

MISSISSIPPI VALLEY STATE UNIVERSITY

**DEPARTMENT OF SOCIAL WORK
FALL-2018-2019
SW 302 SOCIAL WELFARE POLICY**

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:	Fall 2018-2019
Course Prefix and Number:	SW 302
Course Title:	Social Welfare Policy I
Days, Time and Location of class:	Wednesday Night (6:00 p.m.-8:40 p.m.) WSB Room #202
Professor:	Lucille Durham-Lacy LMSW, MSW, ABD
Office Location:	William Sutton Administration Building (WSB) #211
Office Hours:	11:00 a.m.-12:00 p.m. (MW) 2:00 p.m.-3:00 p.m. (M) 4:00 p.m.-5:00 p.m. (W) 10:00 a.m.-11:00 a.m. (TR) 1:00 p.m.-3:00 p.m. (T) 1:00 p.m.-2:00 p.m. (R)
Office Phone Number:	662-254-3372
Main Office Number	662-254-3365
Email Address:	llacy@mvsu.edu
Prerequisite:	None
Required Technology Skills:	Basic computer, internet skills, Web 2.0 technologies

CATALOG COURSE DESCRIPTION

This course is an examination of social welfare policies, programs, and services. A development of skills in policy analysis, advocacy, planning, and evaluation are discussed.

CATALOG DESCRIPTION

Social Welfare Policy and Services I provide an historical review of the forces and laws that have impacted the development of social welfare policy, programs and services to diverse and marginalized groups in our society. The course provides an understanding of the history, mission, and philosophy of social work within this milieu. Social Welfare Policy pushes the student to think more actively of the process of policy formation as we cover the process of problem generation, solution formation, policy persuasion, and implementation of policy at all levels of society.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural environments. Baccalaureate students are prepared to apply the knowledge and skills of *generalist social work practice* with individuals, families, groups, organizations and communities. Baccalaureate social work education at Mississippi Valley State University is anchored in the “person-in-the-environment perspective.”

PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of

critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies

to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human

relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of

identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Rural Competency: 10: Use interventions that recognize the needs and strengths present in rural communities.

Rural Competency: 11: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

III. EXPECTED PRACTICE BEHAVIORS

This course provides content that helps prepare students to engage in the following competencies and related practice behaviors of social work practitioners. The following grid describes the Social Work Program’s curriculum approach to the ten (10) core competencies established by the Council on Social Work Education (CSWE). Each competency is accompanied by a corresponding practice behavior that has been identified as a demonstrative learning benchmark for the beginning-level generalist social worker. The first column of the grid, "Course Competencies" contains the competency (EP 2.1.1- EP 2.1.10) and the identified “Practice Behaviors” for each competency in the second column. The third column, “Linkages of Program Goals”, shows what program goal is linked to the EPAS competency. The final column, "Assessment of Practice Behaviors," provides a description of the primary methods used in this class to assess student mastery of the course competencies.

Course Competencies (CC)	Course Practice Behaviors	Assessment of Practice Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; <p>Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication</p>	<ol style="list-style-type: none"> 1. Class Discussions 2.. Public meeting
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • Present themselves as learners and engage 	<ol style="list-style-type: none"> 1. Class discussions 2.Value Clarification exercise

	<p>clients and constituencies as experts of their own experiences; and</p> <ul style="list-style-type: none"> • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • Engage in practices that advance social, economic, and environmental justice. 	<ol style="list-style-type: none"> 1. Class discussions 2. Class Exams
<p>Competency 5: Engage in Policy Practice</p>	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • Assess how social welfare and economic policies impact the delivery of and access to social services; • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	<ol style="list-style-type: none"> 1. Class discussions 2. Exams 3. Public Meeting
<p>Rural Competency: 10: Use interventions that recognize the needs and strengths present in rural communities.</p>	<p>Understand and use the appropriate intervention needed to address the strengths of individuals, families, groups, and communities in rural</p>	<ol style="list-style-type: none"> 1. Exams 2. Class discussions 3. Public Meeting

	communities.	
Rural Competency: 11: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients	Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.	<ol style="list-style-type: none"> 1 .Class discussions 2. Exams 3 Public Meeting

COURSE REQUIREMENTS

Required textbook:

Day, P.J. & Schiele, J. H., (2013). *A new history of social welfare*, 7th. Pearson.

****All students must have a textbook for this course, as it is a road map to help students successfully navigate through the course.**

Class Attendance Policy:

Students should be careful to limit their absences as much as possible. In order to receive credit for the courses, students must attend at least 75% of class meetings. More than three unexcused absences will affect your grades. **You are not expected to be late to class. However, please NOTE 3 tardies+ one absence. A tardy is defined as being 5 minutes late for class. If you are more than 10 minutes late for class it is best that you consider not attending class so that you will not disturb the follow of class. If you are absent from class for any reason, you are responsible for all work you missed, as well as for any assignments missed on the day(s) of your absence (s).**

Cheating and plagiarism policy:

Cheating:

Honesty is the best policy. Students found guilty of cheating will be subject to severe penalties, including a possible dismissal from the course with a failing grade.

Plagiarism:

The purpose of documentation is to avoid the appearance of representing someone else's work as yours. Such false representation is plagiarism. Let the interested reader consult your sources and check the accuracy of your investigation or carry on his/her own research. Students found guilty of plagiarism will be subject to severe penalties, including a failing grade for that assignment.

Make-Up examination policy:

All assignments may be accepted in advance. Guidelines for all homework assignments will be given to you in sufficient advance of the due date so that you will have plenty of time to work on each assignment.

NO assignment will be accepted after the due date. All assignments must be submitted by 10 minutes after the start of class (Please do not ask for special consideration).

Students may take a missed exam within five days under normal circumstances. More days will be allowed for certain situations. Students must have a valid excuse.

*****IT IS THE STUDENT RESPONSIBILITY TO NOTIFY THE PROFESSOR IN ORDER TO MAKE ARRANGEMENTS FOR THE MISSED EXAM. The professor will not initiate this process.*****

MATERNITY POLICY:

It is the policy of this class to accommodate students in need of maternity leave. However, students must make arrangement with the professor to successfully complete this course. A progress plan must be completed by students before beginning maternity leave. A copy of this plan will be given to the student and placed in student's folder. Students in need of leave should inform the professor at the beginning of the course.

Academic Integrity Policy

Academic integrity is a commitment to the values of honesty, trustworthiness, fairness, respect and responsibility in academia. Academic integrity is violated by any dishonest act that is committed in an academic context. Honesty and integrity are essential values of the Mississippi Valley State University's mission to pursue truth and knowledge. Academic excellence can be reached only with the cooperation and support of students. Students are expected therefore to accept responsibility for maintaining honesty and integrity in all acts inside and outside the classroom, studio or laboratory.

For a detailed description of sanctions and appeal procedures, consult Student Handbook pg.59. [https://www.mvsu.edu/sites/default/files/student handbook](https://www.mvsu.edu/sites/default/files/student%20handbook)

Required Tasks/Activities:

(PLEASE DO NOT EMAIL YOUR ASSIGNMENTS). ANY EMAILED ASSIGNMENTS WILL NOT BE GRADED.

****Assignments are done individually. Students submitting the exact assignment will receive the grade of F (All Students). To avoid this do not allow other students to make copies, screen shot or use your flash drive.**

All assignments must be typed unless otherwise stated.

Papers not stapled will be penalized 5 points. NO NAME 10 POINTS.

I do not give makeup work.

To successfully complete this course, students must undertake the following tasks/activities:

1. Each student will present a power point presentation on a relevant topic related to the historical development of social welfare. Students must select a topic from the following list. The topics are very board; therefore, student may present on any area under that topic.

TOPICS FOR PRESENTATION

1. **Freedmen's Bureau**
2. **TANF (Temporary Assistance for Needed Families)**
3. **"The Trails of Tears"**
4. **The English Poor Law of 1601**
5. **Great Depression**
6. **Feudalism**
7. **"War on Poverty**
8. **"Orphan Train"**
9. **Settlement Houses Movement**
10. **Charity Organization Society**
11. **The New Deal**
12. ***Brown v Board of Education***
13. **Dorothea Dix**
14. **Social Security Act of 1935**
15. **Civil Right Act of 1964**
16. **Older Americans Act of 1965**
17. **Child Abuse Prevention and Treatment Act of 1974**
18. **Mary Richmond**

19. **Jane Addams**
20. **The Speenhamland System**
21. **Black Death (Bubonic plague)**
22. **"The Great Society"**
23. **Mental Hygiene Movement**
24. **The National Urban League**
25. **The Patient Protection and Affordable Care Act of 2010**
26. **The Stonewall Riots**
27. **History of Head start in Mississippi**
28. **Medicare**
29. **Medicaid**
30. **National Association of Social Workers (NASW)**

INSTRUCTIONS

FOR POWERPOINT PRESENTATION

1. Students should dress professionally. Students should not wear tennis shoes, big earrings, t-shirt, denim (any color), noisy jewelry, caps, scarves, hats, flip flops, mini-skirts, short shorts, tank tops, halter tops, muscle shirts and etc.
2. The topic you selected is very broad. Your task is to narrow it down. Select a specific area to address for this presentation.
3. Your presentation should be at least 5 -7minutes. Points will be deducted if you do not have 5 minutes or go extremely over 7 minutes.
4. Your power point presentation should include bullets or topics. You should not have your entire presentation for all to see.
5. Note cards are to be used. I do not want to see printouts from the internet with highlighted information.
6. Do not include words on your power point that you cannot pronounce. Points (3) will be deducted for each word not pronounced correctly.
7. The professor must receive a copy of the power point presentation before your present.
8. Please make certain that your saved information is compatible to the power point equipment that is available in the Department of Social Work. If you have no idea about

the compatibility, please contact the secretary prior to your presentation date for assistance. She is located in the social work main office (662- 254-3365).

9. Students who do not present on their assigned date will not be able to present until all others have presented.

10. Please be creative!!! However, use only Black for the WORDS.

11. All presentations must have an introduction and conclusion.

12. Be prepared to answer questions!!!

13. If you pass out handouts, you must have one for every student.

2. Each student will attend an established public meeting (i.e. school board, Board of supervisor meeting, city council meeting and etc.).

PUBLIC MEETING ASSIGNMENT

Each student must attend an established public meeting (i.e. town council meeting, city council meeting, school board meeting, and board of supervisors meeting). **Absolutely No PTA, PTSA OR PTO meeting will satisfy!!!!!!!!!!!!**

PLEASE FOLLOW THE OUTLINE. TYPE EACH QUESTIONS. HOWEVER, FOR QUESTION (C) TYPE ONLY THE FIRST QUESTION.

I. The following areas must be addressed in your report:

A. What is the official name of the meeting (i.e. Holmes County Board of Supervisors meeting). If it is not on the agenda, Please ask.

B. How often are meetings held (i.e. monthly, daily, weekly or yearly)?

When are meetings held (i.e. every third Tuesday)?

Where are they held (i.e. City Hall building).

C. Provide a discussion of the general purpose of an organization, council, or board This will require you to do some research. **Document your source using APA style. (Personal communication from members will not be accepted). This should one paragraph.**

D. What social welfare issues were addressed? Briefly discuss them. How would these issues affect the well-being of the citizens? List the main issues along with a discussion.

******Remember almost every issue is related to social welfare, you must make the connection.******

E. **Attach a copy of the agenda (A copy of the minutes will not substitute).**

F. List the names of the Executive officers and their positions.

II. What were your impressions about the meeting? This should be at least one paragraph.

III . Please have the agenda signed by one of the Executive Officers and include a daytime phone number. An agenda without a signature will not be graded.

3. Students will take chapter exams, mid-term and final exam.

4. Other assignment maybe required.

5.. Students will take a syllabus quiz.

Evaluation Procedures:

Power point Presentation	100 points
Public Meeting	100 points
Syllabus quiz	50 points
Institutional/Residual quiz	50 points
Chapter exams (including midterm and final exams) 5 @ 100	500 points

Performance Standards:

Students will be evaluated according to interviews, class assignments, mid-term, final, and chapter examinations. Students will be expected to complete satisfactorily the assigned activities as listed above. Satisfactory completion includes adequate preparation prior to each class meeting.

The final grade assessed for each student will be determined using the following scales:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

AMERICANS WITH DISABILITIES ACT (SPECIAL NEEDS POLICY)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit University College to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors. For more information or to schedule an appointment, please visit University College located in the H.G. Carpenter Building or call 662-254-8376 or 8433.

Bibliography

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- Moniz, C., & Gorin, S. (2014). *Health care policy and practice: A biospsychosocial perspective* (4th ed.). New York: Routledge.
- Venturini, V. J. (2005). The New Deal (United States). In *encyclopedia of social welfare history in north america*. J. M. Herrick & P. H. Stuart (eds.). Thousands, Oaks CA: Sage Publications 259-262.