

## UMBC UGC New Course Request: SOWK 374 (C): SOCIAL WORK PRACTICE WITH IMMIGRANTS AND REFUGEE

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### COURSE INFORMATION:

Course Number(s)	SOWK 374(C)
Formal Title	SOCIAL WORK PRACTICE WITH IMMIGRANTS AND REFUGEES
Transcript Title (≤24c)	SOWK IMMIGRANTS & REFUGEES
Recommended Course Preparation	PSY 101, PSY 101, or POL Sc 101
Prerequisite	SOWK 200 and/or SOWK 260
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3
If yes, how many total credits?	N/A
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

### PROPOSED CATALOG DESCRIPTION:

This course provides an introduction to the information and skills necessary for generalist social work practice with immigrants and refugees. Its purpose is defined as the restoration, maintenance, and/or enhancement of the social functioning of individuals, families, groups, organizations, and communities and the promotion of social justice. Students will gain practice competencies based upon the use of multiple methods and models differentiated according to elements of culture and the subsequent unique needs of diverse populations, settings, and social conditions.

### RATIONALE FOR NEW COURSE

Throughout its history, the social work profession has addressed the problems of immigrants and refugees. In fact, professional social work emerged in response to the problems experienced by the millions of immigrants who came to the U.S. in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Today, over 12% of the U.S. population is foreign-born and millions more are the children of immigrants and refugees. In addition, the immigrants and refugees of the 21<sup>st</sup> century are more diverse than ever before, presenting a unique set of challenges for policy makers and practitioners.

Using critical theory, this course examines social work's historical role in providing services for immigrants and refugees; the major legislation which has shaped U.S. immigration policy; contemporary legal classifications of immigrants and their implications; and mainstream practice frameworks and their relevance for work with this population at the micro, mezzo and macro levels. The course is designed to help students develop knowledge regarding the cultural factors which affect immigrants' well-being and practice skills to respond to their needs and particular patterns of help seeking.

**University of Maryland Baltimore County  
Baccalaureate Social Work Program**

**SOWK 374 (C)**  
**PROFESSOR**  
**PHONE**  
[EMAIL](#)  
**OFFICE NUMBER**  
**Office Hours:**

**SUMMER, 2010**  
**TIME**  
**PLACE**

**SOCIAL WORK PRACTICE WITH IMMIGRANTS AND REFUGEES**

**OVERVIEW**

Throughout its history, the social work profession has addressed the problems of immigrants and refugees. In fact, professional social work emerged in response to the problems experienced by the millions of immigrants who came to the U.S. in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Today, over 12% of the U.S. population is foreign-born and millions more are the children of immigrants and refugees. In addition, the immigrants and refugees of the 21<sup>st</sup> century are more diverse than ever before, presenting a unique set of challenges for policy makers and practitioners.

This course provides an introduction to the information and skills necessary for generalist social work practice with immigrants and refugees. Generalist social work practice is based upon the use of multiple methods and models differentiated according to the unique needs of diverse populations, settings, and social conditions. Its purpose is defined as the restoration, maintenance, and/or enhancement of the social functioning of individuals, families, groups, organizations, and communities and the promotion of social justice. Thus, the course is organized around micro, mezzo, and macro practice with immigrants and refugees.

Using critical theory, this course examines social work's historical role in providing services for immigrants and refugees; the major legislation which has shaped U.S. immigration policy; contemporary legal classifications of immigrants and their implications; and mainstream practice frameworks and their relevance for work with this population at the micro, mezzo and macro levels. The course is designed to help students develop knowledge regarding the cultural factors which affect immigrants' well-being and practice skills to respond to their needs and particular patterns of help seeking. Although some of the readings and discussion for the course are focused on specific immigrant or refugee populations, the course aims to provide a non-essentialist perspective on social work practice with diverse populations. The course is taught through a combination of lecture, film, and novels. The use of films and novels enables students to gain insight into the experiences of immigrants through their own voices.

SOWK 374 is an elective course offered through the Social Work Department. Students must have successfully completed SOWK 200, 260 or get approval from the professor in order to take this course. Full and active participation in the course and interaction with peers are fundamental for successful comprehension of the key concepts.

**KNOWLEDGE OBJECTIVES**

1. To understand the history of immigration laws in the United States and their impact on immigrant and refugee populations
2. To understand the history of social work's perspective on immigrants and the profession's involvement in

the development and implementation of services to this population.

3. To understand the basic contemporary legal classifications of immigrants and refugees and their implications.
4. To understand the cultural factors which influence the well-being of immigrants and refugees.
5. To understand the different ways in which the value systems of immigrants and refugees influence their definition of needs and patterns of help-seeking behavior.
6. To understand the relevance of mainstream practice frameworks for social work practice with immigrants and refugees.
7. To understand how generalist social work practice applies to immigrants and refugees at the micro, mezzo, and macro levels.
8. To understand how to integrate empirical research and theoretical literature to guide one's social work practice with immigrants and refugees.
9. To understand possible ethical and value system conflicts which may arise when practicing social work with immigrants and refugees.

#### **ATTITUDE OBJECTIVES**

1. To actively and responsibly participate in learning about generalist social work practice with immigrants and refugees.
2. To appreciate the importance of self-awareness and self-understanding for successful social work practice.
3. To be aware of and respect values, behaviors, and cultures different from one's own.
4. To commit oneself to the values of the social work profession and accept professional responsibility for upholding the ethical standards of the profession.
5. To recognize the range of professional activities involved in generalist practice with immigrants and refugees.
6. To be personally involved in the discovery and interpretation of different cultural traditions and how they influence people's definition of need and patterns of help-seeking behavior.
7. To develop a critical perspective regarding the discussion of culture and diversity in the social work literature.

#### **SKILLS OBJECTIVES**

1. Demonstrate ability to assess and build professional credibility and competence across cultures.
2. Demonstrate helping behaviors in class exercises, role plays, and other activities.
3. Demonstrate an ability to identify and critically analyze the effect of current policies on immigrants and refugees.
4. Demonstrate effective interviewing, listening, communication, observation, and writing skills necessary for working with diverse clients in diverse settings.

5. Demonstrate self-critical thinking and an ability to make use of constructive feedback.
6. Demonstrate a beginning ability to integrate theory and research into practice.
7. Demonstrate a beginning ability to apply the knowledge and skills that will facilitate more competent practice with immigrants and refugees.
8. Demonstrate a beginning ability to identify the different legal classifications of immigrants and refugees in the U.S.

## REQUIRED TEXTS

Chang-Muy, F. & Congress, E.P. (2009). *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*. New York: Springer Publishing.

Fadiman, A. (1997). *The spirit catches you and you fall down*. New York: Farrar, Straus, and Giroux.

## RECOMMENDED TEXTS

Potocky-Tripodi, M. (2002). *Best practices for social work with refugees and immigrants*. New York: Columbia University Press.

## STATEMENT OF VALUES FOR ACADEMIC INTEGRITY AT UMBC

Academic integrity is an important value at UMBC. By enrolling in a course, each student assumes the responsibilities of an active participant in the scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Rigorous standards allow UMBC students, faculty, and administrators, as well as scholars and employers in the larger community, to trust that the work that students submit is the fruit of their own learning and academic effort.

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal from the Social Work Program and/or the University. Students should consult the UMBC and Social Work Department Student Handbooks for a full discussion.

The purposes of higher education are the learning students and faculty undertake, the knowledge and thinking skills developed, and the enhancement of personal qualities that enable students to be strong contributing members of society. In a competitive world, it is essential that all members of the UMBC community uphold a standard that places the integrity of each student's honestly earned achievements above higher grades or easier work dishonestly sought.

All members of the UMBC community are expected to make a commitment to academic honesty in their own actions and with others. Academic misconduct could result in disciplinary action that may include suspension or dismissal. Following are examples of academic misconduct that are not tolerated at UMBC:

- **Cheating:** Knowingly using or attempting to use unauthorized material, information, or study aids in any academic exercise.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
- **Plagiarism:** Knowingly representing the words or ideas of another as one's own in any academic exercise, including works of art and computer-generated information/images.

Students should consult UMBC's Student Academic Conduct Policy for information on policy and procedures for upholding UMBC's high standards for academic integrity. Students who have questions or concerns are encouraged to talk with a member of the faculty or administration for assistance.

The Code of Ethics established by the National Association of Social Workers (NASW) serves as a guide to professional conduct. As UMBC student and a beginning professional, the Ethics and the standards of Academic Integrity are important values to integrate into the development of one's professional self. Please see NASW Code of Ethics at [www.socialworkers.org](http://www.socialworkers.org) for more information.

APA format and professional writing skills will be used in this course. Therefore, students who do not properly cite works from outside sources will be found at fault for not adhering to values and standards stated above.

## ATTENDANCE

Class attendance is critical to a successful experience in this class. Students are also expected to participate in activities outside of class, as assigned. Students are expected to arrive to every class on time. Attendance will be taken at the beginning of each class, therefore if you arrive late you will be marked absent. Excessive absences or tardiness will not be tolerated. Students absent or tardy for more than three classes will result in the final grade being lowered.

Excessive absences from class or from assigned activities, ***regardless of the reason for the absence***, will result in the final grade being lowered, using the following scale:

3 absences/ tardy arrivals, 5 points deducted from final grade;

4 absences/ tardy arrivals, 10 points deducted;

5 absences/ tardy arrivals, 15 points deducted.

Students who have 6 or more absences/tardy arrivals (thereby missing more than half of the classes) should make arrangements to drop the course. Otherwise, an "F" will be awarded.

This class policy does not include classes that are cancelled or delayed due to inclement weather. In case of inclement weather, please contact 410-455-6789 or the UMBC homepage at [www.umbc.edu](http://www.umbc.edu) to determine if the UMBC Campus is delayed or closed. If the campus is closed, then please check blackboard to inquire about changes in the syllabus or readings that will be required for the next class.

## COURSE GRADING AND ASSIGNMENTS

There are three assignments and a midterm exam in this course. All of the work will further your understanding of social work practice with immigrants and refugees.

Students' grades on all written work will be based upon content and the quality of the writing. As required, papers must include citations to relevant text material and additional references, and must adhere to APA guidelines. Points will be deducted for weak writing and if APA style has not been utilized, regardless of the strength of the paper's content. Students should consult the APA manual.

Papers are to be turned in on the assigned due date at the beginning of class. If a student is unable to submit an assignment on time, then she/he must contact me PRIOR to the due date, and agree on reasonable accommodations with the understanding that points will be deducted for all late submissions. If the student does not submit by extended deadline then a 0 will be given for the assignment. If the student does not address late submissions with instructor BEFORE the due date then student will be given a 0 for the assignment.

## CLASSROOM ETIQUETTE AND TECHNOLOGY IN THE CLASSROOM

Cell phones and ipods may not be used in the classroom as these are distracting and will detract from the learning experience. If you bring your cell phone with you to class, please turn it off. Students may use laptops only to take notes. Surfing the web, texting, checking email, MySpace or Facebook accounts, etc. will compromise your learning in the class and are not acceptable.

## **SUMMARY OF ASSIGNMENTS AND DUE DATES**

Film/ Novel Comparison	25 pts	WEEK 5
Midterm Exam	20 pts	WEEK 7
Spirit Paper	25 pts	WEEK 10
Delivery of Social Work Services	25 pts	WEEK 15
Class Participation	5 pts	Ongoing

Total= 100 points

## **CLASS PARTICIPATION & THE LEARNING ENVIRONMENT**

The skill of expressing your thoughts, connecting them to the class discussion and course readings is extremely important. This skill is imperative in the field of social work as often times you are advocating and speaking on behalf of your client or discussing your case with your peers. As stated under summary of goals of this course listening and communication skills are qualities this class aims to strengthen. Some of you may have no problem adding to the discussion or sharing your thoughts, while others may listen more and share less. But it is important for all of you to work toward improving your skills throughout the course of the semester; therefore your participation in class will be incorporated into your final grade.

Class participation is evaluated by a student's ability to share her/his thoughts and views verbally in class and connect these thoughts to the class discussion and course readings. Connecting to the readings is important to help the class stay on the topic of that day's lecture. This course is reading intensive. Students' investment in their reading and other coursework will directly affect what they learn.

In order to create a constructive learning environment, in the first class we will set guidelines for class discussion to help every student feel comfortable sharing their thoughts in this class. We will also strive to create an environment in which all ideas and questions are treated seriously and with respect and which differences and diversity of opinions and persons are consistently supported. This is particularly important in this course, as its content addresses controversial issues which often provoke strong emotions and conflicting points of view. The classroom, therefore, should be a place where students model the kind of behavior that is required in professional settings. This may be difficult for some students but something to work on, as part of your professional and educational growth.

## **Novel/ Interview Comparison**

The purpose of this assignment is to help you understand the various challenges faced by different groups of immigrants and refugees, and to help you consider what the implications of these challenges and differences might be for social work practice. The assignment will help you understand and appreciate the different contexts and perspectives of different groups of immigrants. It will also help you continue to be 'in-tune' with your own history, which affects your thoughts, assumptions, values and beliefs, which, in turn, impacts your social work practice. Lastly, it helps you practice and maintain your interviewing skills.

You will select and read a novel from the list below that focuses on the immigrant experience of people from a different group than you are from. You are then required to interview a family member regarding your family's experience as immigrants to the U.S. or migrants from one region of the U.S. to another. Identify a theme or themes from the novel you read regarding the immigration or migration experience and use it to guide your interview so that you can compare and contrast how the novel and individual interviewed described some aspect of the immigrant experience. Discuss what the implications of these two different experiences might be for social work practice with immigrants and refugees.

Obviously, there will be wide variation in your papers and the experiences of the populations you examine. Therefore, each of your papers will be different and will reflect the unique situation of the population discussed in the book. The focus of the assignment is not on summarizing the interview and novel, rather on analyzing a specific aspect of the immigrant experience from two different perspectives.

**Your paper should consist of six distinct sections (Approximately 5-6 pages).**

1. An introduction to your paper which identifies the central themes or points of comparison of your paper. What specific aspect of the immigrant experience is focused on? (What themes did you pick from the novel to guide your interview?)
2. A short summary of the novel you read and its major themes as related to the immigrant experience. What underlying assumptions do the authors have about the issues or populations? How does the novel provide different insights into the immigrant experience?
3. A short summary of impressions from your interview.
4. Compare and contrast how the immigrant experience is depicted in the novel you read, and in your interview.
5. What are the implications for social work practice with immigrants? For example, what differences might exist in how a social worker would provide services to or advocate for these populations? What policies affect the well-being of these populations and how might policy change improve their situations?
6. A conclusion reflecting on how this assignment impacted the way you understand immigrant experiences.

## List of Novels

**(This list is not exhaustive. Other books can be used for this assignment with approval from the professor.)**

Julia Alvarez, *How the Garcia Girls Lost Their Accent*

Saul Bellow, *The Adventures of Augie March*

Hortense Calisher, *Sunday Jews*

Sandra Cisneros, *Caramelo* or *The House on Mango Street*

Harriett Doerr, *Stones For Ibarra*

Andre Dubus, *House of Sand and Fog*

Michael Gold, *Jews Without Money*

Marita Goldman, *Long Distance Life*

Oscar Hijuelos, *The Mambo Kings Play Songs of Love* or *Our House in the Last World*

Khaled Hosseini, *The Kite Runner*

Maxine Hong Kingston, *The Woman Warrior* or *China Men*

Jhumpa Lahiri, *The Namesake*

Gus Lee, *China Boy*

Gita Mehta, *Karma Cola*

V.S. Naipaul, *A Bend in the River* or *A Way in the World* or *Half a Life* or *Mimic Men*

Sonia Nazario, *Enrique's Journey*

Chaim Potok, *My Name is Asher Lev*

Henry Roth, *Call it Sleep*

Zadie Smith, *White Teeth*

William Styron, *Sophie's Choice*

Amy Tan, *The Joy Luck Club* or *The Kitchen God's Wife*

Anzia Yezierska, *Bread Givers*

Helena Maria Viramontes, *The Dogs Came with Them*

## **Delivery of Social Work Services**

The purpose of this assignment is to gain an understanding of the delivery of social work services to a specific immigrant group. The assignment will also help you integrate empirical research and/or theoretical professional social work literature into your understanding of social service delivery. In addition the assignment will help you practice and maintain your interviewing skills and may heighten your awareness of a specific area of social work practice.

Each student will choose a topic or issue related to social work practice or policy which addresses a specific immigrant group or a specific problem which immigrants confront (EXAMPLES are: Social work practice with immigrant families from West Africa, domestic violence among Asian American immigrant women, use of the welfare system among Chinese immigrants, mental health issues among Central American refugees, experiences of Southeast Asian immigrants who are older adults, PTSD and crossing the border among Latino migrants, the impact of legal documentation on mental health among Latino immigrants, civil liberties and Arab immigrants). Each student will locate and read three articles from peer-reviewed journals which address this issue or topic from either a theoretical or research perspective. Students will then interview a social worker who is working on this issue/ with this population to compare and contrast the social worker's experience with the recommendations from the literature.

**Your paper should consist of five distinct sections (Approximately 7 pages).**

1. An introduction to your paper describing your topic and its importance.
2. A review of the three articles and a discussion of their similarities and differences, and their recommendations.
3. A summary of the interview conducted with a social worker including a description of her/ his work, her/ his work setting, and her/ his practice experience regarding your topic.
4. An analysis of the similarities and differences regarding your topic between the articles you reviewed and the views of the social worker you interviewed. For example, are practice implications and recommendations discussed in the literature being considered by the social worker? Why or why not? What are practical concerns and limitations discussed by the social worker that are not considered in the literature?
5. A conclusion

The purpose of this assignment is to understand how theories used in social work practice guide work with immigrants and refugees and to assess the limitations of these theories for this work. In addition, the assignment aims to increase your awareness of how different patterns of help seeking behavior influence the relationship between a social worker and client and the goal or focus of social work practice with immigrants and refugees.

After reading The spirit catches you and you fall down, by Anne Fadiman, you will write a paper in which you apply three of the practice theories discussed in Chapter 4 of the text to the situation described in the “spirit” book. How do the three theoretical frameworks explain the situation? How would they guide your practice with this family? Compare and contrast the frameworks and their usefulness for this situation. Next, discuss how James Green’s model of help-seeking behavior would apply to the situation described in the book and how his model might be used in conjunction with each of the practice frameworks you discussed.

**Your paper should consist of five distinct sections (Approximately 5-7 pages).**

1. An introduction explaining the key points of the book
2. A description of the three theoretical frameworks and how they explain the situation
3. How the frameworks would guide your social work practice with Lia Lee and her family.
4. Compare and contrast the frameworks and their usefulness for this situation
5. Apply James Green’s help-seeking model to the situation described in the book and how it might be used in conjunction with each of the theoretical practice frameworks discussed
6. A conclusion reflecting on the utility of these theories for your future social work practice with immigrants and refugees.

### **Weekly Course Outline and Readings**

**This outline is subject to change.**

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|---------------|--|
| <b>Week 1</b> | <b>Introduction and Course Overview</b>        |
| <b>Week 2</b> | <b>Historical Overview of U.S. Immigration</b> |
|               | <b>Chang-Muy &amp; Congress, Chapter 1</b>     |

Daniels, R. (2004). Epilogue, Immigration After 9/11, in *Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882* (pp. 261-268). New York: Hill & Wang.

Spirit, Chapters 1-3

**Week 3 Social Work & Immigration: A Historical Overview**

Chan, S. (1991). The Social Organization of Asian Immigrant Communities, in *Asian Americans: An Interpretive History* (pp. 63-78), Boston: Twayne Publishers.

Park, Y. & Kemp, S.P. (2006). "Little Alien Colonies": Representations of immigrants and their neighborhoods in social work discourse, 1875-1924. *Social Service Review*, 80(4), 705-734.

Spirit, Chapters 4-6

Film: The Women of Hull House  
Exercise: Historical Documents

**Week 4 Legal Classifications of Immigrants**

Chang-Muy & Congress, Chapter 2

Spirit, Chapters 7-9

**Week 5 Theoretical Practice Frameworks & their application to Social Work Practice with Immigrants and Refugees**

Chang-Muy & Congress, Chapter 4

Spirit, Chapters 10-12

**Assignment 1 Due**

**Week 6 Help Seeking Behavior among Immigrants and Refugees**

Chow, J. (1999). Multiservice centers in Chinese American immigrant communities: Practice principles and challenges. *Social Work* 44(1), 70-80.

Green, J. (1998). *Cultural Awareness in the Human Services: A Multi Ethnic Approach*, 3<sup>rd</sup> Ed. Boston: Allyn & Bacon. Chapter 2, Help-Seeking Behavior: The Cultural Construction of Care.

Spirit Chapters 13-15

**Week 7 Micro Social Work Practice with Immigrants and Refugees Health & Mental Health**

Chang-Muy & Congress, Chapters 5 & 6

Spirit, Chapters 16-19

Sokolec, J.E. (2009) Health care for the undocumented: Looking for a rationale. *Journal of Poverty*, 13(3), 254-265.

Film: Becoming American

Week 8      Micro Social Work Practice with Immigrants and Refugees  
Family Systems: Separation & Reunification

*Polanco-Hernandez, G. (2009). The family and the child: A vision of Mexican migration. Journal of Poverty*, 13(3), 309-318.

Chang-Muy & Congress , Chapters 10 & 12

Week 9      Micro Social Work Practice with Immigrants and Refugees  
Children & Education

Chang-Muy & Congress , Chapter 9

Week 10     Mezzo Social Work Practice with Immigrants and Refugees  
Role of Community Based Organizations

Due: Spirit Paper

Rivera, F. & Erlich, J. (1997). A Time of Fear, a Time of Hope. Chapter 1 in *Community Organizing in a Diverse Society* (pp 1-17). Boston: Allyn & Bacon.

Delgado, G. (1994). Organizing in communities of color, in *Beyond the Politics of Place: New Directions in Community Organizing in the 1990s* (pp. 45-64), Oakland, CA: Applied Research Center.

Week 11     Mezzo Social Work Practice with Immigrants and Refugees  
Ethics and Value System Conflicts

Nelson, G., Prilleltensky, I. and MacGillivray, H. (2001). Building value-based partnerships: Toward solidarity with oppressed groups, *American Journal of Community Psychology* 29 (5), 649-677.

Iglehart & Becerra, Chapter 7, 205-222

Week 12     Mezzo/ Macro Social Work Practice with Immigrants and Refugees  
Eligibility for Public Benefits

Chang-Muy & Congress , Chapter 13

Fujiwara, L.H. (2005). Immigrant rights are human rights: The reframing of immigrant entitlement and welfare. *Social Problems*, 52(1), 79-101.

United Nations Declaration of Human Rights

Week 13     Macro Social Work Practice with Immigrants and Refugees  
Employment

Chang-Muy & Congress , Chapter 8

Chandler, S. K. & Jones, J. (2003). 'You have to do it for the people coming': Union organizing and the transformation of immigrant women workers. *Affilia*, 18(3), 254-271.

Film: Made in L.A.

**Week 14**      **Macro Social Work Practice with Immigrants and Refugees  
Advocacy**

**Chang-Muy & Congress , Chapters 7 & 14**

**Chumil, M. (2009). Journey a Los USA: Migration dynamics and United States policy. *Journal of Poverty*, 13(3), 350-358.**

**Gordon, J. (2006). The campaign for the unpaid wages prohibition act: Latino immigrants change New York wage laws, in R. A. Clucas, ed., *Readings and cases in state and local politics* (pp. 168-179), Boston: Houghton Mifflin.**

**Week 15**      **Wrap Up**

**Due: Social Service Delivery Paper**