

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**Course Number:** SW 390N6

**Unique Number:** 63405

**Semester:** Spring 2005

**Meeting Time/Place:** Wed. 8:30-11:30, SSW 2.140

**E-mail Address:** [ypadilla@mail.utexas.edu](mailto:ypadilla@mail.utexas.edu)

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**Instructor's Name:**

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**Office Hours:** Wed. 11:30 & by  
appt.

**ISSUES IN SOCIAL WORK AND SOCIAL WORK EDUCATION (PhD)**

**I. Standardized Course Description**

This doctoral seminar will address critical issues involved in the global development of social work practice and social work education. Particular emphasis will be placed on the history of social work as well as current issues in social work education and practice. Technological advances in social work practice and education will also be examined.

**II. Standardized Course Objectives**

At the completion of the seminar, each seminar participant must be able to demonstrate through writing, presentation, discussion, debate, and/or exams:

1. Knowledge of the global historical development of social work practice and education and the interface with the underlying theories that parallel this development;
2. Ability to link the evolution of social work to the societal context in which it occurred relative to the history of such issues as poverty, women's rights, discrimination, and social justice; immigration, hunger, health disparities;
3. Knowledge and identification of the most salient contemporary issues that confront the practice of social work and social work education on a global basis;
4. Application of alternative conceptual frames of reference for understanding and assessing the impact of contemporary issues on social work and social work education;
5. Ability to identify, describe, and evaluate the range of issues affecting social work and social work education in a publishable format;
6. Ability to integrate basic concepts, pertinent ideas, technology, research findings, and history (within and outside social work) into a frame of reference useful for predicting and influencing the future direction of social work practice and education;

## Course Content and Organization

This course will provide an overview of contemporary issues in social work and social work education. I have selected very broad themes that are important within a variety of fields and areas of social work, while staying within the scope of the course objectives. We will cover various issues relevant to social work practice and social work education, specifically, *historical foundations, social reform vs. individual change, the contemporary socio-political context, the nature of social work knowledge, curriculum, technology, and global concerns*. The course readings are carefully selected to provide a variety of perspectives on each topic as well as to include themes that cut across the various topics. A central learning objective of the course will be to introduce students to systematic “tools for inquiry” that they can use to think about or conceptualize issues in social work and social work education.

### III. Teaching Methods

This class is conducted using a seminar format (discussion forum for web-based sections). Students are expected to be prepared to discuss assigned topics. The major criteria for student evaluation will be based on brief critical analysis papers drawing on the assigned readings, class discussions, and a publishable article on a issue in social work or social work education of interest. The course will include publication skills development, including regular peer review of writing progress throughout the semester.

### IV. Required and Recommended Texts, and Materials

#### A. Required Texts

Becker, Howard S. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article*. The University of Chicago Press.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. (2003). *The craft of research*. Chicago, IL: The University of Chicago Press.

Paul, Richard, and Linda Elder. (2004). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach, CA: The Foundation for Critical Thinking.

*Writing for the NASW Press: Information for authors*. (1995). Washington, DC: NASW Press. Available on-line: [www.naswpress.org](http://www.naswpress.org), in ‘Resources/Tools for Authors.’

#### B. Other Tools for Authors (Recommended)

American Psychological Association. (2001). *APA publication manual* (5th ed.). Washington, DC: Author. (*I recommend the spiral version because it handles easily.*)

NASW Press. (1997). *An author's guide to social work journals*. Washington: NASW Press.

Shields, Patricia M. (2000). *Step by step: Building a research paper (Project organizer)*. New Forums Press.

Strunk, William & E.B. White. (2000). *The elements of style*. New York: Longman.

#### C. Selected Readings

Listed by weeks in the Course Schedule below.

## V. Course Requirements

- A. Article on an Issue in Social Work/Social Work Education 70%  
Oral presentation/poster presentation for Web-based section (10%)  
Final Draft of Article (60%)

*The article assignment is broken into five parts. The final grade will incorporate your performance on each part of the article.*

- B. Brief Critical Analysis Papers and Class Participation 30%

*To provide for emergencies, students can drop 1 analysis paper grade. Late papers will receive a maximum of 50% credit. Regular attendance (participation for web class students) is expected.*

### **A. Article (See attached hand-out for detailed assignment.)**

The major assignment for this class is a publishable article focusing on an issue in social work or social work education of interest to you. Because of the comprehensiveness of the assignment, you should consider choosing a topic you know something about. The article assignment is broken down into five parts. The grade will be based on the final draft of the paper, however, it will take into account your performance in each part of the assignment. Therefore, it will be important for you to submit a well-prepared product in a timely manner each time. The tasks for the article are broken down in the attached hand-out. See Course Schedule for due dates.

### **B. Brief Critical Analysis of the Readings and Class Participation**

This class will be conducted as a seminar. Students are expected to come prepared to discuss assigned readings. On weeks with assigned readings on specific issues in social work/social work education, students are asked to write a brief critical analysis of the readings (2½ - 3 double-spaced pages). There will be a total of 7 Brief Critical Analysis Papers. You will discuss the content of your paper and respond to reflections by others in the class.

Each weekly set of readings is selected around a theme. I include a brief annotation that elaborates on how the readings elucidate on the theme and provide questions for you to consider in your brief critical analysis. When doing the readings, rather than looking only or primarily for information, read *looking for ways of thinking* about the subject matter. In your paper, discuss the complexity of the issues across readings: be sensitive to tensions, contradictions, controversies, consistencies/ inconsistencies, paradoxes, overlapping ideas. Consider issues from various points and insert your voice in the discussion. Support your arguments with specifics from the readings (refer to specific readings). Explain relevance: give information and explain why it is meaningful.

Why write about what you read? Reading is a passive activity, writing involves active inquiry. Whereas reading presents you with information, writing makes it your own by allowing you to think critically about what you have read. It provides “the *process* needed to relate new knowledge to prior experience (synthesis)... Writing is an active process of discovery and reinforcement.” (*Writing to Learn*, <http://www.wcer.wisc.edu/nise/CL1/CL/doingcl/writing.htm>)

## **VI. Class and University Policies**

Consult the *University of Texas at Austin General Information Catalog*.

1. Attendance & Late Assignments/Incompletes. Regular class attendance is required every class period for the entire class period. (For web-based courses, regular participation in web-based instruction is required.) Turn assignments in on the due dates. All assignments submitted after the beginning of class are considered late. In-class conference presentations will only be given on the allotted dates. The article project will be penalized 5 points for each calendar day late. University guidelines do not allow the granting of an “Incomplete” solely on the basis of a student not having enough time to complete an assignment.
2. Scholastic Honesty. Follow the rules of scholastic honesty. Assignments which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. Scholastic dishonesty, including plagiarism, will result in recommendation for dismissal from the University according to UT guidelines.
3. Agency and Community Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.
4. Academic Accommodations for Students with Disabilities. The University of Texas provides upon request appropriate academic accommodations for qualified students with disabilities. For information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

## VII. Course Schedule

Each week's readings are presented in a particular order, for example, beginning with readings providing a broad conceptualization of an issue, followed by case examples that build on each other. I highly recommend that you read them in the order provided. Unless noted otherwise, all readings are available on Blackboard under "Assignments."

### Topic of Study, Readings, and Assignment Due

Jan 19 [1]	Introduction to the Course
Jan 26 [2]	<p><b>WRITING FOR PUBLICATION – Carving Out a Topic from an Interest</b></p> <p><u>Writing for Social Scientists</u></p> <p><b>DUE:</b> Article, Part 1, List of 3 Alternative Thesis Statements for Article</p>
Feb 2 [3]	<p><i>Historical Foundations of the Social Work Profession</i></p> <p><i>We study history of the social work profession by tracing the historical evolution of social work in three fields: end of life care for older people, forensic practice, and mental health. How did social work respond to changing social and historical conditions in each of these fields – was it ahead of its time? Conversely what were the unique contributions of social work in each field? We close with a reading outlining the broad history of social work education. Consider, based on that reading, what history teaches us about some of the tensions that still exist today in social work and social work education.</i></p> <p>Luptak, M. (2004). Social work and end-of-life care for older people: A historical perspective. <i>Health &amp; Social Work, 29</i>(1), 7-15.</p> <p>Roberts, A. R., and Brownell, P. (1999). A Century of forensic social work: Bridging the past to the present. <i>Social Work, 44</i>(4), 359-370.</p> <p>Aviram, U. (2002). The changing role of the social worker in the mental health system. <i>Social Work in Health Care, 35</i>(1/2), 615-633. (Uploaded.)</p> <p>Austin, D.M. (1997). The institutional development of social work education: The first 100 years and beyond. <i>Journal of Social Work Education, 33</i>(3), 599-611.</p> <p><b>DUE:</b> Brief Critical Analysis Paper #1</p>
Feb 9 [4]	<p><b>WRITING FOR PUBLICATION – Conceptualizing the Problem</b></p> <p><u>The Craft of Research:</u> (Chapters 1-11)  Part I, Research, Researchers, and Readers  Part II, Asking Questions, Finding Answers  Part III, Making a Claim and Supporting It  <u>The Miniature Guide to Critical Thinking</u></p> <p><b>DUE:</b> Apply the concepts in the reading to your article. Present to the class.</p>

<p>Feb 16 [5]</p>	<p><i>Social Reform vs. Individual Change: What Should Be the Goal of Social Work?</i></p> <p><i>We take a fresh look at an age-old debate in social work. Unlike previous literature that tended to dichotomize the macro and micro goals of social work, these readings argue that the mandate of social work requires the integration of the two. What creative ways have been used to integrate the two, and how has doing so created a new helping relationship? Analyze the various forces that limit the profession's ability to engage in social change, including barriers in social work education. Assess the consequences of failing to link social reform and individual change.</i></p> <p>Abramovitz, M. (1998). Social work and social reform: An arena of struggle. <i>Social Work</i>, 43(6), 512-527.</p> <p>Carlton-LaNey, I. (1999). African American social work pioneers' response to need. <i>Social Work</i>, 44(4), 311-322.</p> <p>Jacobson, W. B. (2001). Beyond therapy: Bringing social work back to human services reform. <i>Social Work</i>, 46(1), 51-62.</p> <p>Doherty, W. J., and Carroll, J.S. (2002). The citizen therapist and family-centered community building: Introduction to a new section of the journal. <i>Family Process</i>, 41(4), 561-568.</p> <p>Adams, P. (2004). Classroom assessment and social welfare policy: Addressing challenges to teaching and learning. <i>Journal of Social Work Education</i>, 40(1), 124-146.</p> <p><b>DUE: Brief Critical Analysis Paper #2</b></p>
<p>Feb 23 [6]</p>	<p><b>WRITING FOR PUBLICATION – Providing a Framework for the Article</b></p> <p><u>The Craft of Research</u>: Part IV, Preparing to Draft, Drafting, and Revising / Chapter 12, Planning and Drafting</p> <p><u>Writing for the NASW Press: Information for Authors</u> (On-line: <a href="http://www.naswpress.org">www.naswpress.org</a>, under 'Resources/Tools for Authors')</p> <p><b>DUE: Article, Part 2, Framework for the Article, Bibliography, Article Worksheet</b></p>
<p>Mar 2 [7]</p> <p>Re-schedule due to CSWE APM.</p>	<p><i>The Contemporary Socio-Political Context of Professional Social Work</i></p> <p><i>The socio-political context of social work has multiple levels. On one level, the social work <u>profession</u> is affected by social welfare policy developments. What are some contemporary policy developments, and what are the implications for social work? On another level, it is not possible to understand even the more personal problems faced by social work <u>clients</u> without knowledge of their social, political, economic, and historical contexts. How does knowing the contexts of aging African Americans and Latina immigrant victims of domestic violence explain some of the issues they face?</i></p> <p>Brearly, J. (1995). The context of counselling in social work (Chapter 2). In <i>Counselling and Social Work</i>, 24-47. Buckingham, England: Open University Press. (Uploaded.)</p> <p>Jarman-Rhode, L., McFall, J.A., Kolar, P., and Strom, G. (1997). The changing context of social work practice: Implications and recommendations for social work educators. <i>Journal of Social Work Education</i>, 33(1), 29-46.</p> <p>CONTINUED ON NEXT PAGE</p>

	<p>Cnaan, R. A., &amp; Boddie, S. C. (2002). Charitable Choice and Faith-Based Welfare: A Call for Social Work. <i>Social Work</i>, 47(3), 224-236. Hagen, Jan L., and Davis, L.V. (1992). Working with women: Building a policy and practice agenda. <i>Social Work</i>, 37(6), 495-502.</p> <p>Trotman, F.K. 2002. Historical, economic, and political contexts of aging in African America. <i>Journal of Women &amp; Aging</i>, 14(3-4), 121-138. (Uploaded.)</p> <p>Perilla, J.L. (1999). Domestic violence as a human rights issue: The case of immigrant Latinos. <i>Hispanic Journal of Behavioral Sciences</i>, 21(2), 107-133.</p> <p><b>DUE: Brief Critical Analysis Paper #3</b></p>
<p>Mar 9 [8]</p>	<p><i>The Nature of Social Work Knowledge: Science, Philosophy, Politics</i></p> <p><i>Social work knowledge is a starburst with multi-faceted rays that emanate to produce a clearer picture of the human condition. The rays, the various facets, allow us to obtain different perspectives of that condition. We explore scientific (e.g., evidence-based), philosophical, political, feminist, and cultural approaches to social work knowledge. What does each approach bring to our conceptualization of the human condition and thus our design of social work interventions? How does limiting ourselves to one part of knowledge limit us, how does using all the parts expand our understanding?</i></p> <p>Imre, R.W. 1984. The nature of knowledge in social work. <i>Social Work</i>, 29(1), 41-45.</p> <p>Rosen, A. (2003). Evidence-based social work practice: Challenges and promise. <i>Social Work Research</i>, 27(4), 197-209.</p> <p>Kilty, K. M. &amp; Meenaghan, T. M. (1995). Social work and the convergence of politics and science. <i>Social Work</i>, 40(4), 445-454.</p> <p>Aymer, C. &amp; Okitikpi, T. (2000). Epistemology, ontology and methodology: what's that got to do with social work? <i>Social Work Education</i>, 19(1), 67-76.</p> <p>Campbell, R., and Wasco, S.M. (2000). Feminist approaches to social science: Epistemological and methodological tenets. <i>American Journal of Community Psychology</i>, 28(6), 773-791.</p> <p>Yan, M.C. (1998). Social functioning discourse in a Chinese context: Developing social work in mainland China. <i>International Social Work</i>, 41(2), 181-194. (Uploaded via ILL.)</p> <p><b>DUE: Brief Critical Analysis Paper #4</b></p>
<p>Mar 16</p>	<p><b>SPRING BREAK</b></p>
<p>Mar 23 [9]</p>	<p><i>The Social Work Curriculum as a Challenge to Social Norms: The Case of Social Work's Treatment of Sexual Orientation</i></p> <p><i>Does social work education show an interest in the burning issues of the times or does it remain aloof? Does it provide an understanding for students that prepares them to practice in ways that might challenge patterns of oppression? Taking the case of gay persecution in contemporary times, what is – and what should be – the response of social work education, and what are the consequences of this response for the gay population? for the social work profession? To help us think about this problem, we briefly examine the historical analogy of the preparation of teachers during the era of U.S. Black emancipation.</i></p> <p><b>CONTINUED ON NEXT PAGE</b></p>

	<p>Van Soest, D. (1996). The influence of competing ideologies about homosexuality on nondiscrimination policy: Implications for social work education. <i>Journal of Social Work Education</i>, 32(1), 53-64.</p> <p>Voorhis, R. B. &amp; Wagner, M. (2002). Among the missing: Content on lesbian and gay people in social work journals. <i>Social Work</i>, 47(4), 345-355.</p> <p>Malley, M. &amp; Tasker, F. (1999). Lesbians, gay men and family therapy: A contradiction in terms? <i>Journal of Family Therapy</i>, 21(1), 3-30.</p> <p>Hartman, A. &amp; Laird, J. (1998). Moral and ethical issues in working with lesbians and gay men. <i>Families in Society: The Journal of Contemporary Human Services</i>, 79(3), 263-277.</p> <p>Butchart, R.E. (2002). Mission matters: Mount Holyoke, Oberlin, and the schooling of Southern Blacks, 1861-1917. <i>History of Education Quarterly</i>, 42(1),1-17. (Uploaded.)</p> <p><b>DUE: Brief Critical Analysis Paper #5</b></p>
Mar 30 [10]	<p><b>DUE: Article, Part 3, First Draft of Article</b></p>
Apr 6 [11]	<p><i>Technological Applications in the Human Services</i></p> <p>Readings to be added.</p> <p>Brief Critical Analysis Paper #6</p>
Apr 13 [12]	<p><i>Social Work Practice in a Global Era</i></p> <p><i>We look at social work practice in a global era from a truly global perspective, with readings concerning Ireland, South Africa, Romania, and the United States by authors from different parts of the world. What circumstances force social work to go beyond national boundaries in response to critical social issues? What are the consequences of global social work intervention in social contexts of severe poverty and disenfranchisement? How do these global issues play out in the fields of international adoption, migration, child welfare reform, and developmental social welfare?</i></p> <p>Christie, A. (2003). Unsettling the 'social' in social work: Responses to asylum seeking children in Ireland. <i>Child &amp; Family Social Work</i>, 8(3), 223-231.</p> <p>Hollingsworth, L.D. (2003). International adoption among families in the United States: Considerations of social justice. <i>Social Work</i>, 48(2), 209-217.</p> <p>Dickens, J. &amp; Groza, V. (2004). Empowerment in difficulty: A critical appraisal of international intervention in child welfare in Romania. <i>International Social Work</i>, 47(4), 469-487. (Up.)</p> <p>Bak, M. (2004). Can developmental social welfare change an unfair world? <i>International Social Work</i>, 47(1), 81-94. (Uploaded.)</p> <p><b>DUE: Brief Critical Analysis Paper #7</b></p>

Apr 20 [13]	<p><b>WRITING FOR PUBLICATION—Part 4: Drafting and Revising</b></p> <p><u>The Craft of Research</u>: Part IV, Preparing to Draft, Drafting, and Revising /  Chapter 13, Revising Your Organization and Argument  Chapter 14, Introductions and Conclusions  Chapter 15, Communicating Evidence Visually  Chapter 16, Revising Style: Telling Your Story Clearly</p>
Apr 27 [14]	<b>DUE:</b> Article, Part 4, Student Papers/Poster Presentations
May 4 [15]	<b>DUE:</b> Article, Part 4, Student Papers/Poster Presentations
May 11	<p><b>DUE:</b> Article, Part 5, Final Draft of Article &amp; Project Binder (Student Services Desk)</p> <p><i>*Project Binder: Along with the final draft of the article, compile all the assignments leading to the final paper, including the thesis statement, article preparation worksheet, first draft, reviewer comments, memo responding to reviewers' comments, journal guidelines, and submit them as a package in a binder. Use dividers to separate each section.</i></p>

## VIII. Bibliography

- Abramovitz, M. (1993). Should all social work students be educated for social change? *Journal of Social Work Education*, 29(1), 6-11.
- Aguilar, G.D., Brown, K., Cowan, A., & Cingolani, J. (1997). Advanced standing revisited: A national survey of advanced standing policies and programs. *Journal of Social Work Education*, 33(1), 59-73.
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- Bennett, David L., Tonkin, Roger S. (2003). International Developments in Adolescent Health Care: A Story of Advocacy and Achievement. *Journal of Adolescent Health*, 33(4), 240-251.
- Cohen, N.E. (1958). *Social Work in the American Tradition*. New York: Holt, Rinehard & Winston.
- Dear, R. (1999). Should the MSW curricula be extended to three years? *Journal of Social Work Education*, 35(3), 395-400.
- Garvin, C., & Reed, B. (1995). *Feminist practice in the 21st century*. Washington, DC: NASW press.
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- Gibbs, P. (1995). Accreditation of BSW programs. *Journal of Social Work Education*, 31(1), 4-16.
- Gibelman, M. (1999). The search for identify: Defining social work--Past, present, future. *Social Work*, 44(4), 298-310.
- Gibelman, M. (2000). Say it ain't so, Norm! Reflections on who we are. *Social Work*, 45(5), 463-466.
- Giffords, E.D. (1998). Social work on the internet: An Introduction. *Social Work*, 43(3), 243-253.
- Gold, N. (1996). Putting anti-Semitism on the anti-racism agenda in North American schools of social work. *Journal of Social Work Education*, 32(1), 77-89.
- Haynes, K.S. (1998). The one hundred-year debate: Social reform versus individual treatment. *Social Work*, 43(6), 501-511.
- Hoffman, K.S. (1992). Should we support the continuum in social work education? *Journal of Social Work Education*, 28(1), 6-10.
- Jarman-Rhode, L., McFall, J.A., Kolar, P., & Strom, G. (1997). The changing context of social work practice: Implications and recommendations for social work educators. *Journal of Social Work Education*, 33(1), 29-46.
- Kemp, S.P. (1998). Should two years of practice experience be essential to teach required practice courses? *Journal of Social Work Education*, 34(3), 329-334.
- Lusk, M.W. (1997). Should social work celebrate unity or diversity? *Journal of Social Work Education*, 33(2), 225-228.
- Martinez-Brawley, E.E. (1995). Knowledge diffusion and transfer of technology: Conceptual premises and concrete steps for human services innovators. *Social Work*, 40(5), 670-682.
- Morelock, K.T. (1997). The search for virtue: Ethics teaching in MSW programs. *Journal of Teaching in Social Work*, 14(\_), 69-87.

- Myers, L.L., & Thyer, B.A. (1997). Should social work clients have the right to effective treatment? *Social Work, 42*(3), 288-299.
- Parr, R.G. (1996). Should CSWE allow social work programs in religious institutions an exemption from the accreditation nondiscrimination standard related to sexual orientation? *Journal of Social Work Education, 32*(3), 297-301.
- Proctor, E.K. (1996). Should doctoral programs graduate students with fewer than two years of post-MSW practice experience? *Journal of Social Work Education, 32*(2), 161-164.
- Ramanathan, C.S., & Link, R.J. (1999). *All our futures: Principles and resources for social work practice in a global era*. Belmont, CA: Wadsworth Publishing Co.
- Reisch, M., & Gorin, S. H. (2001). Nature of Work and Future of the Social Work Profession. *Social Work, 46*(1), 9-20.
- Schopler, J.H., Abell, M.D., & Galinsky, M.J. (1998). Technology-based groups: A review and conceptual framework for practice. *Social Work, 43*(3), 254-268.
- Stoesz, D., & Karger, H.J. (1993). Reconstructing welfare: The Reagan legacy and the welfare state. *Social Work, 38*(5), 619-628.
- Swenson, C. R. (1998). Clinical social work's contribution to a social justice perspective. *Social Work, 43*(6), 527-538.
- Torres, J.B., & Jones, J.M. (1997). You've got to be taught: Multicultural education for social workers. *Journal of Social Work Education, 15*, 161-179.
- Van Soest, D. (1995). Multiculturalism and social work education: The non-debate about competing perspectives. *Journal of Social Work Education, 31*(1), 55-66.
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## Article Assignment

The article assignment is broken down into five parts. See Course Schedule for due dates. Keep all the written parts of the assignment listed below in Parts 1-5, and submit them as a package in a binder at the end of the semester.

### **Part 1. List of 3 alternative thesis statements**

- Think of 3 different approaches to your topic of your choice. Once you have selected a general topic, what specific issues within this general topic might you want to focus on? Provide some detail on each one.

### **Part 2. Framework for the article based on your preliminary review of the literature**

- Bibliography (at least 20 references)
- Completed Worksheet “Conceptualizing the Problem”
- Name of potential journal for submission and copy of “Guide to Authors”
- Copy of article from the potential journal that you could use as a “model” for your paper
- List of 2 persons who can give you feedback on your article  
Expert (professor): \_\_\_\_\_  
Student (from class): \_\_\_\_\_

### **Part 3. First draft of the article**

The first draft of the paper is basically a finished draft provided to colleagues for substantive review/feedback before it is sent out for publication. It is **not** intended to be a rough draft that I or colleagues should fix or edit for you. Rather, it should be the very best paper you can produce in terms of coherence of ideas, grammar, etc. You will not receive a separate grade for the first draft, but I will provide you with an evaluation of your first draft (superior, good, average, or below average) to help you determine how much work you need to do on the final version.

- Include a bibliography with at least 20 references

### **Part 4. Conference presentation (poster for web-based section) based on article**

Presenting papers at professional conferences provides you with additional valuable feedback that you can incorporate into the article before you submit it for consideration by a journal.

- The grade will be based on the substance, coherence, and clarity of the presentation of ideas. Allotted time is 15 minutes, plus time for Q&A. (For web class students, a power point presentation is required.)

### **Part 5. Final draft of article and project binder**

- The final draft of the paper in the format required by the journal you choose to submit.
- Copy of the first draft with my comments
- The comments from the other 2 persons who critiqued your first draft (marginal comments on a copy of your paper or notes).
- A memo in which you respond to each of the reviewer’s comments. Summarize the changes you made based on the reviewers’ suggestions or explain why you decided not to make certain changes. (In the memo, do not list all the changes that you made related to improving grammar, spelling, and other basic writing errors. Simply say you addressed them in general.)

- A copy of the “Guide to Authors” from the journal you selected. The article will be graded based partly on how well it meets the requirements as outlined in the specific journal Guide, including its mission statement. Clearly identify the target journal in the paper’s title page.
- In the project binder, also include other materials you have compiled in preparing the article throughout the semester (theses statements, article preparation worksheet, and model article).

Criteria for final draft of the article:

- (a) General criteria: adherence to reviewer requirements and improvement over first draft; how close it is to being ready for publication.
- (b) Substantive content: level of analysis (extent to which the article goes beyond a broad general overview of the topic to a focused analysis of a complex issue); extent to which the article makes it clear how it fits within the state-of-the-art/current intellectual discourse on the topic of discussion; use of supportive data and literature, including a comprehensive and up-to-date bibliography.
- (c) Format and style: coherence (extent to which the paper is well-organized); grammar and style; level of formality (e.g., extent to which the paper reflects formal writing style rather than informal conversation style); adherence to format style of the *APA Publication Manual*.

\* **REMINDER**: The first draft with my comments must be submitted in order to obtain a grade for the final draft. The final grade on the article will be based on the extent to which your final draft responds to my revisions and that of the other reviewers.

## ARTICLE PREPARATION WORKSHEET: CONCEPTUALIZING THE PROBLEM

The purpose of this worksheet is to help you clearly articulate the purpose and direction of your article. You should then incorporate each of these points into your article.



Come up with a tentative title that succinctly reveals the thrust of your paper and that aims to capture the attention of readers:

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Articulate the purpose of the paper directly and clearly (& how you plan to accomplish it):

*“to examine [specific topic] and consider a particular area of that topic that has been neglected based on a review of the current literature [or research] and to discuss the implications for social work”*

*“to present the results of an empirical study on [topic] based on [the data set you used] ....”*

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State why the topic of your paper is compelling: why is it urgent and important and to whom?

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Spell out how the article will fit in the discourse on the topic:

What is known (if you are proposing an intervention discuss research that would suggest that such an intervention is needed):

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What the gaps in knowledge are:

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What gap your paper will fill:

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Consider how your problem area/topic is part of a larger problem and how it is interrelated with other problem areas:

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Demonstrate an awareness of how the problem area addressed in your article is viewed by society (what values and beliefs are reflected in those societal views? how much power does your population of interest have in society?):

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Suggest one thing you would want social workers, policy makers, or researchers to do with the information that you present on the problem you are addressing in your article (implications for policy, practice, or research):

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Say specifically what makes your article an innovative/original contribution to the field:

*“this topic has not received adequate attention in social work, although it is important for the profession because....”*

*“no one has studied this research question for this particular subgroup of the population”*

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