocol
- Question/Answer facilitation
- Dissemination and collection of written class critiques

Set-up teams are responsible for all aspects of managing the debate, and for making sure all equipment is operational, dismantled upon completion of debates, and returned to the instructor's office. Set-up team members will sign up for the different areas of responsibility and the instructor will be given a copy of the sign-up sheet in advance. Set-up teams must have the room “debate ready” by 9:30 AM, so the debate can begin promptly at 9:45 AM.

Debate Grading:

The policy debate will represent 30 percent of the final class grade. The debates will begin on November 4th and continue through November 25th.

MIDTERM EXAMINATION (30% of Grade)

In addition to the social policy debate and group term paper, there will be a midterm examination on Thursday, October 16, 2008. The examination will consist of materials from assigned readings and from material presented and discussed in class, as well as additional material that may be assigned by the professor. Specifically, the midterm examination will cover readings, class discussions, and other assignments related to the following competencies: (1) definition and discussion of social welfare policy, who formulates social welfare policy and why, where social welfare policy is developed, how it is implemented, and how it is evaluated; (2) discussion of the relationship between social welfare policy and baccalaureate social work practice; (3) Identification of major systems of resources utilized in generalist practice and specific policies that guide these resources; (4) discussion of stages of policy formulation and identification of points of intervention for generalist practitioners; and (7) Identification and application of a framework for policy analysis. Students are strongly urged to keep up with assigned readings to avoid getting too far behind and creating unnecessary stress. All reading assignments indicated for a particular date should be read before the class in which it will be discussed.

PEER REVIEW GROUP EVALUATION BY DEBATE/POLICY ANALYSIS TEAM MEMBERS (15% of final Grade)

The BSSW Program goals include a deliberate process of developing “generalist social work practitioners who...are committed to continuous [personal] development of professional self.” With that goal in mind, all team members will be accountable to their peers in terms of handling their tasks, duties, and responsibilities related to the Policy Analysis and Policy Debate projects. At the end of the semester, each team member will conduct an anonymous Peer Review Evaluation Rating of their other team members that addresses the following:

- Extent of participation at group meetings, including attendance and punctuality;
- Extent of active involvement in planning and completing Policy Analysis Group Term Paper;
- Extent of active involvement in planning and preparing for the Policy Debates, and
- Extent that member handled overall responsibilities (i.e., “carried their weight”) with both the Policy Analysis Term Paper and Policy Debates in a responsible and productive manner.

ASSIGNMENT/EXAM “MAKE-UP” POLICY

If an assignment is not completed by the deadline date, or an examination is missed, the grade will be recorded as a “0” grade (no points). Make up examinations or assignment extensions will only be given in cases of verifiable emergencies. If there are extenuating circumstances, the instructor must be notified prior to the date of an examination or the due date of an assignment. Be prepared to verify any emergency in writing, and possibly back-up verification, if requested.

GRADING SCALE

A	100-90	C	74-70
B+	89-85	D	69-60
B	84-80	F	59- Below
C+	79-75		

HONOR STATEMENT

The University of Tennessee is proud of its students' commitment to academic integrity and their pledge to abide by the Honor Statement found in *Hilltopics*: "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 personal commitment to honor and integrity." This tradition of intellectual honesty is maintained by the cooperation of students and faculty members. According to *Hilltopics*, "each faculty member is responsible for defining, in specific terms, guidelines for preserving academic integrity in a course." I shall discuss the important Honor Statement, as it relates to both individuals and groups in this particular course, at either the first or second class meeting.

EXTRA CREDIT

It is the BSSW Program's expectation that all social work majors will participate in the BSSW Student Social Work Organization (BSSW-SWO) and/or the University of Tennessee student Chapter of the National Association of Black Social Workers (NABSW-UT). All students who are enrolled in SW 416 (Social Welfare Policies and Services) are welcome. The BSSW-SWO meets every Tuesday from 11:10 -12:25 in Room 209, Henson Hall. This time slot is built into the class schedule as a lab. Given the time of the meetings, students are encouraged to bring their lunch. The NABSW-UT meetings are held on Fridays at 6:00 PM, dates to be announced.

The BSSW-SWO and NABSW-UT are student organizations that provide an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research

opportunities, and socialization. This organization and its activities are viewed as an extension of the BSSW curriculum.

Students in this class will have the opportunity to earn five (5) final grade points for extra credit by attending and participating in the BSSW-SWO and/or NABSW-UT this semester. Your attendance and participation must be documented. Attendance will be taken at each meeting. You must attend seven (7) or more BSSW-SWO meetings during the term. Also, you must participate in one of the organization's standing committees. NABSW-UT participants must attend seven (7) meetings, participate in one of the standing committees, and participate in at least one community service activity. Both attendance and participation are required for extra credit. You will need to complete a form listing your activities in the organization throughout the term. The form will be signed by a committee chairperson and the faculty liaison to the BSSW-SWO and NABSW-UT. The completed, signed form must be handed in to the instructor one week prior to the end of class. Without the signed form verifying your attendance and participation, the extra credit will not be provided. No other extra credit is available in this class.

SEMESTER TIMETABLE

<u>WEEK #</u>	<u>MAJOR DISCUSSION TOPICS</u>
#1, Aug 21	<ul style="list-style-type: none"> – Student/Instructor Introductions – Overview of program goals, course, and required assignments – Debate group assignments
#2, Aug 26 Aug 28	<ul style="list-style-type: none"> – Social welfare policy context and definitions – Social work and social justice <ul style="list-style-type: none"> – Outgroups, deficit/non-deficit perspectives, and social welfare policy – Contextual factors in social welfare policy – Moral dilemmas in social welfare policy – Policy in the news <p><u>Reading Assignment:</u> Assigned Weekly PowerPoint Slides</p>
#3, Sept 2 Sept 4	<ul style="list-style-type: none"> – Policy analysis and policy practice – The Social Security Act <ul style="list-style-type: none"> – Debate prep – Policy in the news <p><u>Reading Assignment:</u> Assigned Weekly PowerPoint Slides</p>
#4, Sept 9 Sept 11	<ul style="list-style-type: none"> – Social welfare and poverty – Social welfare and physical illness <ul style="list-style-type: none"> – Debate prep – Policy in the news <p><u>Reading Assignment:</u> Assigned Weekly PowerPoint Slides</p>

- #5, Sept 16 – Social welfare and mental illness
 Sept 18 – Social welfare and disability
- Reading Assignment:
 Assigned Weekly PowerPoint Slides
- #6, Sept 23 – Diversity, multi-culturalism, and people of color
 Sept 25 – Gay, lesbian, bi-sexual, and transgender issues
 – Debate prep
 – Policy in the news
- Reading Assignment:
 Assigned Weekly PowerPoint Slides
- #7, Sept 30 – The Problem-Solving Approach and Policy Analysis
 Oct 2 – Social welfare and children, women, and the elderly
 – Debate prep
 – Policy in the news
- Reading Assignment:
 Assigned Weekly PowerPoint Slides
- #8, Oct 7 – **Midterm Examination Preview**
 Oct 9 ******Fall Break – no class on Thursday ******
- #9, Oct 14 – Debate/Policy Analysis Prep Day (Mandatory)
 Oct 18 – **Midterm Examination**
- #10, Oct 16 – In-class video: “Eyes on the Prize: The History of the Civil Rights
 Movement, Part 1”
 Oct 23 – Class viewing of full-length policy debate
- #11, Oct 28 – Debate/Policy Analysis Prep Day (Mandatory)
 Oct 20 – Policy Class Rountable: The 2008 Presidential Election
- #12, Nov 4 – **Policy Debate #1:** Alpha Team
 Setup Team: Lambda
 Nov 6 – **Policy Debate #2:** Beta Team
 Setup Team: Alpha

- #13, Nov 11 – **Policy Debate #3:** Delta Team
Setup Team: Beta
- Nov 13 – **Policy Debate #4:** Gamma Team
Setup Team: Delta
- #14, Nov 18 – **Policy Debate #5:** Kappa Team
Setup Team: Gamma
- Nov 20 – **Policy Debate #6:** Lambda Team
Setup Team: Kappa
- #15, Nov 25 – Policy Debate Debriefing and Recapitulation
– Future Social Welfare Policy Challenges and the Role of Social Workers
- Nov 27 – ***** Thanksgiving Holiday – No Class *****
- #16, Dec 4 – Final Class. Wrap-up and course evaluation.
– ***** Peer Evaluations Due Today *****

BIBLIOGRAPHY AND SUGGESTED READINGS

- Anderson, J., & Carter, R.W. (Eds.)(2003). *Diversity perspectives for social work practice*. Boston: Allyn and Bacon.
- Axinn, J., & Stern, M.J. (2005). *Social welfare: A history of the American response to need* (6th ed.). Boston: Allyn and Bacon.
- Barusch, A.S. (2002). *Foundations of social policy: Social justice, public programs, and the social work profession*. Itasca, IL: F.E. Peacock Publishers.
- Briggs, H.E., & Rzepnicki (Eds.)(2004). *Using evidence in social work practice: Behavioral perspectives*. Chicago: Lyceum Books.
- Bowie, S.L. (2004). Navigating the concrete jungle: African American children and adolescents in urban public housing developments. In Dulmus, C.D., & Sowers, K.M. (Eds.), *How institutions are shaping the future of our children: For better or for worse?* New York: Haworth.
- Bowie, S., Stepick, C.D., & Stepick, A. (2000). Voices from the welfare vortex: A descriptive profile of urban, low-income African American women on the eve of devolution. In L.G. Nackerud, & M. Robinson (Eds.), *Early implications of welfare reform in the southeast* (91-111). Hunting, NY: Nova Science Publishers.
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- Edin, K., & Lein, L. (1997). *Making ends meet: How single mothers survive welfare and low-wage work*. New York: Russell Sage.
- Fauri, D.P., Wernet, S.P., & Netting, F.E. (Eds.)(2000). *Cases in macro social work practice*. Boston: Allyn and Bacon.
- Gibbs, L.E. (2003). *Evidence-based practice for the helping professions*. Pacific Grove, CA: Brooks-Cole.
- Gibelman, M. (2003). *Navigating human service organizations: Essential information for thriving and surviving in agencies*. Chicago: Lyceum Books.
- Gilbert, N., & Terrell, P. (2005). *Dimensions of social welfare policy* (6th ed.). Boston: Allyn and Bacon.
- Gordon, L. (1994). *Pitied but not forgotten: Single mothers and the history of welfare*. New York: Free Press.
- Green, J.W. (1999). *Cultural awareness in the human services: A multi-ethnic approach* (3rd ed.). Boston: Allyn and Bacon.
- Hartung, J., & Henig, J. (1997). Housing vouchers and certificates as a vehicle for deconcentrating the poor. *Urban Affairs Review*, 32, 402-419.
- Jansson, B.S. (2005). *The reluctant welfare state: American social welfare policies—past, present, and future*. Belmont, CA: Brooks/Cole.
- Karger, H.J., Midgley, J., & Brown, C.B. (Eds.)(2003). *Controversial issues in social policy* (2nd ed.). Boston: Allyn and Bacon.
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