



University of Central Florida

School of Social Work

SOW 2020 Sec. 0001 – Careers in Creating Social Change

Instructor: Paula Lupton, **MSW, Clinical Registered Social Work Intern** Term: **Fall 2009**

Office Phone: **(407) 823-6136**

Class Day: **TR**

Office Location: **HPA I**

Meeting Time: **6:00 – 7:15**

Office Hours: **By appointment only**

Class Location: **BA 220**

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Course Description

This course introduces students to the field of social services, with emphasis on the profession of social work's role and current career opportunities. (Credit: 3 semester hours).

This introductory, elective course is designed for non-social work majors. Through an examination of the historical and current U.S. social welfare system, students will understand the activities of professionals working in the fields of social services. Emphasis will be placed on the mission of the social work profession, on the roles and functions of social work practitioners, and current career opportunities in social work. Students will examine selected social work frameworks, practice and research methods, social service settings where social workers are employed, and the variety of people with social challenges that are served. Course assignments and activities (e.g., field trips, guest speakers, didactic and experiential classroom activities) are intended to aid students to view social work as a helping profession that strives to make a difference by providing a range of services to individuals, families, groups, organizations and communities. In addition to providing services directly to clients, as a "field of action," social work promotes societal change through a variety of advocacy activities.

Course Learning Objectives

By the end of the course, students should be able to:

1. Discuss the purposes, roles, functions and activities of social work professionals, in a variety of agency settings, as participants in the social services delivery system.
2. Differentiate among social welfare, social services, social policy, social problem, social work, social stress, social and economic justice, and social functioning.
3. Identify key historical points in the evolution of the social work profession.
4. Describe major forces that have shaped, and continue to influence, social work as a profession.
5. Discuss anticipated future trends in the development of the social work profession.
6. Describe how selected core theories and research guide social work's frameworks, perspectives, and generalist practice models.

7. Compare and contrast the core values and ethical principles that guide the practice of social work, especially as related to the values of students and societal values.
8. Examine the social, political, and economic environment in which social workers seek to help people across the life span with social challenges such as addiction, health, abuse, homelessness, immigration, hunger, violence, and others.
9. Identify stereotypical myths concerning social welfare, social services and social work.
10. Develop beginning knowledge and understanding of the impact that social welfare, social services and social work have on selected at-risk populations (e.g., women, racial and ethnic minorities, gay men and lesbians, persons with disabilities, immigrants, children, the elderly, and the poor).
11. Develop a basic understanding of social work generalist practice methods in working with individuals, families, groups, and the community.
12. Examine selected social and economic injustice issues addressed by the social work profession and social services, especially those related to poverty, inequality, racism, sexism, homophobia, ageism, and other forms of oppression and identify how to create social change.
13. Compare social work with other social service and human service professions.
14. Identify career opportunities, the employment outlook, professional organizations, and contemporary issues within the profession of social work.

LEARNING METHODS

Required Text

Segal, Elizabeth, Gerdes, Karen, & Steiner, Sue. (2010). *An introduction to the profession of social work: Becoming a change agent*. (4th Ed.) CA: Thomson Brooks/Cole.

LIBRARY RESOURCES

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is

<http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

ONLINE RESOURCES

Assignment guidelines and other course handouts are available through www.webct.ucf.edu

Assignments and Points

Achievement of learning objectives will be measured as described below:

- 1. Examinations (60%)** - Three (3) exams, containing multiple choice questions, will be given during the term. Each exam will count for 20% of the final grade. Exam #1 covers material presented in units 1-3; exam #2 is on content from units 4-6. Units 7-8 will be covered in exam #3. (See next pages for tentative exam dates.) On each exam, students will have an opportunity to obtain a maximum of 5 points of extra credit by answering an essay question. Two (2) different questions will be included on an exam based on selected readings in the online reader, The Social Work Library. The student will be allowed to answer ONLY one of these questions. To receive any bonus credit, however, the student must have an overall grade of at least 70 on the exam. (Exam I is September 29, Exam II is November 3, and Exam III will be given on December 8 during the scheduled final examination time.)
- 2. Journal (10%)** - Students will be assigned several Journal assignments throughout the semester. Grading for the Journal assignments will be based on your ability to discuss each of the issues presented, the depth of your writing, and your ability to reflect self-awareness. Be candid in your reflections, as you will NOT lose points because your opinions are different from the instructor's. Journal assignment is due week 12 on November 12.
- 3. Small Group Project (10%)** - Students will be assigned to work in small 4-6 member groups to develop a presentation on barriers to social justice and its effects on a diverse population. Student's groups will also be allowed to use portions of class periods to work on their presentations. (Presentation dates are October 13, 27, November 10, 17 & 24. Due dates will depend on topic and will be assigned during the second week of class.)
- 4. Field Trip and Reflective Paper (20%)** - Every student will be required to attend at least one of three different field trips scheduled during the term to social service agencies in the Orlando community. (The instructor will release students from class meetings during the semester for these trips.) The instructor will ensure that each student can document that he/she participated in the field trip to an agency. (In order to complete the paper on an agency, the student must attend the field trip.) The 3-5 page reflective paper will describe students'

observations and reactions to the agency visits; in the papers, students will complete to a set of questions provided by the instructor. (Due week 14 on November 24.)

A **final course grade** will be based upon the total number of points accumulated by the student on the above evaluations.

Grading Scale

A 95 - 100	B- 80 – 83	D+ 67 - 69
A- 90 - 94	C+ 77 – 79	D 64 - 66
B+ 87 - 89	C 74 – 76	D- 60 - 63
B 84 - 86	C- 70 – 73	F 59 or less

POLICIES

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s), must be obtained from the instructor in advance.
 - While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be

prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make-up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who miss more than three (3) absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is university policy that all classes **MUST** meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date.* *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox.* No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the *UCF* community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

Course Outline & Schedule

UNIT 1 Tuesday, August 25 through Thursday, September 3, 2009 (**Weeks 1 and 2**)

Topics: Course introduction and overview; defining social work; social work goals, roles and functions; description of clients and services; employing agencies/organization for social workers; social work's contribution to helping professions; and, becoming a social worker.

Due: No assignment made.

Unit Learning Objectives

1. Define social work.
2. Identify major social work organizations (e.g., NASW, CSWE)
3. Discuss the professional activities, services, clientele, values and knowledge base of social work.
4. Describe the training, education and credentials of social workers.
5. Identify central concepts and theories of social work.
6. Explain employment settings and opportunities available in social work.
7. Understand professional commitment of social work to social justice, particularly for at-risk populations.
8. Explain the practice frameworks associated with the person-in-environment and the ecological perspectives.
9. Describe empowerment using client strengths as a practice goal.
10. Identify the knowledge base and selected skills of social work practice.

Content

1. Social work defined – central concepts and theories
2. Social work as an art and science
3. Professional activities and roles: social work as a multi-skilled profession; diversity, ethics and values, social justice and vulnerable populations
4. Social work associations
5. Clients, services and service delivery systems
6. Social work: values, skills and knowledge base
7. Career path to becoming a social work professional: education and training
8. Fields of practice: social work career opportunities and employment setting
9. Systems theory as a tool for understanding and helping
10. Empowerment of clients: focusing on strengths
11. Person-in-environment and ecological perspectives as practice frameworks

Text Reading: Segal, Gerdes, & Steiner, Chapter 1, "What is social work"?

UNIT 2 Tuesday, September 8 through Thursday, September 10, 2009 (**Week 3**)

Topics: Brief history of social welfare and the roots of social work, century by century (16th - 21st)

Due: No assignment made.

Unit Learning Objectives

1. Trace the history of social work and social welfare.
2. Understand the goal of social welfare.
3. Define social welfare as an institution and social work as a discipline and profession.
4. Describe social welfare's relationship to social work and social work to other academic disciplines.
5. Identify major legislation that influenced the development of the current social services delivery system.
6. Trace the evolution of helping roles from informal to formal aid.
7. Review the emergence of social work as a profession in the United States and Europe, with attention paid to the roots of North American systems of social welfare in British social institutions.
8. Explain how social work as a profession, especially the education and professionalism of social workers, was shaped by and helped to shape political events.

Content

1. History of social welfare and social work: A brief description
 - a. The Elizabethan Poor Law of 1601
 - b. The industrial revolution
 - c. Settlement house movement and the COS
 - d. Turn of the 20th century
 - e. The Great Depression and the Social Security Act of 1935
 - f. The Great Society and War on Poverty
 - g. Major social welfare programs
2. Impact of selected legislation on social services
3. Education and professionalization of social workers
4. The history and politics related to the social work profession

Text Reading: Segal, Gerdes, & Steiner Chapter 2, The social welfare system.

Other Recommended Readings (Social Work Library)

1. Addams, J. (1912). *Twenty years at Hull House*. NY: McMillan and Co. (online, with autobiographical notes, at:

<http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html>

2. Flexner, A. (1925). Is social work a profession? Proceedings of the National Conference of Charities and Correction, 42nd annual session, Baltimore, MD: May 12-19, 1915.

<http://www.hti.umich.edu/cgi/t/text/pageviewer-idx?c=ncosw;cc=ncosw;sid=fb93a198b79a8ec8f0e26003ac2b78a8;q1=is%20social%20work%20a%20profession;rgn=full%20text;idno=ACH8650.1915.001;view=image;seq=00000017>

UNIT 3 Tuesday September 15 through Thursday September 24, 2009 (Weeks 4 & 5)

Topics: Social work modes of intervention with individuals, families, groups and the community.

Due: No assignment made. Prepare for exam # 1.

Unit Learning Objectives

1. Identify modes of intervention in working with individuals, families, groups and communities.
2. Identify levels of social work practice
3. Describe ethical challenges in working with individuals and families
4. Describe the different types of groups
5. Identify the models of community practice
6. Differentiate between generalist and specialist social work practice.

Content:

1. Generalist social work practice
2. Levels of intervention
3. Direct and indirect services, networking and information and referral
4. Therapeutic interventions when working with individuals, families, groups and communities
5. Ethical challenges

Text Readings: Segal, Gerdes, & Steiner, Chapter 5, Modes of intervention.

UNIT 4 Tuesday, September 30 through Thursday, October 16, 2009

(Weeks 6 through 8)

Topics: Social work practice environment; diversity in practice; the isms; and, discrimination and oppression based on identity. Poverty and social work practice. Defining poverty, identifying its causes and consequences and, discussing the major strategies and services to reduce/eliminate poverty in the U.S.

Due: Exam #1 occurs in week 6.

Unit Learning Objectives

1. Identify challenges and opportunities for social workers in dealing with the changing demographic profile in the U.S., especially related to the oppression of vulnerable people.
2. Describe selected political, social and economic issues that impact social work practice.
3. Explain social justice and the need for social workers to advocate for social justice, especially for individuals and groups that still encounter discrimination.
4. Use ecological and strengths perspectives when attempting to provide services to and on behalf of diverse populations.
5. Identify the impact that language can have when working with diverse clients.

6. Describe racism, ageism, sexism, classism, ableism, heterosexism, religious discrimination and other selected forms of oppression.
7. Identify attributes of the culturally competent social work practitioner.
8. Define poverty in American society and discuss poverty as a form of economic oppression and injustice.
9. Discuss causes of poverty.
10. Identify the social and economic consequences of poverty.
11. Understand the principal strategies and programs for fighting poverty.

Content

1. Barriers to social justice: challenges, opportunities and emerging issues
2. Political, social and economic issues and social work practice
3. Social workers as social justice advocates
4. Diversity: ecological and strengths perspectives
5. Oppression and language
6. The isms: selected forms of oppression (e.g., racism, ageism, sexism, classism, ableism, heterosexism and religious discrimination)
7. Culturally competent practice
8. Definition, demographics and causes of poverty
9. Anti-poverty policies, programs and services

Text Readings

Segal, Gerdes, & Steiner, Chapter 3, Social justice and civil rights, and Chapter 6, Working with diverse populations, and Chapter 4, Poverty and economic disparity.

Other Recommended Readings (Social Work Library)

1. Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social work*, 44(4), 311-321.
2. Fellin, P. (2000). Revisiting multiculturalism in social work. *Journal of social work education*, 36(2), 261-278.
3. Gil, D. (1998). *Confronting injustice and oppression* (chapter 6, Social-change oriented radical" practice, pp. 101-127). NY: Columbia University Press.
4. Haynes, K.S. (1998). The one-hundred year debate: Social reform versus individual treatment. *Social work*, 43(6), 501-509.
5. Polack, R.J. (2004). "Social justice and the global economy: new challenges for social work in the 21st century." *Social work*, 49(2), 281-290.
6. Schwartz, W. (1969). Private troubles or public issues: One social work job or two? *Social welfare forum*, 22-43.

UNIT 5 Tuesday, October 20 through Thursday, October 29, 2009

(Weeks 9 and 10)

Topics: Core values and ethical principles of the social work profession; and, ethical dilemmas- when the personal and professional values conflict.

Due: Small group project due week 9.

Unit Learning Objectives

1. Distinguish between values and ethics.
2. Identify the value orientation of social workers.
3. Discuss the social work profession's commitment to ethical practice.
4. Examine the social work Code of Ethics as guide for practice.
5. Apply social work ethics to selected practice dilemmas (e.g., confidentiality, self-determination, boundaries, self-disclosure).

Content

1. Defining values and ethics
2. Personal versus professional values
3. Social work versus societal values
4. Social work's historical and contemporary commitment to ethical practice: examination of Code of Ethics' requirements
5. Ethical dilemmas in social work practice
6. Apply social work ethics to selected practice dilemmas (e.g., confidentiality, self-determination, boundaries, self-disclosure).

Text Reading:

Segal, Gerdes, & Steiner Appendix A NASW Code of Ethics

Other Recommended Readings (Social Work Library)

1. Reamer, F. (1998). The evolution of social work ethics. *Social work, 43*(6), 488-500.

UNIT 6 [Tuesday, November 3 and Thursday, November 12, 2009](#)

(Weeks 11 & 12)

Topics: Diverse populations and practice fields; the frameworks of social work; generalist practice, theories and perspectives; and, from theory and perspectives to helping people.

Due: Exam #2 in week 11 Journal due week 12

Unit Learning Objectives

1. Identify diverse populations and populations at risk.
2. Identify child development theories and the history of the child welfare system
3. Describe the critical issues facing children and families and the older adult
4. Describe human development and the older adult
5. Identify the roles of the social worker

Content

1. Populations at risk
2. Child development theories and how they pertain to social work practice
3. Understand the critical issues facing children and adults and how they impact social work practice

4. Values and ethical issues related to populations at risk and the implications for social work practice

Text Reading , **Gerdes, & Steiner**, Chapter 7, Children and their families and Chapter 8 People who are older, pp.

UNIT 7 Tuesday, November 17 through Thursday, December 3, 2009 (Note: November 26nd is a Thanksgiving Holiday.)

(Weeks 13 & 14 & 15)

Topics: Social work fields of practice and social work in agency settings and organizations. The use of technology and social work

Due: Field trip paper due week 14 November 24, 2009

Unit Learning Objectives

1. Examine selected fields of social work practice (e.g., social work with older adults, children and families, immigrants and refugees, people with addictions, health care and mental health, etc.)
2. Identify practice considerations when working with different types of clients.
3. Discuss the change process and stages (e.g., assessment, intervention, evaluation, termination) when working with different size client systems.

Content

1. Social work clients and diverse practice settings
2. Social worker as agent of change: application of knowledge, skills and value orientations with different client systems
3. Steps in the planned change process
4. Values and ethical considerations with various fields of practice

Text Readings

Gerdes, & Steiner Chapter 9, Health care services, Chapter 10, Mental health services, Chapter 11, School social work, Chapter 11, Criminal justice, Chapter 12, The workplace and Chapter 13, Substance abuse, Chapter 15, Technological systems and social work.

Final Exam: December 8, 2009 Exam #3 occurs in final exam week.

Bibliography

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Albelda, R. P. & Tilly, C. (1997). *Glass ceilings and bottomless pits: Women's work, women's poverty*. Boston, MA: South End Press.

Axinn, J. (1997). *Social welfare: A history of the American response to need*. New York: Longman.

- Barsky, A.E. *Successful social work education: A student's guide*. Belmont, CA: Thomson Brooks/Cole.
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- Dear, R. B. (1995). Social welfare policy. In R. L. Edwards, J. G. Hopps, L. D. Bernard, D. M. DiNitto, P. L. Ewalt, M. Frumpkin, A. Garcia, J. J. Harris, M. N. Ozawa, R. C. Sarri, E. G. Schlesinger, F. W. Seidl & C. W. Williams (Eds.). *Encyclopedia of social work*. Washington, DC: NASW Press.
- Dolgoff, R. & Feldstein, D. (2000). *Understanding social welfare*. Boston: Allyn and Bacon.
- Gilbert, N. & Terrell, P. (1998). *Dimensions of social welfare policy*. Boston: Allyn and Bacon.
- Ginsberg, L. (2002). *Thinking about a social work career*. Boston: A Pearson Education Company.
- Ginsberg, L. H. (1999). *Understanding social problems, policies and programs*. Columbia, SC: University of South Carolina Press.
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- Handler, J. F. & White, L. (Eds.). (1999). *Hard labor: Women and work in the post-welfare era*. Armonk, NY: M. E. Sharpe.
- Heiner, R. (1999). *Social problems and social solutions: A cross-cultural perspective*. Boston: Allyn and Bacon.
- Hepworth, D, Rooney, R.H., and Larsen, J.A. (2005). *Direct social work practice: Theory and skills*. Pacific Grove, CA: Brooks/Cole.
- LeCroy, C.W. (2002). *The call to social work: Life stories*. Thousand Oaks, CA: Sage Publications.

Lowenbeg, F.M., Dolgoff, R., & Harrington, D. (2000). *Ethical decisions for social work practice*. Itasca, IL: F.E. Peacock Publishers, Inc.

Mooney, L., Knox, D., & Schacht, C. (2005). *Understanding social problems*. Belmont, CA: Thomson/Wadsworth.

Rothman, J.C. (2005). *From the front lines: Student cases in social work ethics*. Boston: Allyn Bacon

Samantrai, K. (2004). *Culturally competent public child welfare practice*. Belmont, CA: Thomson Brooks/Cole.

Trattner, W. I. (1999). *From poor law to welfare state: A history of social welfare in America*. New York: The Free Press.

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