

**SW 140: Introduction to Social Work and Social Welfare  
3 Semester Hours**

Lewis-Clark State College  
Social Work Program  
Swk140.jurgens.FA09  
Revised: 8/09

Instructor: Cheryl Jurgens, LCSW  
Phone: 792-2073  
Email: crjurgens@lcsc.edu  
Location: SPH #277  
Term: Fall 09

Office Hours: Please see the instructor for office hours or to arrange an appointment.

**Mission Statement**

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. Through courses, internships, research projects, and student activities delivered by traditional and nontraditional methods (technology), the program fosters in its students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological and liberal arts based background and a strength's based perspective; the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process.

**Note:** Last day to add class (es) or to drop without "W" grade on transcript is 9-4-09.  
Last day to withdraw from class (es) or college for the semester is 10-30-09.

**COURSE DESCRIPTION**

The focus of this course is to help social work and non-social work majors gain an understanding of the professional foundation of social work. Students will be introduced to the knowledge, skills and ethics involved in generalist social work practice. Students will explore the theoretical, political, social and economic contexts of social work practice. Attention is given to the many settings and roles in which social workers work with diverse client groups whom social workers serve. Volunteer service learning project is required. This course is required for social work majors.

**I. INTRODUCTION AND OVERVIEW**

This course is designed to introduce students to the history of social welfare, the profession of Social Work and to provide an experiential sense of what the field of social work is really like. This course affords students an opportunity to explore social work as a profession and career choice. Students will be introduced to the knowledge, skills, and ethics involved in generalist social work practice. This course also explores the theoretical, political, social and economic contexts of social work practice. Attention will be given to the many settings and roles in which social workers work with diverse client groups whom social workers serve. This course will introduce the planned change model and explore the ecological, systems and strengths based perspectives which look at how individuals, groups, families, organizations, and communities interact and influence one another.

**II. PURPOSE OF THE COURSE IN THE CURRICULUM**

This course is an introductory course in social work and social welfare. The focus of this course is to

help social work and non-social work majors gain an understanding of the professional foundation of social work.

### **III. PROGRAM GOALS & COURSE OBJECTIVES**

This course addresses the following Social Work Program Goals:

- To provide learning experiences and opportunities in a variety of settings that develop generalist practice social work knowledge and skills needed to achieve BSW career objectives and meet client needs; (Goal #1)
- To educate students on the ethical foundation of social work as stated in the NASW Code of Ethics where self-reflection of one's own values and the understanding of how they influence relationships is emphasized; (Goal #2)
- Encourage students to understand the ethical requirement of commitment to life long learning. (Goal #7)

Course Objectives:

*Upon completion of this course, students should be able to:*

- A. Demonstrate a beginning knowledge of social welfare history;
- B. Explore and describe the process of helping by participating in a volunteer experience;
- C. Evaluate personal values, beliefs, and life experiences that inform the ways that you construct knowledge and make meaning in life;
- D. Acquire knowledge that will allow for an opportunity to self-assess if social work or related human services field are a potential career option for the student;
- E. Understand and describe generalist social work practice, the nature of social work education at the baccalaureate level, and the relationship of the BSW practitioner to other levels of professional practice;
- F. Acquire a basic understanding of generalist social work practice, including awareness and appreciation of essential knowledge, values and skills of the profession;
- G. Identify the steps of the planned change model and how it can be used in practice at the micro, mezzo and macro levels;
- H. Explore a framework for understanding and evaluating the social welfare system;
- I. Understand the importance of social justice, strengths based practice, client empowerment, and cultural competence in social work practice;
- J. Understand the various roles of the social work profession in promoting social and economic justice and working toward eliminating oppression at all levels of the environment;
- K. Understand the various types of client populations and the context in which social workers provide service to these client populations;
- L. Understand the various dimensions of human diversity;
- M. Acquire a basic understanding of the uses of research in the social work profession;
- N. Contribute as a group member in group exercises and class discussions;
- O. Demonstrate good oral and written skills through class assignments;
- P. Demonstrate the ability to critically reflect and think about course work.

### **IV. TEXTS AND REQUIRED READING**

#### **REQUIRED:**

Kirst-Ashman, Karen K. (2010,2007). Introduction to social work and social welfare: critical thinking perspectives (3<sup>rd</sup> ed.). Belmont, CA: Brooks/Cole.

**RECOMMENDED:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, D.C.: Author

**V. TEACHING METHODS/CLASS CLIMATE**

The primary teaching approach in this class will be combination of lecture and self-directed, experience-based, and problem-centered activities. Teaching methods include: lecture, discussion, modeling, quizzes, exams, guest speakers, video, and small group exercises.

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Disabilities: Coeur d'Alene

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, LCSC provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional/psychiatric, physical, visual, or hearing disabilities. For more information please contact LCSC-CdA located at 1000 W. Hubbard Street, Suite 144, Coeur d'Alene, ID (208) 666-6707.

Disabilities: Lewiston

The Americans with Disabilities Act of 1990 requires that the College make reasonable accommodation to persons with disabilities as defined in the act. Students with a disability seeking an academic accommodation must contact the Office of Student Life, Room 111, Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines.

*Shared Client And Agency Information:* In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

**V. CLASS ASSIGNMENTS AND GRADING PROCEDURES**

Details about class assignments can be found in Part VIII of this syllabus.

<u>Grades based on:</u>	<u># points or percentage</u>	<u>Course Objectives</u>
Assignment		
A) Personal Perspective Paper	100 points	C; D; O
B) Social Justice Paper	100 points	A; F; I; J; M
C) Volunteer Experience	200 points	A; B; F; K; O
D) In-class Group Exercises	100 points	D; E; F; H; J; K; L; N; P

E) Chapter Quizzes	200 points	A; E; F; G; H; I; J; L;
F) Final Exam	<u>100 points</u>	E; F; G; H; I; J; K; L; P
TOTAL=	800 POINTS	

#### **Grading Scale**

A= 760 - 800 points	C+ = 613 - 639 points
A- = 720 - 759 points	C = 586 - 612 points
B+ = 693 - 719 points	C- = 560 - 585 points
B = 666 - 692 points	D = 480 - 559 points
B- = 640 - 665 points	F = 479 and below

#### **Deadline for Submission of Class Assignments**

1. Assignments must be submitted to the instructor during class sessions unless otherwise arranged. Faxing class assignments is NOT permitted.
2. Assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. **Late papers will not be accepted.** On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. Late assignment grades may be reduced by 10% each day they are late.
3. In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Makeup quizzes or tests are due within 7 days of the missed quiz or test, or the student will receive a failing grade for the test. A student may not miss the final exam, as there will be no make up work.
4. Extra-Credit: This credit, if earned, will only count towards your final grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.

#### **Policy Regarding GPA**

Social work majors must achieve a C- in all required social work courses. In the event that a student does not achieve at least a C- in the course, they will be required to retake the course. Additionally, students must maintain an overall GPA of 2.5 and a 2.7 Cumulative GPA in social work courses.

#### **Policy Regarding Course Incompletes**

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student's control. It is the responsibility of the student to request an incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the next term, excluding summer session. Students who fail to complete the required work, will be assigned a grade of "F".

#### **Academic Honesty and Plagiarism\*\***

Part of the mission of this college is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The University expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an "F" grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in

- any academic exercise (e.g., an exam).
- **Fabrication:** unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- **Plagiarism:** representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- **Facilitating academic dishonesty:** helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**\*\* In addition to action by the professor, all incidents will be reported to Student Affairs.**

### **Professional Writing Standards**

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (5<sup>th</sup> Ed.)\*. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

**Note:** If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

\* Recommended for 140/240/241. Required for all others.

**The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.**

## **VI. TENTATIVE CLASS SCHEDULE**

**SESSION 1:** Aug. 25 & 27

**Topics:** Introduction to Course and Syllabus; Introduction to Social Work and Social Welfare

**Objectives:** B; C; D; E; H

**Assignments:** NA

**Readings:** Chapters 1, 2, 3

**Activity:** Guest speaker from Student Organization of Social Workers

**SESSION 2:** Sept. 1 & 3

**Topics:** Social Work Values and Ethics

**Objectives:** E; F; I

**Assignments:** NA

**Readings:** Chapters 1, 2, 3

**Activity:** Guest Speaker – Volunteer Opportunities – “Service to others is the rent you pay for your room on earth” author unknown); Small Group Assignments

**SESSION 3:** Sept. 8 & 10

**Topics:** Empowerment and Human Diversity

**Objectives:** C; D; F; P; N

**Readings:** Chapters 1, 2, 3

**SESSION 4:** Sept. 15 & 17

**Topics:** The Process of Generalist Practice

**Objectives:** C; F; I; L; O

**Readings:** Chapters 4 & 5

**Activity:** Sept. 15<sup>th</sup>, Quiz, Chapters 1, 2, 3 **and** Group Activity #1

**SESSION 5:** Sept. 22 & 24

**Topics:** Practice Settings

**Objectives:** F; G; J; P

**Readings:** Chapters 4 & 5

**SESSION 6:** Sept. 29 & Oct. 1

**Topics:** An Overview of Social Welfare and Social Work History

**Objectives:** G; K; N

**Assignments:** DUE Oct. 1, Personal Perspective Paper

**Readings:** Chapter 6

**Activity:** Sept. 29, Quiz, Chapters 4 & 5 **and** Group Activity #2

**SESSION 7:** Oct. 6 & 8

**Topics:** Policy, Policy Analysis Policy Practice, & Policy Advocacy: Foundations of Service Provision

**Objectives:** A; P

**Readings:** Chapter 7

**SESSION 8:** Oct. 13 & 15

**Topics:** Policies and Programs to Combat Poverty

**Objectives:** H; N

**Readings:** Chapter 8

**SESSION 9:** Oct. 20 & 22

**Topics:** Social Justice

**Objectives:** L; P

**Activity:** Oct. 20, Quiz, Chapters 6, 7, 8 **and** Group Activity #3;  
Oct. 22, Social Justice Video

**SESSION 10:** Oct. 27 & 29

**Topics:** Social Work and Services for Children and Families

**Objectives:** J; I

**Readings:** Chapter 9

**SESSION 11:** Nov. 3 & 5

**Topics:** Social Work and Services for Older Adults and People with Disabilities

**Objectives:** J; L

**Assignments:** DUE Nov. 3, Social Justice Paper

**Readings:** Chapters 10 and 11

**SESSION 12:** Nov. 10 & 12

**Topics:** Social Work and Substance Use, Abuse, and Dependence  
**Objectives:** I; J; L  
**Readings:** Chapter 14

**SESSION 13:** Nov. 17 & 19

**Topics:** Social Work and Services in Health Care and Mental Health

**Objectives:** F; I; J; L

**Readings:** Chapter 12 & 13

**Activity:** Nov. 17, Quiz, Chapters 9, 10, 11, 14 **and** In-class Group Activity #4

**Nov. 25 - 27 – Thanksgiving Break – Rest, Relax, Rejoice**

**SESSION 14:** Dec. 1 & 3

**Topics:** Social Work and Services for Youths and in the Schools and the Criminal Justice System

**Objectives:** B; O; P

**Assignments:** DUE Dec. 3, Volunteer Experience Paper

**Readings:** Chapters 15, 16

**SESSION 15:** Dec. 8 & 10

**Topics:** International perspectives; Career choices; Exam review

**Objectives:** C

**Activity:** Dec. 8, Quiz, Chapters 12, 13, 15, 16 **and** In-class group exercise #5

Dec. 10 – Review for final exam

**SESSION 16:** Dec. 17

Comprehensive Final Exam

## **VII. DESCRIPTIVE MATERIAL REGARDING ASSIGNMENTS**

1. In-class Group Exercises – Students will be assigned to small discussion groups early in the semester. The discussion groups will meet during class time and process an exercise using the “Triple A Model for Critical Thinking”. Each group will appoint a spokesperson at the beginning of the exercise. The spokesperson will report to the class the findings, main points, and conclusions, etc. of his/her group. When all groups have had an opportunity to report to the class the topic will be open for general class discussion.  
Due: See Course Outline  
Points: 20 points each (total points – 100)
2. Personal Perspective Paper\* - What is My Basic Philosophy? The nature of the human service worker's beliefs about life, the individual, society, and their interrelationships form a vital part of the capacity to work effectively with people. It provides the rational and motivating force for the worker's efforts and gives a personal significance to them – what we believe strongly we tend to try to put into practice. Based on the first few weeks of course material, lecture, readings, and a lifetime of living and self-knowledge, students will articulate a personal perspective on social work practice. This perspective should address the following content areas:
  - a. Human nature: What is the nature of human beings? What determines this nature? Use examples to explain your response.
  - b. Individual behavior: What shapes individual behavior? How does this occur? Use examples to explain your response.
  - c. The Family: What roles or function does the family play? How does the family influence nature and behavior? How important is the family in shaping nature and behavior? Use examples to explain your response.
  - d. The Social System (Government, Politics, Culture, and Economics): What affect does the social system(s) have on individual behavior? How influential is the social system in

shaping nature and behavior? Are there any components of the social system that have more influencing power than others? Use examples to explain your response.  
e. How does your perspective fit with what you know about the values of the social work profession? (E.g. social justice, equality, respect for diversity, self-determination, etc.)  
Due: October 1  
Points: 100

3. Social Justice Paper\* – This systematic evaluation of a topic is intended to deepen your understanding of social justice. And, ultimately, this evaluation is a way of learning about your self. Students will view a video in class related to a social justice issue and write a paper addressing the following questions:
- What is/are the theme(s) of the video? The main idea(s)?
  - What evidence does the video cite to support the theme?
  - What are the weaknesses and strengths of the video?
  - What are your personal values and biases that surfaced?
  - What are the current challenges for social workers with respect to the theme of the video?
  - How could you go about advocating for social justice with respect to this issue?

Due: Nov. 3  
Points: 100

4. Volunteer Experience Paper\* – Students will volunteer their assistance with projects that are intended to help others. A student should complete a minimum of 15 hours on 1 or 2 volunteer activities in Sept., Oct., and Nov, 2008. Information about activities occurring on the campus can be obtained by contacting Community Warriors Volunteer Center, 792-2084. Students are to report his or her activities in the form of a paper. The following information should be included in the paper:
- Background information on the volunteer activity. E.g., Purpose, policies, roles, target population served, strengths, and weaknesses;
  - Barriers to completion of the volunteer activity;
  - A description of the student's role in their chosen activity;
  - Activity goals and objectives;
  - The student's impressions about the activity.

Due: Dec. 3  
Points: 200

**\* Criteria for written assignments:**

Heading is placed one inch from top left corner of the first page as follows:

Student name  
SW-140  
Date of assignment  
Title of assignment

Typed and double spaced;  
Ariel font, 11 or 12 pt. only  
Indent the first line of each paragraph;  
Number all pages, beginning with page two (bottom right margin of page)  
Spell out contractions  
Three (3) to Five (5) pages in length;  
One inch margins – top, bottom, left and right margins;  
Citations, (references) should be written in APA format

All papers will include:

- a. Introduction – Indicate the major points that will be discussed in the text of your paper.
- b. Text - Responses to specific questions related to assignment – Refer to sequence in writing assignment for text portion of the paper. Information should be organized in logical sequence.
- c. Conclusion – summary of your findings and re-emphasize your opinion, bring the essay to a clear and definite end. Do not introduce new information.

Paragraphs must be well-developed with strong topic and supporting sentences. Make sure to use complete sentences, good grammar and correct spelling.

Grading rubrics for written assignments will be provided to students two weeks prior to assignment due date.

### **VIII. ATTENDANCE POLICY**

Students are expected to attend all scheduled classes. Those students unable to attend are responsible for all work and class material. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and **will** result in the reduction of your final grade by 1 (one) letter grade.

### **IX. FINAL EXAMINATION POLICY**

A comprehensive final exam will be given.

### **X. BIBLIOGRAPHY**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, D.C.: Author.

Anderson, J. & Carter, R.W. (2003). *Diversity perspectives for social work Practice*. Boston, MA: Allyn & Bacon.

Baker, R. L. (2003). *The social work dictionary* (5th ed.). Washington, D.C.: NASW Press.

Beebe, L. (1999). *Professional writing for the human services*. Washington, D.C.: NASW Press.

Berkman, C., & Zinberg, G. (1997). Homophobia and heterosexism in social workers. *Social Work*, 42(4), 319-332.

Brody, R. & Nair, M. (1996). *Macro Practice: A generalist approach*. Wheaton, IL: Gregory Publishers.

Compton, B. & Gallaway, B. (1994). *Social Work Processes*. Pacific Grove, CA: Brooks-Cole.

Corey, M.S., & Corey, G. (1998). *Becoming a helper*. Belmont, CA: Brooks/Cole.

Cournoyer, R.B. (2005). *The social work skills workbook* (4<sup>th</sup> ed.). Pacific Grove, DA: Brooks/Cole.

Cree, V.E. (2003). *Becoming a social worker*. New York: Brunner-Routledge.

Dolgoff, R., Loewenberg, F.M., & Harrington, D. (2005). *Ethical decisions for social work*

- practice (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Edwards, R.L. (2003). Encyclopedia of social work (19<sup>th</sup> ed.: plus annual supplements). Washington, D.C.: NASW Press.
- Dominilli, L. & Bernard, W.T. (2003). Broadening horizons; International exchanges in social work. Ashgate Publishing.
- Gibelman, M. (2005). What do social workers do? (2<sup>nd</sup> ed.). Washington D.C.: NASW Press.
- Ginsberg, L.H. (200). Careers in social work (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.
- Green, James W. (1999). Cultural awareness in the human services: A multi-ethnic approach (3<sup>rd</sup> ed.). Needham Heights, MA: Allyn & Bacon.
- Grobman, L.M. (1999). Days in the lives of social workers: 50 professionals tell "real-life" stories from social work practice (2<sup>nd</sup> ed.). Harrisburg, PA: White Hat Communications.
- Haynes, K. & Homes, K. (1994). Invitation to social work. New York: Longman.
- Healy, L.M. (2001). International social work: Professional action in an interdependent world. New York: Oxford University Press, Inc.
- Heffernan, J., Shuttlesworth, G., & Ambrosion, R. (1997). Social work and social welfare: An introduction. Minneapolis, MN: West Publishing.
- Jansson, G. (1993). The reluctant welfare state. Pacific Grove, CA: Brooks-Cole.
- Kirst-Ashman, K. & Hull, G. (1997). Understanding generalist practice. Chicago, IL: Nelson-Hall.
- Lum, D. (2003). Culturally competent practice: A framework for understanding diverse groups and justice issues (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Mackelprang, R.W. & Salsgiver, R.). (1996). People with disabilities and social work. Social Work, 41(1), 7-23.
- Maslow, A., & Lowery, R. (Ed.). (1998). Toward a psychology of being (3<sup>rd</sup> Ed.). New York: Wiley.
- National Association of Social Workers (1995). Encyclopedia of social work (19<sup>th</sup> 3d.). Washington D.C.: NASW Press.
- National Association of Social Workers (NASW). (1999). Code of ethics (amended). Alexandria, VA: Author.
- Neukrug, E. (2004). Theory, practice, and trends in human services: An introduction (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Ozama, M.N. (1999). The economic well-being of elderly people and children in a changing society. Social Work, 44(1), 9-17.
- Popple, P. & Leighninger, L. (1999). Social work, social welfare, and American society. Boston, MA: Allyn & Bacon.

- Reamer, F. (1998). Ethical standards in social work. Washington, D.C.: NASW Press.
- Saleebey, D. (2009). The strengths perspective in social work practice (5th ed.). Boston: Allyn & Bacon.
- Segal, E.A., Gerdes K.E., & Steiner, S. (2010). An introduction to the profession of social work: becoming a change agent (3<sup>rd</sup> ed). Belmont, CA: Brooks/Cole.
- Shaefer, B.B., Horehsi, C.R., & Horeshi, G.A. (2002). Techniques & guidelines for social work practice (6<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Szuchman, L.T. (2002). Writing with style: Apa style for social work. Belmont, CA: Brooks/Cole.
- Stout, K. & McPhail, B. (1998). Confronting sexism & violence against women. New York, NY: Longman.
- Weaver, H.M. (1999). Indigenous people and the social work profession: Defining culturally competent services. *Social Work*, 44(3), 217-225.
- Wells, C. (1999). Social work day to day. New York. NY: Longman
- Zastrow, C. (2000). Introduction to social work and social welfare (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- <http://www.ojp.usdoj.gov/bjs> (U.S. Dept. of Justice/Bureau of Justice Studies)
- <http://www.census.gov/hhes/www/poverty.html> (Census Bureau)
- <http://www.ecf.org/kidscount/kc2001> (Annie Casey Foundation)
- <http://www.samhsa.gov/> (Substance Abuse & Mental Health Services Adm.)
- <http://www.socialworker.com> (Social work information)
- <http://www.naswdc.org> (National Association of Social Workers)
- <http://www.criticalsocialwork.com> (Interdisciplinary Journal dedicated to Social Justice)