

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

SW 510 – Social Welfare Policies and Programs

FALL 2009 (2 credit hours)

Instructor: Dr. Stan L. Bowie, Assoc. Professor	Office Hours: Thursday, 11:35 - 1:30
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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.utk.csw.edu).

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, 2009).

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 2227 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

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 policies and services in the society and make professional use of them for the attainment, maintenance and/or enhancement of the quality of health and well-being of their clients.

Course Competencies

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

1. Analyze and synthesize historical and contemporary evidence-based data, structures, and issues, around social problems and policies at local, state, national, and international levels (Policy-F.1; CT/EBP-F.1). (*content: major social problems, 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 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. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5). (*content: services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services*).
3. Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ-F.3, F.4; Values/ethics- F.1). (*content: identification of the interconnections between local national and international social welfare; how specific social welfare policies may prevent or promote social and economic justice*).
4. Analyze policy and its impact on program delivery, 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 for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics*).

Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3). (*content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change*).

INSTRUCTOR EXPECTATIONS OF STUDENTS:

- Demonstrated growth, development, and maturation in critical thinking capacity as it relates to social work practice, social welfare policies and services, and related 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, initiate, and actively facilitate high-level, structured discussions and debate regarding past and current social welfare policies and their impact on the public-at-large;

Required Textbook:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th 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/Supplemental Readings:

- Barusch, A.S. (2009). Foundations of social policy: Social justice in human perspective (3rd ed.). Belmont, CA: Brooks/Cole.
- Bowie, S. L. (2009). Undergraduate social welfare policy debates: An assessment of outcomes using the Policy Debate Rating Scale. *Journal of Baccalaureate Social Work, 14*(1), 63-82.
- Bowie, S. L., Dias-Bowie, Y., Fields, B., & Bryant, S.D. (2009). Intimacy in poverty's midst: Marriage, intimate male relationships, and TANF-reliant African American women. *Families in Society, 90*(3), 1-7.
- Bowie, S. L. (2004). Privatized management in urban public housing communities: A comparative analysis of social service availability, utilization, and satisfaction with services. *Social Work, 49*(4), 562-571.
- Bowie, S., Stepick, C.D., & Stepick, A. (2000). Voices from the welfare vortex: A descriptive profile of urban, low-income African American women on the eve of devolution. In L.G. Nackerud, & M. Robinson (Eds.), *Early implications of welfare reform in the southeast* (91-111). Hunting, NY: Nova Science Publishers.
- 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.
- 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., & Nicholas-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)/Assignments</u>	<u>% of Grade</u>	<u>Date</u>
Midterm Examination	25%	October 7
Policy Practice/Analysis Project (PPAP) Group Paper	25%	October 14
PPAP Group Presentation	25%	October 14,21,28, Nov 4, 11,18.
PPAP E-Critiques	10%	October 16, 23, 30, Nov 6,13, 20.
Peer Review Evaluation	15%	Nov 25

Total = 100%

Recap: PPAP* Presentation Dates and E-critique Deadlines

<u>PPAP Date</u>	<u>E-Critique Due Date (5:00 PM)</u>
• Oct 14	Oct 16
• Oct 21	Oct 23
• Oct 28	Oct 30
• Nov 4	Nov 6
• Nov 11	Nov 13
• Nov 18	Nov 20

*PPAP= Policy Practice/Analysis Project

Major Course Assignments and Examination:**Assignment #1: Midterm Examination - 25% of final grade****The midterm exam addresses the following course competencies:**

Major social problems, 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 and economic justice as a basis for understanding policy; history and background of social policy; services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services; identification of the interconnections between local national and international social welfare; how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change.

The class examination will be administered on **October 7**. Examination I will cover course material from weeks 1-7. The format for the examinations may be true/false, multiple choice, definitions, short answer questions, and/or extended essay questions.

Assignment #2: Policy Practice/Analysis Project (PPAP) Group Term Paper (25% of Grade)**The PPAP term paper addresses the following course competencies:**

Major social problems, 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 and economic justice as a basis for understanding policy; history and background of social policy; services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services; identification of the interconnections between local national and international social welfare; how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; analysis of policy and its impact on program delivery, the ethics of the profession, and at-risk populations; how to assess policy adherence to social work values and ethics.

Class groups are required to assume the role of social work policy practitioner and **conduct a comprehensive analysis of a current (or proposed/documented) social welfare policy, with an emphasis on how it impacts one or more vulnerable client populations.** The groups will be charged with recommending a change in the policy and justifying it with empirical evidence. The policy topic area and groups will be assigned by the professor. The policy analysis protocol will be explained in detail, but will contain many of the policy analysis elements outlined in McGinnis-Dittrich (1994), Segal & Brzuzy (1998), Jansson (1999),

Chambers (2000), Popple & Leighninger (2004), Gilbert & Terrell (2005), Karger & Stoesz (2005) Chapin (2007), and Barusch (2009).

Each group will develop a detailed intervention plan and a political strategy for implementing the proposed policy change. Specific guidelines will be provided for this assignment during the first class session and group progress will be monitored during the semester. The plan must **demonstrate utilization of critical thinking skills and problem-solving methods, address identified gaps in the existing social policy, anticipated obstacles to the proposed intervention, and an evaluation strategy.**

The policy analysis papers are also required to include content on diversity and multiculturalism issues. In other words, how is the policy you are writing about related to, or how might it affect one or more of the various “outgroups” discussed in class?

Each group will collaborate and prepare a written report (term paper). There is no limit on length of the paper, but remember the emphasis is on substance and quality, not large quantities of “fluff.” The paper must be written strictly by APA VI guidelines and must include appropriate citations and references. **The term paper is due on October 14, 2009.**

IMPORTANT: Each individual student will be graded for his/her work alone, which will be identified with “headers” at the top of each page. Each student will also be responsible for their own reference section, which will also be separated at the end of the paper, and individually labeled with ‘headers.’

Finally, each student will be graded on the extent that their section of the paper flows well and logically fits with the other sections. This will not be a problem if groups meet regularly and stay on schedule with the project. The instructor will have 1-2 meetings with each group to assure adequate progress on the group paper.

Assignment #3: PPAP Class Presentation (25% of Grade)

The PPAP class presentation addresses the following course competencies:

Major social problems, 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 and economic justice as a basis for understanding policy; history and background of social policy; services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services; identification of the interconnections between local national and international social welfare; how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; analysis of policy and its impact on program delivery, the ethics of the profession, and at-risk populations; how to assess policy adherence to social work values and ethics.

In order to facilitate the critical thinking process regarding social welfare policy, and to help understand the dynamics of that process, ***each student will participate in a PPAP class presentation.*** This exercise will provide students with (1) an understanding of the policy-making and policy analysis process; (2) the opportunity to “debate the issues” relevant to them and the social work profession; (3) a forum with which to research, analyze, and evaluate specific policies through a group process; and (4) a public speaking event. The presentation protocol is consistent with the term paper specifications and will be discussed and clarified during the first class session. It is expected that each presentation will be approximately 90 minutes in duration.

PPAP Presentation Schedule	Team	Date
Presentation #1	Alpha Group	October 14th
Presentation #2	Beta Group	October 21 st
Presentation #3	Delta Group	October 28 th
Presentation #4	Epsilon Group	November 4 th
Presentation #5	Gamma Group	November 11 th
Presentation #6	Kappa Group	November 18 th

The PPAP presentations will also help the group and the class to better understand the ideas of stakeholders, balance of power, political dynamics, outgroups, oppression, and environmental influences on social policy. The audience will also have an opportunity to ask questions at the end of the presentation and provide written comments to each debate team and provide written critiques and comments through use of anonymous “E-Critiques” that will be compiled by the professor and forwarded to the appropriate groups.

****All PPAP group members are required to have equal participation in the overall presentation, or they will receive point deductions.**

PPAP “E-Critiques:” (10% of grade)

All students are required to conduct “E-Critiques” of each of the PPAP group presentations. Critique forms will be provided to students at the beginning of each presentation to facilitate the process. E-critiques will be electronically aggregated by the professor and forwarded to the respective debate teams through BlackBoard. This process will ensure anonymity of the raters. The E-critiques will rate PPAP groups on organization, effectiveness in addressing required policy analysis components, strength of evidence, communication skills, eye contact, responses to audience inquiries, and so forth. All E-Critiques are due by the deadline dates specified above. **E-Critiques submitted after 5:00 PM on the deadline dates (including weekends) will not be accepted and appropriate point deductions will be made.**

The PPAP “E-Critiques” address the following course competencies:

Utilizing information technology for identifying major social problems, social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues; how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics; analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change.

Peer Review Evaluation (15% of final Grade)

The College of Social Work mission includes a deliberate process of developing generalist social work practitioners who are committed to continuous development of “professional self.” With that goal in mind, all group members will be accountable to their peers in terms of handling their tasks, duties, and responsibilities related to the PPAP term paper and class presentation projects. At the end of the semester, each team member will conduct an anonymous Peer Review Evaluation Rating of their respective team members that addresses the following:

- Extent of participation at group meetings, including attendance and punctuality;
- Extent of active involvement in planning and completing the policy analysis group term paper;
- Extent of active involvement in planning and preparing for the PPAP presentation, and
- Extent that member handled overall responsibilities (i.e., “carried their weight”) with both the policy analysis Term Paper and the PPAP presentation 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.

Grading Scale:

The following grading scale will be used for the final course grade:

- A (95-100) Outstanding/Superior – exceptional performance. Consistently meets expectations.**
- B+ (90-94) Very Good – Student consistently meets, and occasionally exceeds normal expectations for the course.**
- B (85-89) Good – Student consistently meets normal expectations for the course.**
- C+ (80-84) Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.**
- C (70-79) Poor – There is a lack of understanding of course content. Student does not meet course expectations.**
- F (69 <) Very Poor. There is a lack of attendance or incomplete or unacceptable assignments. Course expectations are not met.**

SEMESTER TIMETABLE

WEEK #

MAJOR DISCUSSION TOPICS

- | | |
|------------|--|
| #1, Aug 21 | <ul style="list-style-type: none"> – Student/Professor Introductions. – Overview of program and course goals, required assignments, question/answer/clarification. – Social problems and social policy, defined and contextualized. – The integral relationship between <u>Social Work</u> and <u>Social Welfare</u>. – The social welfare constituency: Social and economic characteristics of the United States population. – The policy continuum: Formulation to evaluation. – The policy practice and policy analysis challenge. |
|------------|--|

- Social work values, outgroups, and 21st Century America.
- **Policy in the News.**

Reading Assignment:

Assigned Weekly PowerPoint Slides

Recommended/Supplemental Readings:

Jansson (2009): Evolution of the welfare state, pp. 1-120, Policy advocacy, p. 347; Barusch (2009): Policy analysis and practice, pp. 61-100, Collective responses to social problems, pp. 101-105; Dolgoff & Feldstein, (2009): Socioeconomic structure, human needs, and mutual Responsibility, pp. 1-18, Social values and social welfare, pp. 19-36; Popple & Leighninger (2005): Social welfare: basic concepts, pp. 29-64.

#2, Aug 26

- The history and evolution of social welfare policy in the United States.
- Diversity, multi-culturalism, and social welfare policy.
- Critical thinking and evidence-based social welfare policy and social work practice.
- The policy formulation process.
- Contextual factors and ethical dilemmas in social welfare policy.
- **Policy in the news**

Reading Assignment:

Assigned Weekly PowerPoint Slides

Recommended/Supplemental Readings:

Jansson (2009); Popple & Leighninger (2004): Policy analysis from a historical perspective, pp. 64-84; Day (2005); Gilbert & Terrell (2005): Why policy analysis is relevant to direct service workers, pp. 27-29, Emerging issues: feminist perspectives on social welfare, pp. 29-33; Lum (2000).

#3, Sept 2

- Theoretical perspectives, worldviews, and ideology: How they impact social welfare policy.
- Social welfare policy and the structure of the federal government.
- The interconnectedness of social welfare policy at local, state, national, and global levels.
- **Policy in the news**

Reading Assignment:

Assigned Weekly PowerPoint Slides

Recommended/Supplemental Readings:

Dolgoff & Feldstein (2009): Ideology revisited, pp. 186-187; Jansson (2009): How culture, self-interest, ideology, religion, and politics shape ethical reasoning, pp. 31-33; Chapin (2007): The economic and political contexts of social welfare, pp. 87-116; Popple & Leighninger (2004): Ideology drives out data in social welfare policy-making, p. 317; Barusch (2009): Globalization and global governance, pp. 492-501; Karger & Stoesz (2005): The U.S. political continuum/Welfare Philosophers and neoconservative think tanks, pp. 12-21; Chambers (2000): Types of service delivery systems, pp. 165-194; Midgley et al. (2000): Institutional and conservative approaches to social policy, pp. 365-392.

#4, Sept 9

- Social work policy practice.
- Policy analysis and problem-solving models
- Policy practice skills and tasks.
- Policy practice in government and private, non-profit environments.
- Strategies for establishing policy agendas.
- **Policy in the news.**

Reading Assignment:

Assigned Weekly PowerPoint Slides

Recommended/Supplemental Readings:

Rocha (2007): Introduction to community-based policy practice, pp. 61-100; Chambers & Wedel (2005): A style of policy analysis for the Practical public policy analyst, pp. 47-89; Barusch (2009): The government's role, pp. 27-60, Policy analysis and policy practice, pp. 61-100; Gilbert & Terrell (2005): A framework for policy analysis, pp. 62-95; Jansson(1999).

#5, Sept 16

- Defining problems in social welfare policy.
- Dealing with recurring policy issues.
- Developing policy proposals.
- **Policy in the news.**

Reading Assignment:

Assigned Weekly PowerPoint Slides

Recommended/Supplemental Readings:

Dolgoff & Feldstein (2009): Social trends affecting social welfare,

pp. 338-360, Toward the general welfare and social justice, pp. 361-376; Rocha (2007): Essentials of the planning process, pp. 14-26; Jansson (1999): Preparatory work: Building agendas, analyzing Problems, and writing proposals, pp. 121-256; Jansson (1994): Developing political strategy, pp. 330-370.

#6, Sept 23

- Navigating the treacherous political environment.
- Understanding power dynamics in social welfare policy.
- Policy implementation, assessment, and evaluation.
- **Policy in the news.**

Reading Assignment:

Assigned Weekly PowerPoint Slides

Recommended/Supplemental Readings:

Barusch (2009): The government's role, pp. 27-60; Popple & Leighninger (2004): Politics and policy, pp. 108-138; Jansson (1999): Policy advocates and the political process, pp. 257-354, Securing the implementation of policies/assessing policy Implementation, pp. 355-406.

#7, Sept 30

- Selected controversial topics in social welfare policy, and their current status.
 - Affirmative action
 - Stem cell research
 - Legalization of marijuana
 - Other
 - Midterm examination review
 - **Policy in the News.**

Reading Assignment:

Assigned Weekly PowerPoint Slides

Recommended/Supplemental Readings:

Hird et al. (2004): *Controversies in American policy*; Karger et al. (2003): *Controversial issues in social policy*.

#8, Oct 7

**** Midterm Exam, Wed., October 7th ****

#9, Oct 14

**Policy Practice & Analysis Presentation (PPAP) #1
Alpha Group**

#10, Oct 21

**Policy Practice & Analysis Presentation (PPAP) #2
Beta Group**

#11, Oct 28

**Policy Practice & Analysis Presentation (PPAP) #3
Delta Group**

#12, Nov 4

**Policy Practice & Analysis Presentation (PPAP) #4
Epsilon Group**

#13, Nov 11

**Policy Practice & Analysis Presentation (PPAP) #5
Gamma Group**

#14, Nov 18

**Policy Practice & Analysis Presentation (PPAP) #6
Kappa Group**

#15, Nov 25 (**final class**)

- PPAP debriefing and recapitulation.
- Future social welfare policy challenges and the role of social workers.

*****Peer Evaluations Due Today*****

- ***** Happy Thanksgiving Holiday *****
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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. (2009). *Foundations of social policy: Social justice in human perspective* (3rd ed.). Belmont, CA: Brooks/Cole.

- Bowie, S.L. (2009). Undergraduate social welfare policy debates: An assessment of outcomes using the Policy Debate Rating Scale. *Journal of Baccalaureate Social Work, 14*(1), 63-82.
- Bowie, S.L., Dias-Bowie, Y., Fields, B., & Bryant, S.D. (2009). *Intimacy in poverty's midst: Marriage, intimate male relationships, and TANF-reliant African American women. Families in Society, 90*(3), 1-7.
- Bowie, S.L. (2004). 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.
- 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.
- Briggs, H.E., & Rzepnicki (Eds.)(2004). *Using evidence in social work practice: Behavioral perspectives. Chicago: Lyceum Books.*
- Brewster, L.G., & Stowers, G.N.L. (2004). *The public agenda: Issues in American politics* (5th ed.) Belmont, CA: Wadsworth/Thomson Learning.
- Chambers, D.E., & Wedel, K.R. (2005). *Social policy and Social programs: A method for the practical public policy analyst* (4th ed.). Boston: Allyn and Bacon.
- Chapin, R. (2007). *Social policy for effective practice: A strengths approach.* Boston: McGraw-Hill.
- Cherry, R. (2007). *Welfare transformed: Universalizing family policies that work.* New York: Oxford University Press.
- Davis, S.R., & Meier, S.T. (2001). *The elements of managed care: A guide for helping professionals.*
- Day, P.J. (2006). *A new history of social welfare* (5th ed.). Boston: Allyn and Bacon.
- Diller, J.V. (1999). *Cultural diversity: A primer for the human services.* Belmont, CA: Brooks/Cole.
- DiNitto, D.M. (2005). *Social welfare: Politics and public policy* (6th ed.). Boston: Allyn & Bacon.
- Dolgoff, R., & Feldstein, D. (2009). *Understanding social welfare: A search for social justice* (8th ed.). Boston: Allyn and Bacon.
- Dulmus, C.N., & Sowers, K.M. (Eds.)(2004). *How institutions are shaping the future of our children: For better or for worse?* New York: Haworth Press.

- 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.
- Figueira-McDonough, J. (2007). *The welfare state and social work*. Thousand Oaks, CA: Sage.
- 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.
- Hird, J.A., Reese, M., & Shilvock, M. (2004). *Controversies in American policy* (3rd ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Jansson, B.S. (2009). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (6th ed.). Belmont, CA: Brooks/Cole.
- Jansson, B.S. (1999). *Becoming an effective policy advocate: From policy practice to social justice* (3rd ed.). 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.
- Karger, H.J., & Stoesz, D. (2006). *American social welfare policy: A pluralist approach* (5th ed.). Boston: Allyn and Bacon.
- Kirst-Ashman, K.K., & Vogel, V. (2003). *Introduction to social work and social welfare*. Thousand Oaks, CA: Brooks-Cole.
- Lum, D. (2000). Culturally diverse social work practice [and] People of color. In Lum, D., *Social work practice and people of color: A process-stage approach* (4th ed.)(pp. 1-59). Belmont, CA: Wadsworth.
- Marx, J.D. (2004). *Social welfare: The American partnership*. Boston: Allyn and Bacon.

Mather, J., Lager, P. B., & Harris, N. J. (2007). *Child welfare: Policies and best practices*. Belmont, CA: Brooks/Cole.

Mechanic, D. (1999). *Mental health and social policy: The emergence of managed care* (4th ed.) Boston: Allyn and Bacon.

Midgley, J., Tracey, M.B., & Livermore, M. (Eds.) (2000). *The handbook of social policy*. Thousand Oaks, CA: Sage.

O'Hare, T. (2005). *Evidence-based practices for social workers: An interdisciplinary approach*. Chicago: Lyceum Books.

Phillips, N.K., & Straussner, S.L.A. (2002). *Urban social work: An introduction to policy and practice in the cities*. Boston: Allyn & Bacon.

Piven, F.F., & Cloward, R. (1971). *Regulating the poor: The functions of public welfare*. New York: Random House.

Poppo, P.R., & Leighninger, L. (2005). *Social work, social welfare, and American society*. Boston: Pearson.

Quadagno, J. (1994). *The color of welfare: How racism undermined the war on poverty*. New York: Oxford University Press.

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